NJ SCHOOL PERFORMANCE REPORT

CAROLINE L. REUTTER SCHOOL
(15-1590-070)
Grades Offered: 05-06
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	MR. PETERS
Address	2150 DELSEA DR FRANKLINVILLE, NJ 08322-2522
Phone Number	(856)694-0223
Email Address	TPETERS@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
5	219	207	203
6	199	227	207
Total	418	434	410

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	49.8%	45.9%	43.9%
Male	50.2%	54.1%	56.1%
Economically Disadvantaged Students	33.0%	32.9%	30.0%
Students with Disabilities	14.8%	13.8%	13.4%
English Learners	0.7%	1.2%	0.5%
Homeless Students		1.8%	1.5%
Students in Foster Care		0.9%	0.2%
Military-Connected Students		0.0%	0.2%
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	82.5%	79.7%	77.3%
Hispanic	6.5%	8.3%	9.8%
Black or African American	6.5%	6.2%	7.3%
Asian	1.0%	1.2%	1.2%
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	3.6%	4.6%	4.4%

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	97.3%
Spanish	2.0%
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	49	39	50	Met Standard	55	53	50	Met Standard
White	48	39	50	Met Standard	56	53	51	Met Standard
Hispanic	67	58	49	Exceeds Standard	53	55	48	Met Standard
Black or African American	42	33	44	Met Standard	58	50.5	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	48	43	49	**	49	33	51	**
Economically Disadvantaged	51.5	35	48	Met Standard	53	51	47	Met Standard
Students with Disabilities	43	34	41	Met Standard	55.5	49	43	Met Standard
English Learners	*	61.5	54	**	*	67	51	**

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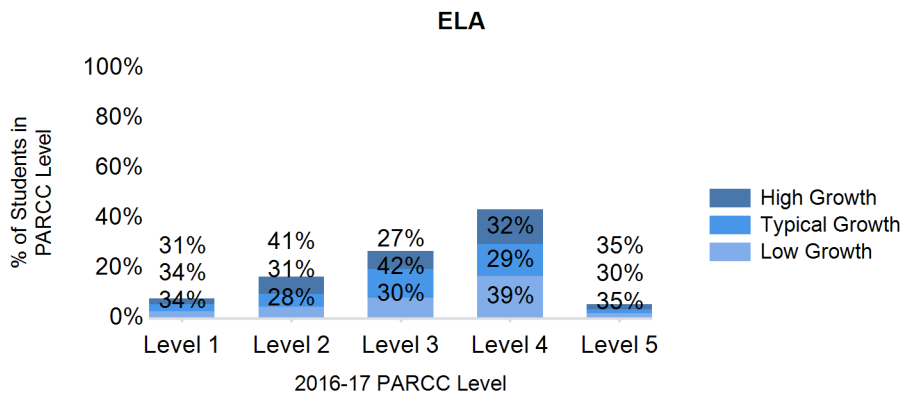
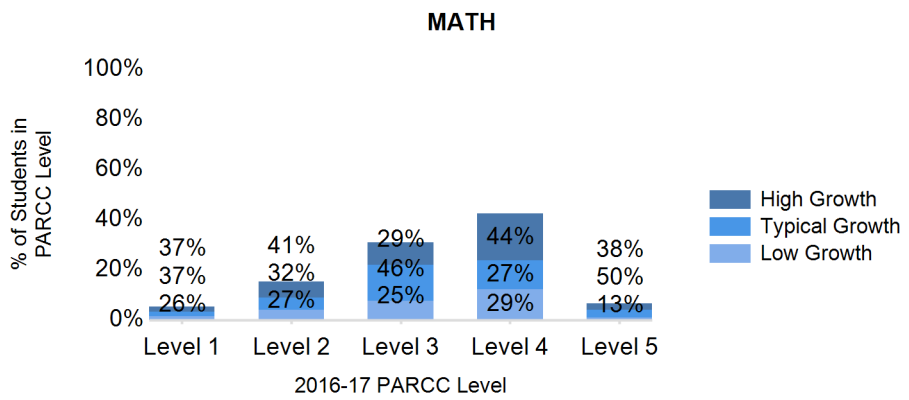
Student Growth by Performance Level

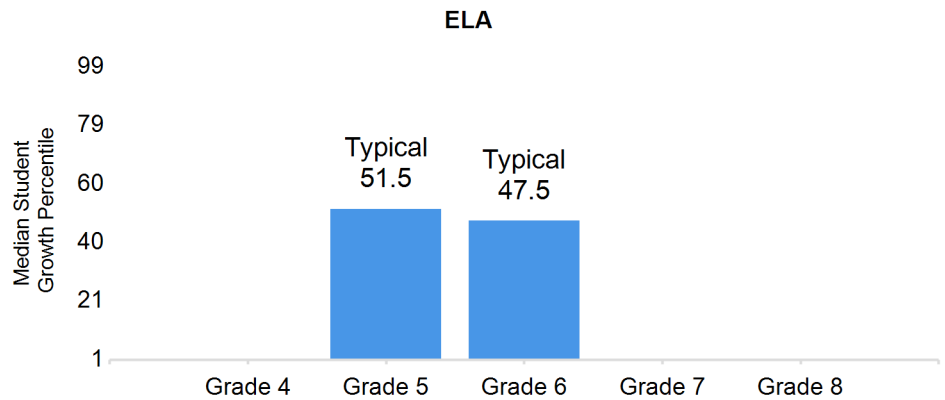
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

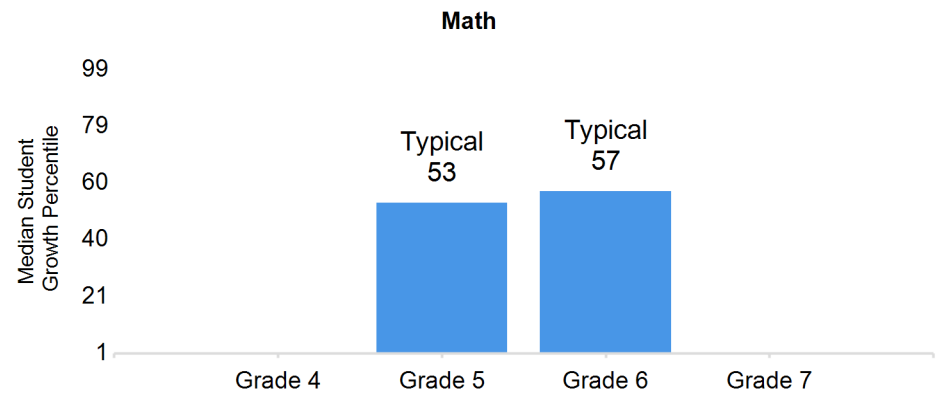




Student Growth by Grade

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	383	93.3	51.5	48.9	56.7	50.4	49.7	Met Target
White	292	91.6	52.0	50.4	65.6	50.2	50.3	Met Target†
Hispanic	39	100.0	53.8	45.4	42.5	53.8	44	Met Target
Black or African American	29	97.0	44.8	40.7	37.3	44.8	35.4	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	169	93.0	64.5	60.0	64.5	63.0		
Male	214	93.6	41.2	39.3	49.4	40.4		
Economically Disadvantaged Students	111	93.7	33.3	31.2	38.5	*	36.5	Met Target†
Non-Economically Disadvantaged Students	272	93.2	58.9	56.4	67.5	*		
Students with Disabilities	49	89.7	12.2	15.0	21.6	11.5	21.1	Not Met
Students without Disabilities	334	93.9	57.2	55.1	63.9	56.5		
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 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	200	749	749	755	6%	19%	25%	45%	6%	51%	58%
White	150	751	751	763	*	18%	24%	*	*	52%	68%
Hispanic	22	743	743	743	*	*	*	*	*	50%	43%
Black or African American	16	742	742	738	*	*	*	*	*	44%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	88	759	759	762	*	*	24%	*	*	63%	66%
Male	112	741	741	749	*	*	25%	*	*	41%	51%
Economically Disadvantaged Students	61	737	737	739	*	23%	33%	*	*	33%	39%
Non-Economically Disadvantaged Students	139	755	755	766	*	17%	21%	*	*	58%	71%
Students with Disabilities	28	716	716	724	*	36%	*	*	*	18%	22%
Students without Disabilities	172	754	754	762	*	16%	*	*	*	56%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	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	191	749	749	754	*	12%	32%	*	*	52%	56%
White	145	750	750	761	*	12%	32%	*	*	52%	66%
Hispanic	18	754	754	742	*	*	*	*	*	61%	42%
Black or African American	16	738	738	737	0%	*	*	*	*	38%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	85	757	757	761	*	*	28%	*	*	65%	64%
Male	106	742	742	748	*	*	36%	*	*	42%	48%
Economically Disadvantaged Students	57	740	740	739	*	21%	37%	*	*	35%	37%
Non-Economically Disadvantaged Students	134	752	752	764	*	8%	31%	*	*	59%	68%
Students with Disabilities	23	718	718	723	*	*	*	*	*	*	18%
Students without Disabilities	168	753	753	760	*	*	*	*	*	*	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	191	749	749	755	*	12%	32%	*	*	52%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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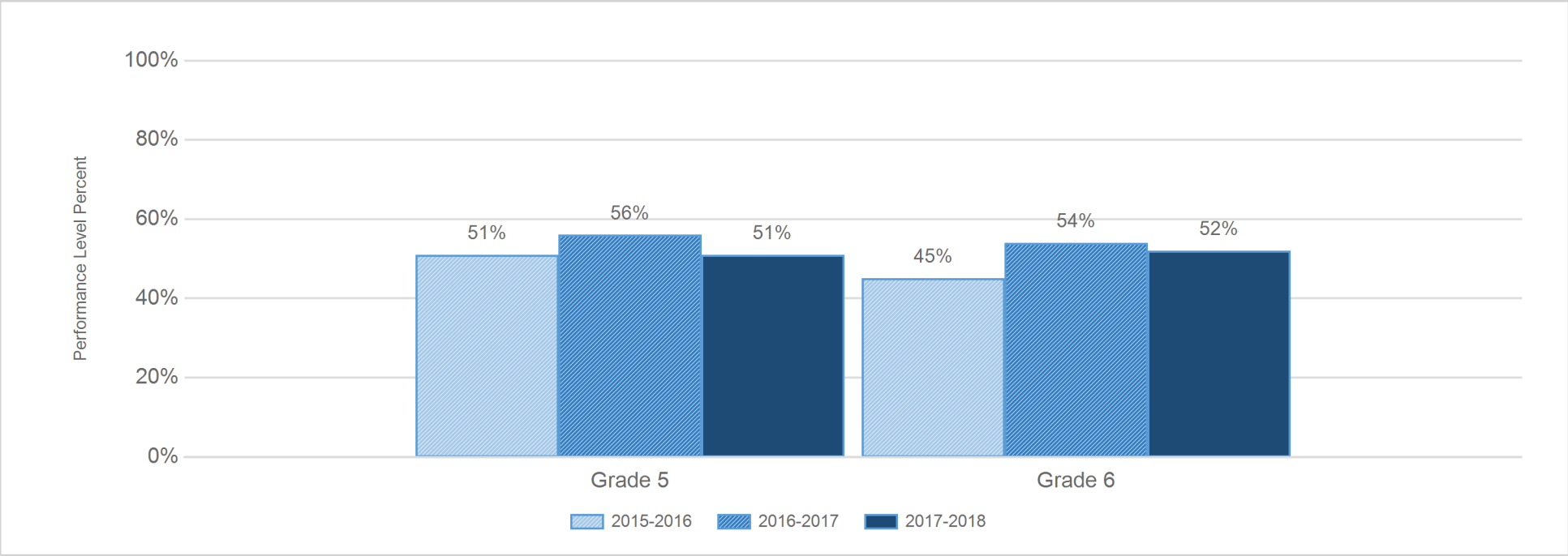
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	382	93.1	49.3	45.4	45.0	48.2	52.5	Not Met
White	291	91.3	52.2	49.0	54.1	50.2	54.5	Met Target†
Hispanic	39	100.0	46.2	33.4	29.2	46.2	39.5	Met Target
Black or African American	29	97.0	24.1	23.7	23.4	24.1	47.2	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	168	92.5	52.4	46.1	46.0	50.9		
Male	214	93.6	46.8	44.8	43.9	45.9		
Economically Disadvantaged Students	111	93.7	27.9	22.7	26.6	*	41.9	Not Met
Non-Economically Disadvantaged Students	271	92.8	57.9	55.0	55.9	*		
Students with Disabilities	49	89.7	14.3	17.4	17.1	13.4	24	Not Met
Students without Disabilities	333	93.6	54.3	50.6	50.5	53.6		
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 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	200	749	749	748	5%	20%	27%	36%	12%	48%	49%
White	150	751	751	756	*	18%	25%	*	*	51%	60%
Hispanic	22	742	742	736	*	*	*	*	*	45%	32%
Black or African American	16	736	736	730	*	*	*	*	*	19%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	88	752	752	749	*	16%	31%	*	*	51%	50%
Male	112	746	746	747	*	23%	24%	*	*	46%	48%
Economically Disadvantaged Students	61	734	734	733	*	26%	36%	*	*	26%	29%
Non-Economically Disadvantaged Students	139	755	755	758	*	17%	23%	*	*	58%	62%
Students with Disabilities	28	720	720	726	*	46%	*	*	*	18%	20%
Students without Disabilities	172	753	753	752	*	16%	*	*	*	53%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	190	748	748	744	*	18%	28%	*	*	50%	44%
White	144	751	751	751	*	17%	27%	*	*	53%	54%
Hispanic	18	744	744	731	*	*	*	*	*	50%	27%
Black or African American	16	738	738	726	*	*	*	*	*	25%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	84	749	749	745	*	20%	25%	*	*	52%	45%
Male	106	747	747	742	*	17%	31%	*	*	48%	42%
Economically Disadvantaged Students	57	736	736	729	*	30%	30%	*	*	32%	24%
Non-Economically Disadvantaged Students	133	753	753	753	*	14%	28%	*	*	58%	56%
Students with Disabilities	23	718	718	717	*	*	*	*	*	*	13%
Students without Disabilities	167	752	752	748	*	*	*	*	*	*	49%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	190	748	748	745	*	18%	28%	*	*	50%	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	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

CAROLINE L. REUTTER SCHOOL
(15-1590-070)
Grades Offered: 05-06
2017-2018

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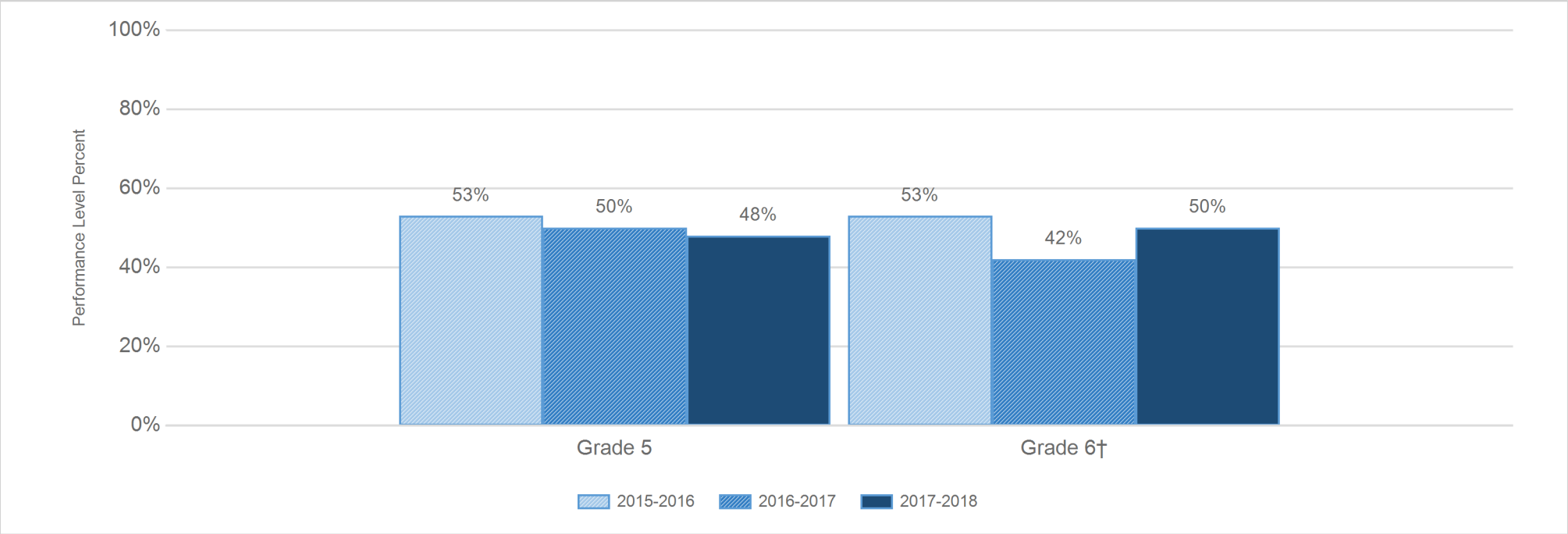
Mathematics Assessment – Performance Trends

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
5	*	*
6	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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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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.

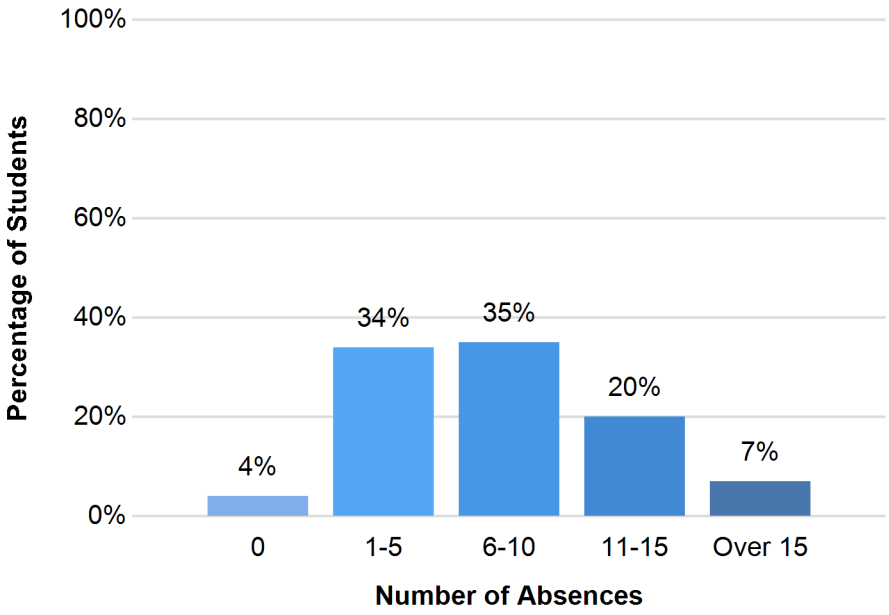
Chronic Absenteeism

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	20	4.9	8.2	Met
White	17	5.3	8.2	Met
Hispanic	0	0	8.2	Met
Black or African American	0	0	8.2	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	9	7.2	8.2	Met
Students with Disabilities	6	10.7	8.2	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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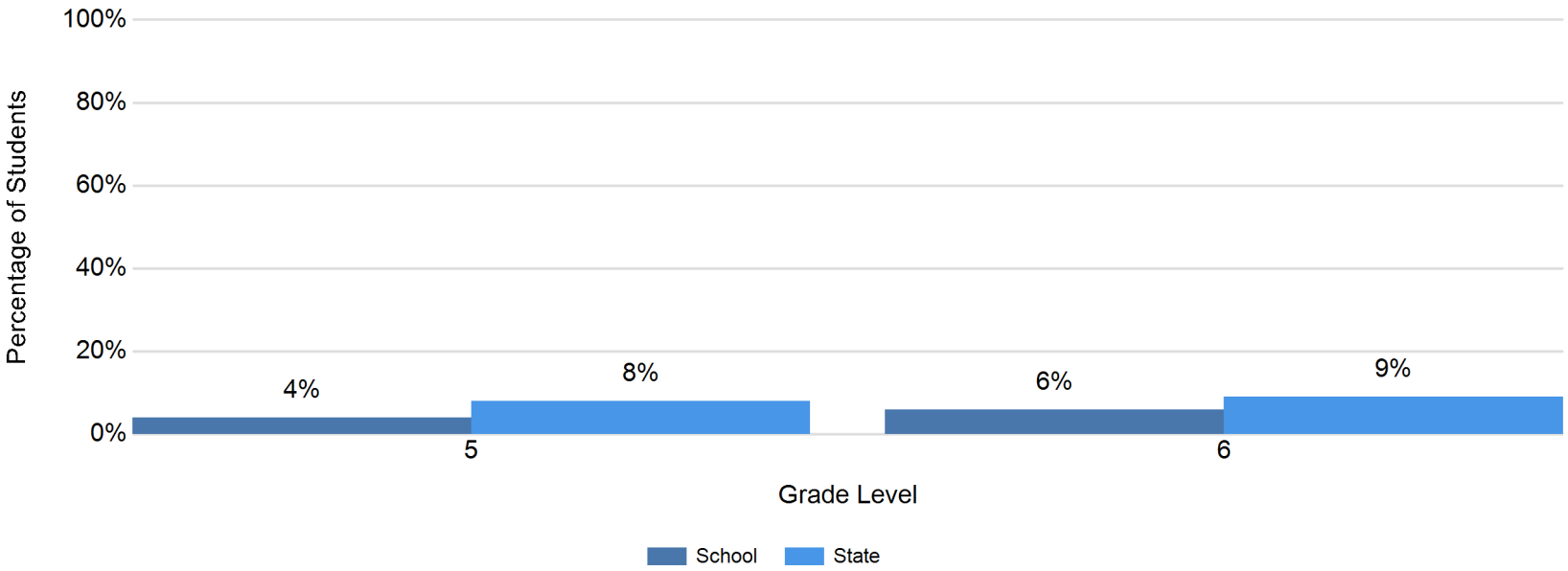
Chronic Absenteeism by Grade

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	2
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	2.20

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
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	2	2	4
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	2	2
Disability	0	2	2
Other	4	2	6
No Identified Nature	5		5

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
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
12

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School Day

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

Category	School
Typical Start Time	7:25 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	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	39	117,464
Average years experience in public schools	10.2	12.0
Average years experience in district	8.5	10.7
Teachers in district for 4 or more years	64.1%	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	11:1	11:1
Students to Administrators	410:1	176:1
Teachers to Administrators	39:1	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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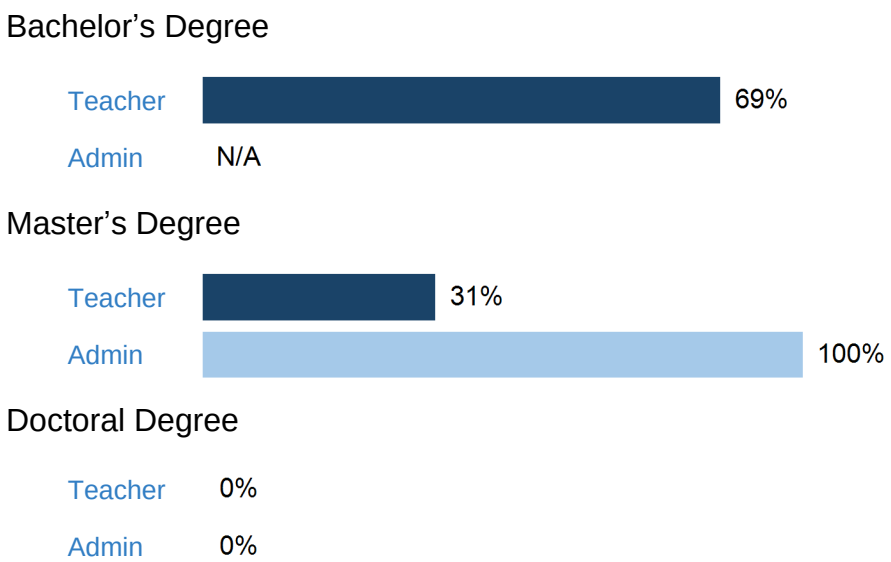
Teachers and Administrators - Level of Education

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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	87.2%	0.0%
Male	12.8%	100.0%
White	100.0%	0.0%
Hispanic	0.0%	100.0%
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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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	32.52	17.5%
Mathematics Proficiency	44.25	17.5%
English Language Arts Growth	52.73	25.0%
Mathematics Growth	71.63	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	82.55	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	56.91	n/a
Summative Rating: Percentile Rank of Summative Score	60.72	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Met Standard	Met Standard	**	Met	No
White	43.71	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	81.06	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	69.39	14.08	No	Met Target	Not Met	Met Standard	Met Standard	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	59.57	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	55.64	14.08	No	Not Met	Not Met	Met Standard	Met Standard	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 is part of each school day, with all students utilizing 1:1 personal chromebooks. • Over 90% of the student population consistently score on or above their grade level reading expectations. • The school has an award-winning character development program through CEP and and has earned Bronze Status through Sustainable Jersey.
Mission, Vision, Theme:	The mission of the Township of Franklin Public Schools is to develop the unique potential of each individual student and create global learners through a challenging and diverse curriculum in a positive learning climate that promotes the development of the whole child and fosters respect for all students.
Awards, Recognition, Accomplishments:	The school has been awarded Bronze Status through Sustainable Jersey for its environmental science initiative. Through our ongoing character development initiative, we have been recognized as a No Place for Hate School through the Anti-Defamation League and have received commendations by the Character Education Partnership.

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Report Key:
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School Narrative

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Courses, Curriculum, Instruction:	Our teachers differentiate their instruction so each student can maximize their learning potential through a variety of methods and materials. Lessons are creative, student-centered, and enhanced by technology. Our school community is highly motivated to provide self-enriching opportunities utilizing current research and best-practices. Daily instruction is aligned to the NJ Student Learning Standards and prepares students for their secondary education and career opportunities.The school is also in its fourth year participating in a program to incorporate highly effective professional learning through NJDOE and NJPSA. The school has proven itself as a leader among the programs participating schools in its implementation of professional learning communities and empowering teacher leaders.
Sports and Athletics:	Students are offered opportunities to enhance their physical fitness through the after school fitness and dance clubs. Physical fitness opportunities, such as our PTO Race for Education and the Character Development Color Run also provide opportunities for students to extend their physical education.
Clubs and Activities:	Our committed staff provides students with the opportunity to further their skills and knowledge through our after school enrichment programs . Musical talent is fostered at Reutter School through the opportunity to participate in the school band or concert choir. Students are encouraged to demonstrate their creativity through the Odyssey of the Mind competition. Sixth Grade Service-Oriented ActivitiesStudent CouncilSafety PatrolNurses HelperCounselors HelperLibrary HelperExtracurricular Programs:(Open to Fifth and Sixth Grade Students)BandChorusDramaPhysical FitnessBook ClubSTEMDanceArtAfter School Homework AssistanceAfter school reading assistance and PARCC preparation courses in Math and ELA are also offered

NJ SCHOOL PERFORMANCE REPORT

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(15-1590-070)
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Before and After School Programs:	The school district has a partnership with the Archway Just Kids Program who provides child care services for students after the conclusion of our normal school day.
Staff and Professional Learning:	Teachers are also afforded the opportunity to collaborate with their colleagues on a daily basis as they are arranged into academic teams within their grade levels. The concept of teacher-facilitated professional learning communities that focus on school operational items, systemic professional learning, ongoing curriculum revisions, and the development and critical analysis of common formative and summative assessments.

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

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

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Technology and STEM:	Students are offered an exploratory STEM-Based Related Arts course during the academic year. Additionally, a STEM after school club is offered to students who have expressed an interest in learning additional content in this subject area.

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