NJ SCHOOL PERFORMANCE REPORT

FRANKLIN TWP

(15-1590)

Grades Offered: PK-06

2017-2018

How to use this report:

- **Learn more** about this district 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 for this district.
- 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

FRANKLIN TWP

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District Contact Info

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

Type	Contact Information
County	GLOUCESTER
District	FRANKLIN TWP
Superintendent Name	MR. WALTON
Address	3228 COLES MILL ROAD FRANKLINVILLE, NJ 08322-3029
Phone Number	(856)629-9500 Ext. 1201
Email Address	TWALTON@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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Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Served
CAROLINE L. REUTTER SCHOOL	05-06
MAIN ROAD SCHOOL	03-04
MARY F. JANVIER SCHOOL	PK-02

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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
3	201	205	217
4	205	208	199
5	223	208	206
6	200	231	208
Total	1,428	1,456	1,409

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	47.9%	46.6%	46.6%
Male	52.1%	53.4%	53.4%
Economically Disadvantaged Students	34.9%	34.9%	31.8%
Students with Disabilities	16.1%	16.3%	16.0%
English Learners	1.1%	1.4%	0.8%
Homeless Students		2.1%	1.5%
Students in Foster Care		1.2%	0.9%
Military-Connected Students		0.2%	0.4%
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	80.1%	79.3%	78.6%
Hispanic	7.9%	8.7%	9.9%
Black or African American	6.9%	6.2%	5.6%
Asian	1.0%	1.4%	1.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	4.0%	4.5%	4.6%

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	98.6%
Spanish	1.2%
Other Languages	0.2%

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NJ SCHOOL PERFORMANCE REPORT

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 district are ordered from smallest to largest, the median student growth percentile (mSGP) for the district 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 state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	39	50	Not Met	53	50	Met Standard
White	39	50	Not Met	53	51	Met Standard
Hispanic	58	49	Met Standard	55	48	Met Standard
Black or African American	33	44	Not Met	50.5	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	61	**	*	61	**
American Indian or Alaska Native	N	52	**	N	53	**
Two or More Races	43	49	Met Standard	33	51	Not Met
Economically Disadvantaged	35	48	Not Met	51	47	Met Standard
Students with Disabilities	34	41	Not Met	49	43	Met Standard
English Learners	61.5	54	**	67	51	**

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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

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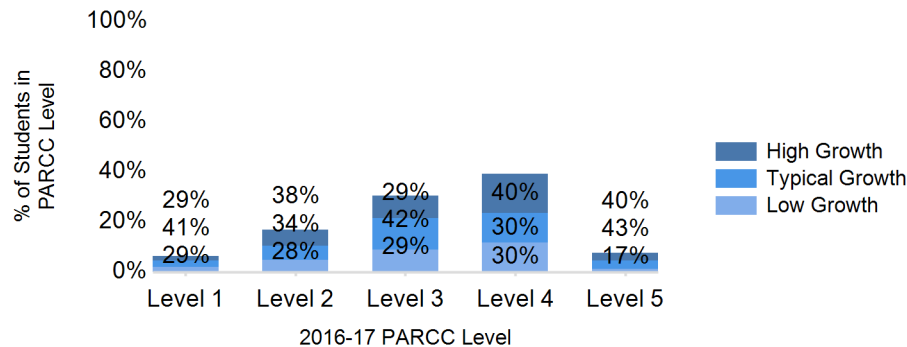
Student Growth by Performance Level

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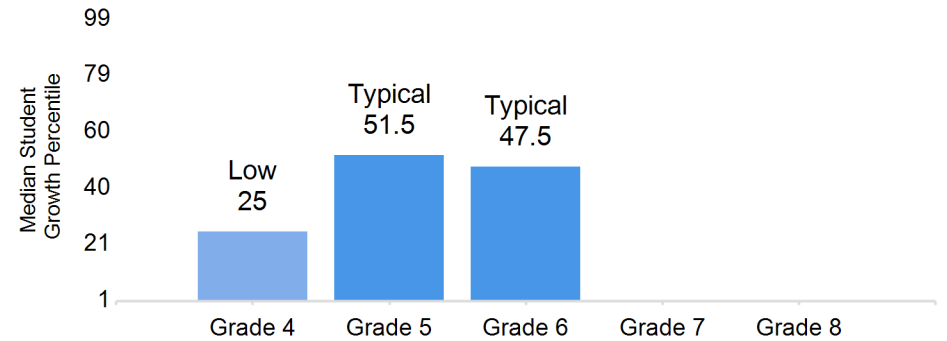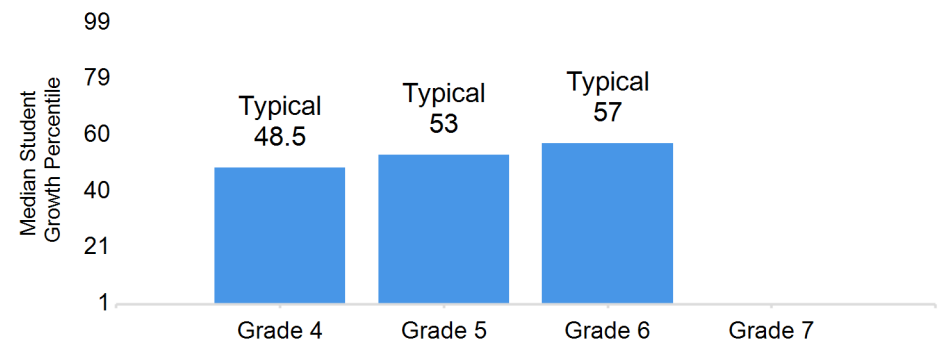
ELA
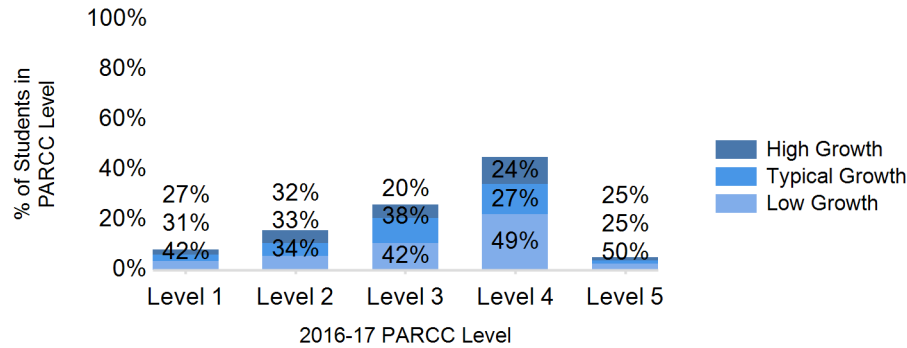
MATH

Student Growth by Grade

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

ELA

Math

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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 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	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
Districtwide	771	93.5	48.9	56.7	48.2	48.4	Met Target†
White	599	92.3	50.4	65.6	49.0	50	Met Target†
Hispanic	75	97.4	45.4	42.5	45.4	37.4	Met Target
Black or African American	54	96.6	40.7	37.3	40.7	35.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	63.4	*	46.6	Met Target†
Female	357	94.6	60.0	64.5	59.7		
Male	414	92.6	39.3	49.4	38.3		
Economically Disadvantaged Students	228	91.9	31.2	38.5	*	32.8	Met Target†
Non-Economically Disadvantaged Students	543	94.2	56.4	67.5	*		
Students with Disabilities	120	88.1	15.0	21.6	13.9	22.3	Not Met
Students without Disabilities	651	94.6	55.1	63.9	55.0		
English Learners	10	100.0	10.0	27.3	10.0	**	**
Non-English Learners	761	93.4	49.4	59.4	48.6		
Homeless Students	12	92.3	*	27.7	48.4		
Students In Foster Care	*	*	*	26.3	*		
Military-Connected Students	*	*	*	57.4	*		
Migrant Students	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	206	745	750	17%	12%	20%	*	*	52%	52%
White	169	747	759	17%	10%	19%	*	*	54%	61%
Hispanic	20	730	736	*	*	*	*	*	45%	38%
Black or African American	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	758	*	*	*	*	*	*	58%
Female	94	753	756	*	*	21%	*	*	62%	57%
Male	112	737	744	*	*	19%	*	*	44%	46%
Economically Disadvantaged Students	62	724	733	31%	16%	21%	*	*	32%	34%
Non-Economically Disadvantaged Students	144	754	762	10%	10%	19%	*	*	60%	64%
Students with Disabilities	40	708	719	55%	*	*	*	*	20%	24%
Students without Disabilities	166	753	756	7%	*	*	*	*	60%	57%
English Learners	N	N	712	N	N	N	N	N	N	15%
Non-English Learners	206	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	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	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
Districtwide	187	741	756	10%	17%	33%	35%	5%	40%	58%
White	143	744	764	7%	16%	35%	35%	7%	42%	68%
Hispanic	16	725	744	*	*	*	*	*	25%	44%
Black or African American	14	733	739	*	*	*	*	*	29%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	763	*	*	*	*	*	*	63%
Female	96	746	762	*	15%	26%	*	*	51%	63%
Male	91	737	751	*	20%	41%	*	*	29%	53%
Economically Disadvantaged Students	57	732	740	*	21%	32%	*	*	28%	40%
Non-Economically Disadvantaged Students	130	745	767	*	15%	34%	*	*	45%	70%
Students with Disabilities	30	710	726	*	*	*	*	*	10%	25%
Students without Disabilities	157	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	732	N	N	N	N	N	N	33%

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

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

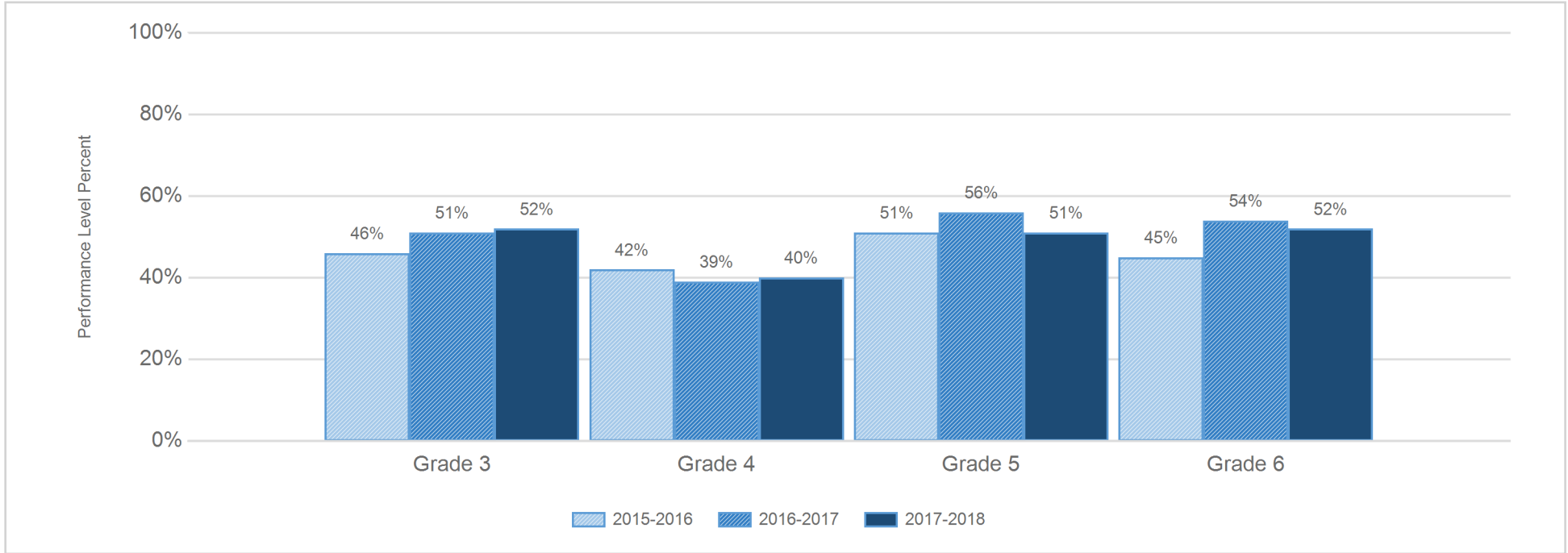| Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	200	749	755	6%	19%	25%	45%	6%	51%	58%
White	150	751	763	*	18%	24%	*	*	52%	68%
Hispanic	22	743	743	*	*	*	*	*	50%	43%
Black or African American	16	742	738	*	*	*	*	*	44%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	763	*	*	*	*	*	*	65%
Female	88	759	762	*	*	24%	*	*	63%	66%
Male	112	741	749	*	*	25%	*	*	41%	51%
Economically Disadvantaged Students	61	737	739	*	23%	33%	*	*	33%	39%
Non-Economically Disadvantaged Students	139	755	766	*	17%	21%	*	*	58%	71%
Students with Disabilities	28	716	724	*	36%	*	*	*	18%	22%
Students without Disabilities	172	754	762	*	16%	*	*	*	56%	65%
English Learners	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	*	*	756	*	*	*	*	*	*	59%
Migrant Students	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	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
Districtwide	191	749	754	*	12%	32%	*	*	52%	56%
White	145	750	761	*	12%	32%	*	*	52%	66%
Hispanic	18	754	742	*	*	*	*	*	61%	42%
Black or African American	16	738	737	0%	*	*	*	*	38%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	761	*	*	*	*	*	*	64%
Female	85	757	761	*	*	28%	*	*	65%	64%
Male	106	742	748	*	*	36%	*	*	42%	48%
Economically Disadvantaged Students	57	740	739	*	21%	37%	*	*	35%	37%
Non-Economically Disadvantaged Students	134	752	764	*	8%	31%	*	*	59%	68%
Students with Disabilities	23	718	723	*	*	*	*	*	*	18%
Students without Disabilities	168	753	760	*	*	*	*	*	*	63%
English Learners	N	N	712	N	N	N	N	N	N	*
Non-English Learners	191	749	755	*	12%	32%	*	*	52%	*
Homeless Students	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	752	N	N	N	N	N	N	55%
Migrant Students	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.

Grade	2015-2016	2016-2017	2017-2018
Grade 3	46%	51%	52%
Grade 4	42%	39%	40%
Grade 5	51%	56%	51%
Grade 6	45%	54%	52%

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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 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	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
Districtwide	771	93.5	45.4	45.0	44.7	53.1	Not Met
White	598	92.2	49.0	54.1	47.5	54.9	Not Met
Hispanic	75	97.4	33.4	29.2	33.4	46.1	Not Met
Black or African American	55	98.3	23.7	23.4	23.7	44.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	53.0	*	33.7	Met Target
Female	356	94.3	46.1	46.0	45.8		
Male	415	92.8	44.8	43.9	43.8		
Economically Disadvantaged Students	229	92.3	22.7	26.6	*	39.9	Not Met
Non-Economically Disadvantaged Students	542	94.0	55.0	55.9	*		
Students with Disabilities	121	88.8	17.4	17.1	16.1	23	Not Met
Students without Disabilities	650	94.4	50.6	50.5	50.4		
English Learners	10	100.0	10.0	24.6	10.0	**	**
Non-English Learners	761	93.4	45.9	46.9	45.2		
Homeless Students	12	92.3	16.7	17.3	44.9		
Students In Foster Care	*	*	*	16.2	*		
Military-Connected Students	*	*	*	45.8	*		
Migrant Students	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

FRANKLIN TWP
(15-1590)
Grades Offered: PK-06
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

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	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
Districtwide	206	744	752	12%	16%	28%	37%	8%	45%	53%
White	169	745	760	12%	14%	26%	40%	9%	49%	64%
Hispanic	20	734	739	*	*	*	*	*	30%	38%
Black or African American	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	94	746	752	*	22%	23%	*	*	47%	53%
Male	112	743	751	*	10%	31%	*	*	44%	53%
Economically Disadvantaged Students	62	721	736	*	*	29%	*	*	19%	35%
Non-Economically Disadvantaged Students	144	754	762	*	*	27%	*	*	56%	66%
Students with Disabilities	40	711	730	*	*	25%	*	*	18%	29%
Students without Disabilities	166	752	756	*	*	28%	*	*	52%	57%
English Learners	N	N	726	N	N	N	N	N	N	23%
Non-English Learners	206	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	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

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(15-1590)

Grades Offered: PK-06

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

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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).

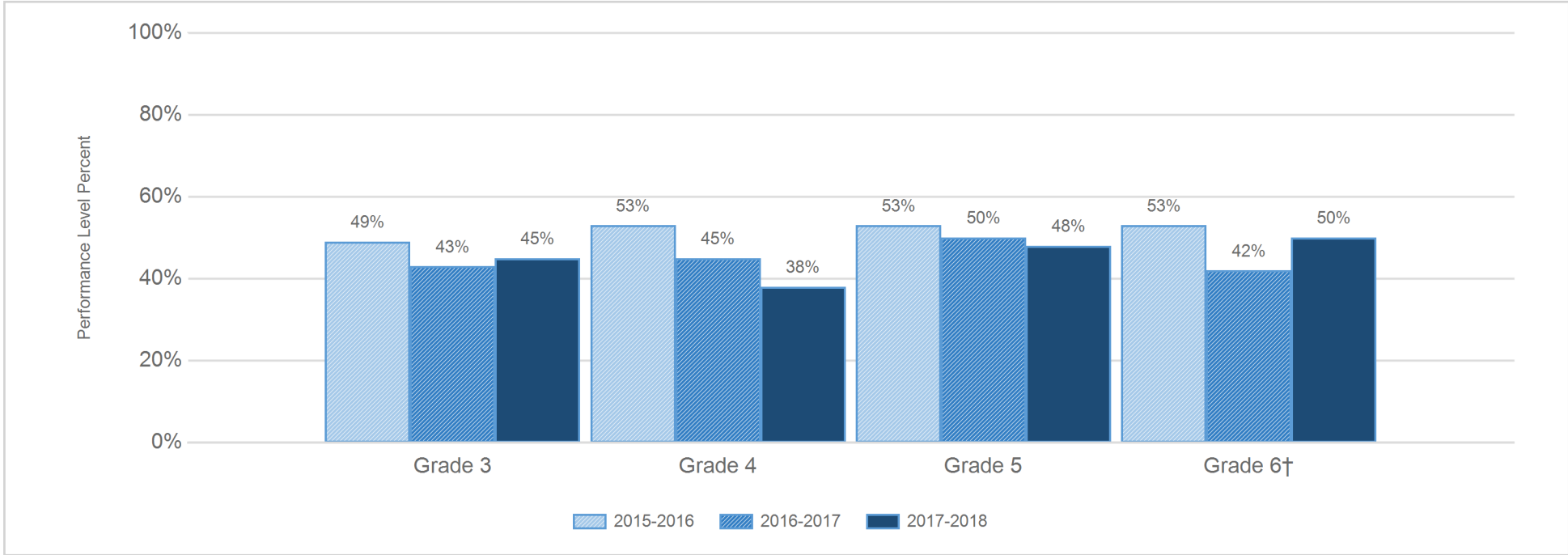| Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	200	749	748	5%	20%	27%	36%	12%	48%	49%
White	150	751	756	*	18%	25%	*	*	51%	60%
Hispanic	22	742	736	*	*	*	*	*	45%	32%
Black or African American	16	736	730	*	*	*	*	*	19%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	754	*	*	*	*	*	*	55%
Female	88	752	749	*	16%	31%	*	*	51%	50%
Male	112	746	747	*	23%	24%	*	*	46%	48%
Economically Disadvantaged Students	61	734	733	*	26%	36%	*	*	26%	29%
Non-Economically Disadvantaged Students	139	755	758	*	17%	23%	*	*	58%	62%
Students with Disabilities	28	720	726	*	46%	*	*	*	18%	20%
Students without Disabilities	172	753	752	*	16%	*	*	*	53%	55%
English Learners	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

FRANKLIN TWP
(15-1590)
Grades Offered: PK-06
2017-2018

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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	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
Districtwide	190	748	744	*	18%	28%	*	*	50%	44%
White	144	751	751	*	17%	27%	*	*	53%	54%
Hispanic	18	744	731	*	*	*	*	*	50%	27%
Black or African American	16	738	726	*	*	*	*	*	25%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	749	*	*	*	*	*	*	52%
Female	84	749	745	*	20%	25%	*	*	52%	45%
Male	106	747	742	*	17%	31%	*	*	48%	42%
Economically Disadvantaged Students	57	736	729	*	30%	30%	*	*	32%	24%
Non-Economically Disadvantaged Students	133	753	753	*	14%	28%	*	*	58%	56%
Students with Disabilities	23	718	717	*	*	*	*	*	*	13%
Students without Disabilities	167	752	748	*	*	*	*	*	*	49%
English Learners	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	190	748	745	*	18%	28%	*	*	50%	45%
Homeless Students	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	717	N	N	N	N	N	N	18%

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Grades Offered: PK-06

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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.

	2015-2016	2016-2017	2017-2018
Grade 3	49%	43%	45%
Grade 4	53%	45%	38%
Grade 5	53%	50%	48%
Grade 6†	53%	42%	50%

FRANKLIN TWP
(15-1590)
Grades Offered: PK-06
2017-2018

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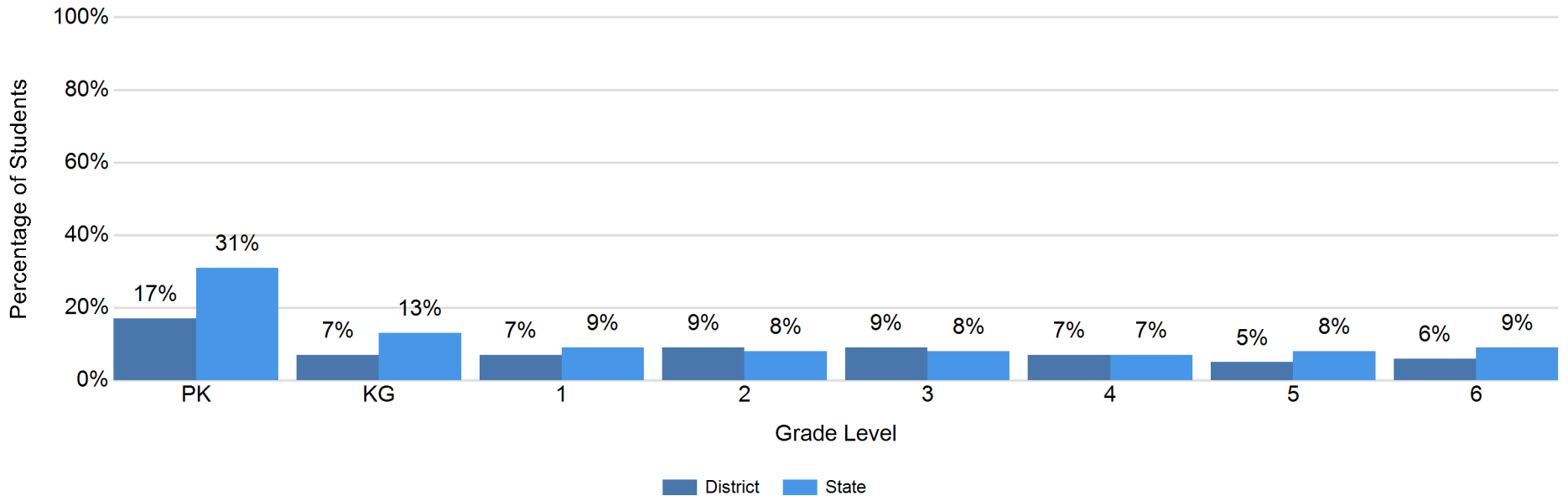† This indicates a table specific note, see note below table

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	*	*
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 district'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	*	*	*
3-4	*	*	*
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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Grades Offered: PK-06
2017-2018

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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
Districtwide	98	7.1	8.9	Met
White	82	7.6	8.9	Met
Hispanic	9	6.6	8.9	Met
Black or African American	1	1.3	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	4	6.3	8.9	Met
Economically Disadvantaged Students	51	11.5	8.9	Not Met
Students with Disabilities	33	15.3	8.9	Not Met
English Learners	0	0	**	**

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.

Chronic Absenteeism by Grade — District vs State

Grade Level	District	State
PK	17%	31%
KG	7%	13%
1	7%	9%
2	9%	8%
3	9%	8%
4	7%	7%
5	5%	8%
6	6%	9%

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Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	3
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	1.35

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	4
Weapons	3
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Other Incidents Leading to Removal	2

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 (Proteced Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	3	5
Religion	0	0	0
Ancestry	0	0	0
Gender	1	1	2
Sexual Orientation	0	3	3
Disability	0	4	4
Other	4	5	9
No Identified Nature	16		16

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	15	1.1%
Any Suspension	19	1.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
51

FRANKLIN TWP
(15-1590)
Grades Offered: PK-06
2017-2018

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

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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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 district and across the state.

Category	Teachers in District	Teachers in State
Total Number of teachers	127	117,464
Average years experience in public schools	10.2	12.0
Average years experience in district	8.9	10.7
Teachers in district for 4 or more years	59.8%	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 district.

Ratio	District Ratio
Students to Teachers	11:1
Students to Administrators	176:1
Teachers to Administators	16:1
Students to Librarian/Media Specialists	1409:1
Students to Nurses	470:1
Students to Counselors	470:1
Students to Child Study Team	352:1

NJ SCHOOL PERFORMANCE REPORT

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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 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.

Bachelor's Degree

Teacher 67%
Admin N/A

Master's Degree

Teacher 33%
Admin 100%
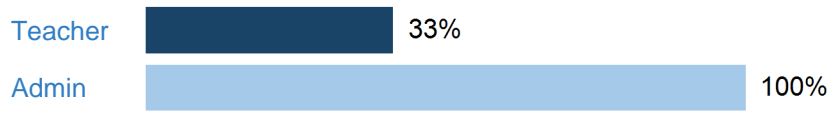
Doctoral Degree
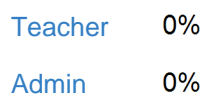
Teacher 0%
Admin 0%

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	98.9%

FRANKLIN TWP

(15-1590)

Grades Offered: PK-06

2017-2018

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 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%	50.0%
Male	7.1%	50.0%
White	97.6%	87.5%
Hispanic	0.8%	12.5%
Black or African American	1.6%	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%

NJ SCHOOL PERFORMANCE REPORT

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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.

Schools Identified as Requiring Comprehensive or Targeted Support - Districtwide

The table below shows the list of schools in the district that are identified as requiring Comprehensive or Targeted Support and Improvement during the 2019-20 school year. 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. Schools where any student group has a summative score that would be in the bottom 5% of schools or where any student group missed annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. If a school requires Targeted Support and Improvement, the last column of the table lists the student groups that were identified. The schools below may have been identified based on either data from the 2016-17 or 2017-18 school year. See school level performance reports for more details.

There are currently no schools in this district identified as requiring comprehensive or targeted support during the 2019-20 school year.

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Accountability Summary by Student Group

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator. Annual targets for proficiency and graduation rate were set based on a district 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 district. For more details on accountability targets, see these accountability resources.

Student Group	ELA Proficiency: Met Target?	Math Proficiency: Met Target?	4-Year Graduation Rate: Met Target?	ELA Student Growth: Met Standard?	Math Student Growth: Met Standard?	Progress Towards English Language Proficiency: Met Annual Target?	Chronic Absenteeism: Met State Average?
Districtwide	Met Target†	Not Met	N	Not Met	Met Standard	**	Met
White	Met Target†	Not Met	N	Not Met	Met Standard	n/a	Met
Hispanic	Met Target	Not Met	N	Met Standard	Met Standard	n/a	Met
Black or African American	Met Target	Not Met	N	Not Met	Met Standard	n/a	Met
Asian, Native Hawaiian, or Pacific Islander	**	**	N	**	**	n/a	**
American Indian or Alaska Native	**	**	N	**	**	n/a	**
Two or More Races	Met Target†	Met Target	N	Met Standard	Not Met	n/a	Met
Economically Disadvantaged Students	Met Target†	Not Met	N	Not Met	Met Standard	n/a	Not Met
Students with Disabilities	Not Met	Not Met	N	Not Met	Met Standard	n/a	Not Met
English Learners	**	**	N	**	**	**	**

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

FRANKLIN TWP

(15-1590)

Grades Offered: PK-06

2017-2018

District 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.

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 Township of Franklin Public School District has been designated as a high performing school district by the State Department of Education. This designation is earned through meeting or exceeding the state standard on weighted indicators measured through the annual QSAC review process.

FRANKLIN TWP
(15-1590)
Grades Offered: PK-06
2017-2018

District Narrative

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Courses, Curriculum, Instruction:	All curricula utilized in the Township of Franklin School District are aligned to the New Jersey Student Learning Standards. Teachers incorporate a variety of resources in order for students to meet the expectations of the standards. Our gifted and talented program is based on Odyssey of the Mind. Our students in grades 5 & 6 compete in the Odyssey of the Mind Competition each year. Instructional and grading practices have evolved to include standards-based grading.

FRANKLIN TWP

(15-1590)

Grades Offered: PK-06

2017-2018

District Narrative

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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:	Staff has engaged in professional development aligned to our school and district goals. District professional development goals are developed through analyzing student and teacher performance. The professional development goals for the 17-18 school year include increasing the number of students reading on grade level, supporting the standards-based grading, classroom environment and full integration of technology. PD takes place during PLCs, Staff Development Days and through independent study.

FRANKLIN TWP
(15-1590)
Grades Offered: PK-06
2017-2018

District Narrative

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Student Supports and Services:	We currently have in-class and pull-out support services for our ESL, Title I and Special Education students. We have Reading Specialists and School Counselors in each building. We incorporate the use of I&RS in order to streamline and ensure students are being supported properly for academic and behavior concerns. The staff engages in data reviews to analyze student achievement of reading levels, common formative/summative assessments in ELA and Math.
Parent and Community Involvement:	All parents have access to our parent portal in order to view grades, monitor attendance, and check balances for their childs lunch accounts. Each school has a PTO/PTA or parent advisory committee that meets once a month. The Special Education Supervisor facilitates the Parents for a Positive Change Group for parents that have students with special needs. We have invited families to several parent information sessions on how to help your child with homework, Math/ELA workshops, SBG, and PARCC.

FRANKLIN TWP
(15-1590)
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District Narrative

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Facilities:	The Twp of Franklin Public Schools consist of three (3) schools. Mary F. Janvier School, built 1989, re-roofing and HVAC roof-top units replacement and all classrooms have window A/C units. Main Rd School, built 1968, addition built 1989, re-roofing and HVAC roof-top units replacement and all classrooms have window A/C units. Caroline Reutter School, built 1952, addition 1958, 2007 Re-roofing and HVAC roof-top units replacement and all classrooms have window A/C units.
School Safety:	Spotlight on Safety and Security: The Township of Franklin Public School District takes pride in providing a safe learning environment for students and staff. During the past couple of years, the district has placed emphasis on increasing measures to enhance the safety and security of the district. School Resource Officer (SRO): In June 2017, the Class III Special Law Enforcement Officers Act created a new category of law enforcement officers for the provisions of providing security services in NJ Schools. In 2018, the TFPSD partnered with the Franklin Twp Committee to provide funding to support the hiring of one SRO to serve for the district. School Safety Specialist: Beginning in Jan 2018, all school districts in NJ were required to designate a districts School Safety Specialist. Mr. Peters, CLR Principal is our appointed School Safety Specialist and has attended School Safety Specialist Training Academy.

NJ SCHOOL PERFORMANCE REPORT

FRANKLIN TWP
(15-1590)
Grades Offered: PK-06
2017-2018

District Narrative

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Other Information:

Spotlight on Safety and Security, continuedSchool Security Training/DrillsBy law, school districts in NJ are required to conduct one fire drill and one school security drill per month. The School Security Training Law has been amended to require that all staff be trained in security procedures & that local law enforcement observe at least one drill per year. Our district has a very strong working relationship with the Franklin Township Police Department. Throughout the school year, police officers regularly observe school security drills as well as participate in tabletop exercises and full-scale drills that include all of the local authorities. School Safety VestibulesIn the fall of 2018, the district completed large scale building renovations that included the construction of safety vestibules at all three of the districts school buildings. Construction at the MFJ School included the installation of a second set of security doors, a new service window and a new hallway access door in the back of the main office. Construction at the MR School included the relocation of the main entrance, renovating the current media center to include the safety vestibule with service window and controlled access to the new main office, renovating the current main office space into classroom space, and the addition of two handicap accessible restrooms. Renovations also included the addition of security surveillance cameras within the vestibule and outside the new main entrances at all three schools.