Township of Franklin School District (15-1590)

2022-2023

County: Gloucester

District: Township of Franklin School District

📍 3228 Coles Mill Road
Franklinville, NJ 08322-3029

Superintendent: Mr. Troy Walton

[District Website](#)

📞 856-629-9500 x1201

👥 **1,337**
Total Students

🏫

PK-06
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Notes for 2022-23 Reports: The 2022-23 School Performance Reports include all data that was previously reported prior to the COVID-19 pandemic, which includes all assessment, student growth, and accountability data. Data throughout the reports has been impacted by the pandemic in various ways, so the NJDOE recommends caution in comparing data from year to year.

School Performance Report Resources: The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- One-page guides to help start conversations for school board members, administrators, educators, elementary, and middle and high school families
- Reference Guide with details on all the data in these reports
- Frequently Asked Questions
- Understanding Adjusted Cohort Graduation Rates
- Understanding Student Growth Percentiles
- Data Privacy Rules (why you see *'s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our feedback survey. Contact reportcard@doe.nj.gov with any questions about the reports

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

Overview & Resources

District Contact Information

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	Township of Franklin School District
Superintendent Name	Mr. Troy Walton
Address	3228 Coles Mill Road, Franklinville, NJ 08322-3029
Phone Number	856-629-9500 x1201
Email Address	twalton@franklintwpschools.org
Website	www.franklintwpschools.org
Facebook	https://www.facebook.com/Franklin-Township-Schools-Gloucester-County-Official-117718981638814/
Twitter	https://twitter.com/franklintwpsch

Overview & Resources

Schools in this District

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

School Name	Grades Offered
Caroline L. Reutter School	05-06
Main Road School	03-04
Mary F. Janvier School	PK-02

NJ SCHOOL PERFORMANCE REPORT

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2020-21	2021-22	2022-23
PK	36	50	56
KG	143	158	176
1	174	160	165
2	196	172	173
3	188	199	179
4	192	189	206
5	170	185	187
6	214	180	195
Total	1,313	1,293	1,337

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. To protect student and staff privacy, gender percentages for 2020-21, 2021-22, and 2022-23 may show a range, depending on the overall school population size.

Student Group	2020-21	2021-22	2022-23
Female	48.0%	47.0%	47.0%
Male	52.0%	53.0%	53.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	21.9%	17.8%	21.8%
Students with Disabilities	20.0%	18.2%	19.4%
English Learners	1.2%	0.9%	1.8%
Homeless Students	1.1%	0.5%	0.8%
Students in Foster Care	1.1%	0.6%	0.3%
Military-Connected Students	1.6%	1.7%	2.1%
Migrant Students	0.0%	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	2020-21	2021-22	2022-23
White	78.7%	76.9%	76.7%
Hispanic	11.4%	11.8%	12.5%
Black or African American	4.9%	5.6%	5.1%
Asian	0.7%	0.6%	0.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.2%	0.1%
Two Or More Races	4.3%	4.9%	5.1%

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs outside of the district are not included in enrollment counts and percentages.

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	2020-21	2021-22	2022-23
PK - Half Day	36	50	56
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	143	158	176

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs outside of the district are not included in enrollment counts and percentages.

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. To see this data in a table, click the Table View option below the chart.

Language	Percentage
English	97.2%
Spanish	1.9%
Other	0.9%
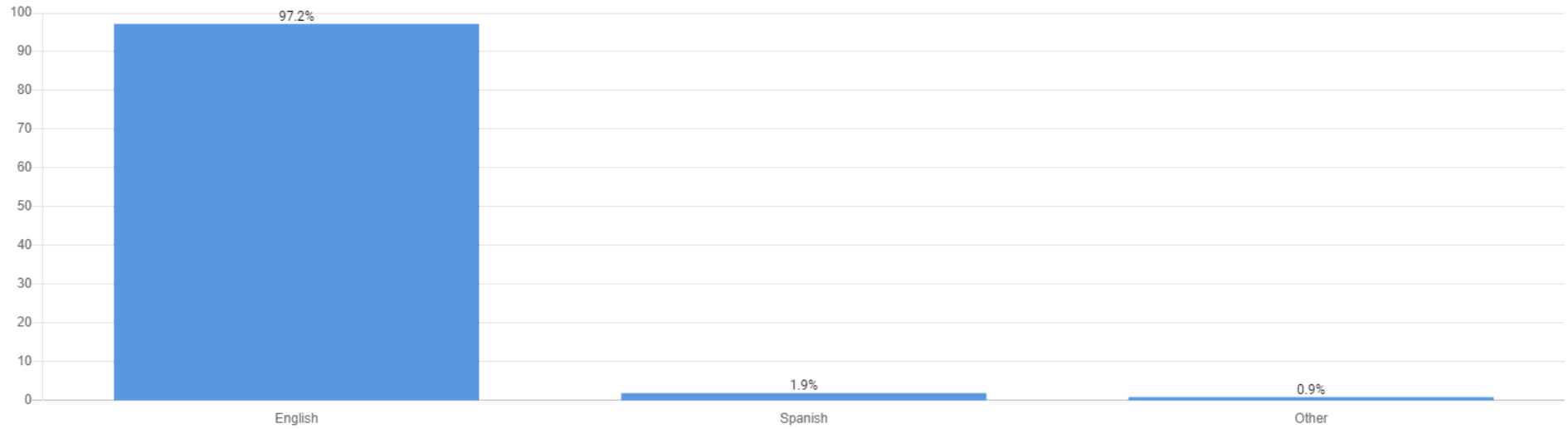
Student Growth

Student growth is a measure of how much students are learning each year. New Jersey's ESSA state plan outlines that academic progress will be measured with school's median student growth percentile (mSGP) on statewide ELA and mathematics assessments. Each individual student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7. The SGP measures their academic progress from one year to the next compared to other students with similar prior test scores (academic peers).

A student's SGP falls between 1 and 99 and can be grouped into three levels. An mSGP below 35 indicates low growth, an mSGP between 35 and 65 indicates typical growth, and an mSGP greater than 65 indicates high growth. If the SGPs for all students are ordered from smallest to largest, the mSGP is the percentile in the middle of the list.

The NJDOE Student Growth page has more information about SGPs and mSGPs, including a video that explains how both SGPs and mSGPs are calculated.

Important Note for 2022-23: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022 school year only.

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

Important Note for 2022-23: Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations.

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

| Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Median Student Growth Percentile			55			53
Met Standard (40-59.5)?			Met Standard			Met Standard
Statewide: Median Student Growth Percentile			50			50

Student Growth

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (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	55	50	Met Standard	53	50	Met Standard
White	53.5	51	Met Standard	54	51	Met Standard
Hispanic	56	47	Met Standard	51	47	Met Standard
Black or African American	61	45	Exceeds Standard	42	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	60	**	*	61	**
American Indian or Alaska Native	N	54	**	N	49	**
Two or More Races	44	52	Met Standard	51	51	Met Standard
Female	57	52		53	49	
Male	51	48		53	51	
Non-Binary/Undesignated Gender	N	46.5		N	62	
Economically Disadvantaged Students	55	46	Met Standard	47.5	46	Met Standard
Students with Disabilities	46	40	Met Standard	49	42	Met Standard
English Learners	*	47	**	*	48	**
Homeless Students	*	42		*	42	
Students in Foster Care	*	42		*	44	
Military-Connected Students	23	50		68	49	
Migrant Students	N	36		N	43	

Student Growth

Student Growth by Performance Level

These graphs show the median Student Growth Percentiles (mSGPs) for students by performance level on the New Jersey Student Learning Assessment (NJSLA) for English language arts (ELA) and mathematics.
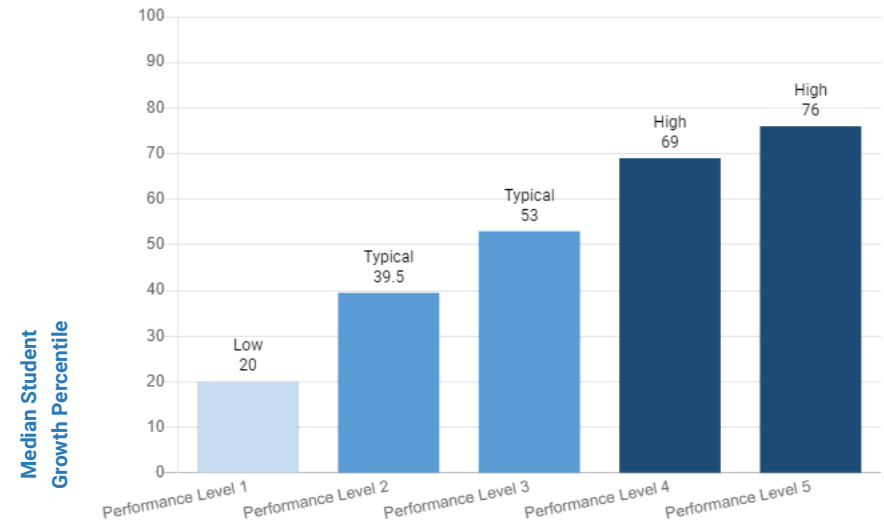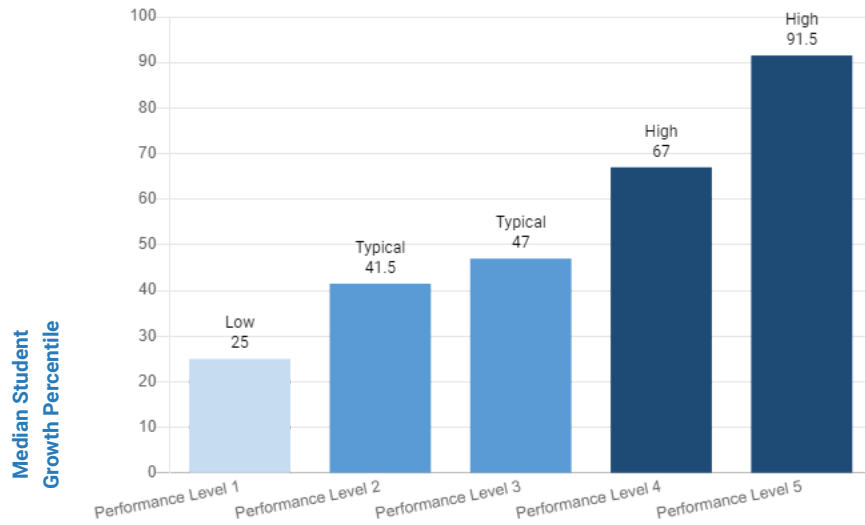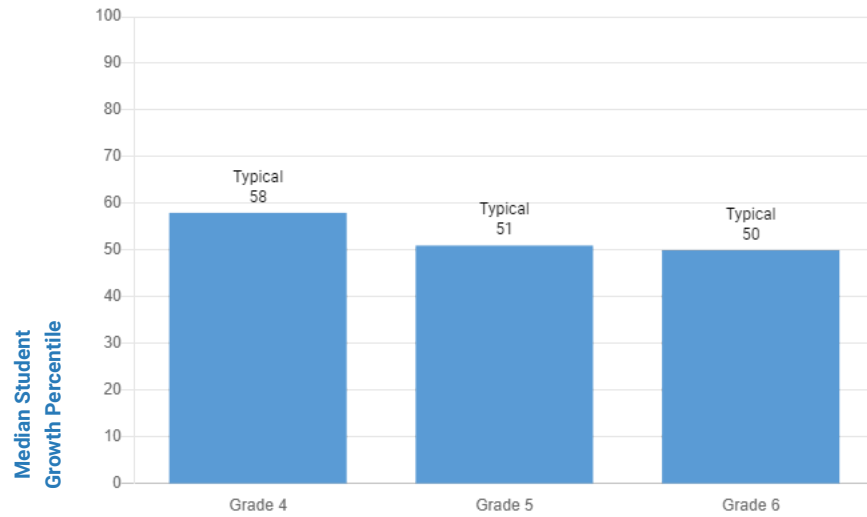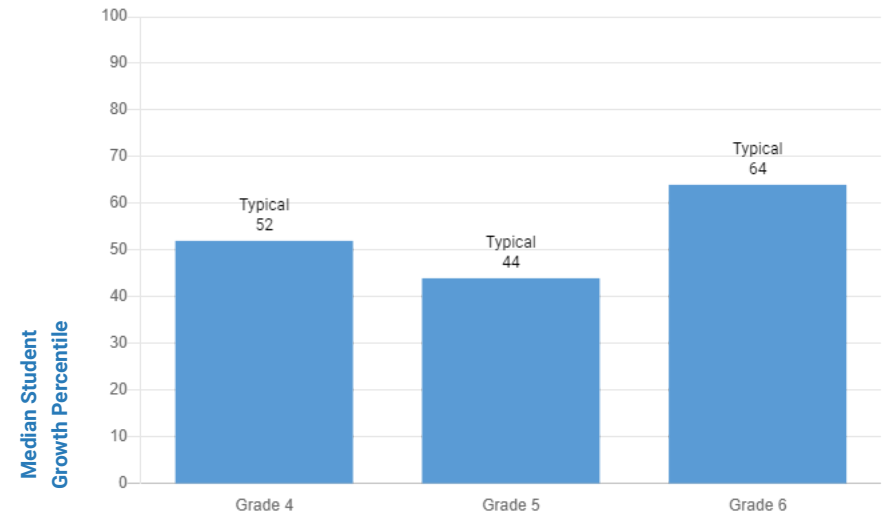
Student Growth

Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade for English Language Arts (ELA) and mathematics.

ELA

Grade 4: Typical 58
Grade 5: Typical 51
Grade 6: Typical 50

Math

Grade 4: Typical 52
Grade 5: Typical 44
Grade 6: Typical 64

NJ SCHOOL PERFORMANCE REPORT

Report Key:

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Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

### English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency Rate for Federal Accountability measures the percentage of students who met or exceeded expectations on the assessments (NJSLA or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. Students who were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

Important note for 2022-23: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.

ELA Proficiency Rate for Federal Accountability
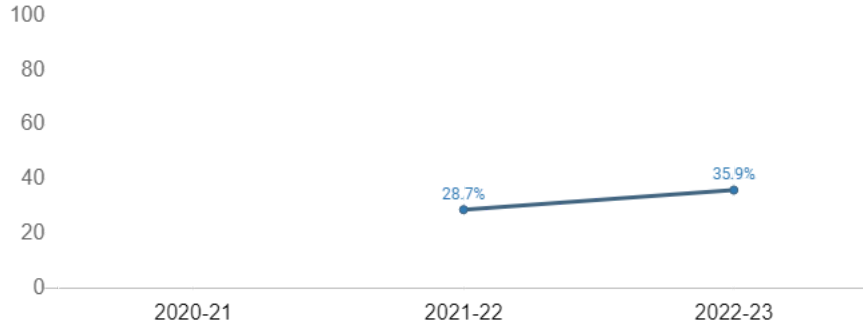
Math Proficiency Rate for Federal Accountability
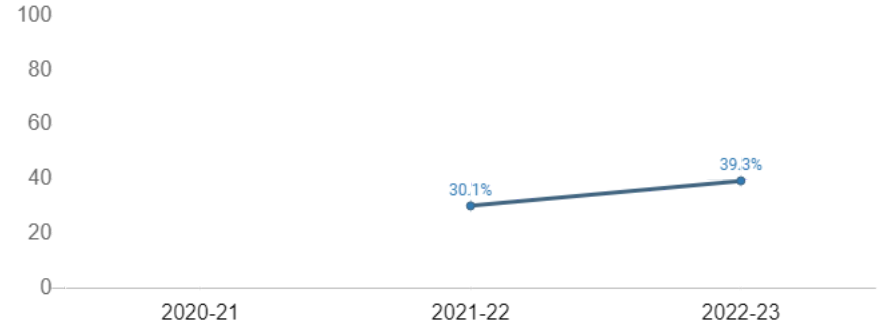
Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Participation Rate		98.9%	99.6%		98.9%	98.6%
Proficiency Rate for Federal Accountability		28.7%	35.9%		30.1%	39.3%
Annual Target		51.9%	53.7%		56.1%	57.6%
Met Annual Target?		Not Met	Not Met		Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability		49.0%	51.3%		36.0%	38.2%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts (ELA) both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results include only students in grades 3 through 9. Students who were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA or at Level 3 or 4 on the DLM.

This table shows both the percentage of students who met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long-term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long-term goal. Student groups 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 the NJDOE Accountability page. More information and additional data can also be found on the NJDOE Academic Achievement page.

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	Annual Target	Met Annual Target
Districtwide	746	99.6%	35.9%	51.3%	35.9%	53.7%	Not Met
White	580	99.7%	37.1%	60.7%	37.1%	55%	Not Met
Hispanic	89	98.9%	31.5%	37.3%	31.5%	44.5%	Not Met
Black or African American	38	100%	21.1%	34%	21.1%	43.1%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.8%	*	**	**
American Indian or Alaska Native	*	*	*	52.7%	*	**	**
Two or More Races	34	100%	41.2%	58.2%	41.2%	52.2%	Met Target†
Female	*	99.7%	40.4%	56.8%	40.4%		
Male	*	99.5%	31.8%	46%	31.8%		
Non-binary/undesignated gender	*	*	*	62.5%	*		
Economically Disadvantaged Students	144	99.3%	20.8%	33.4%	20.8%	40.7%	Not Met
Non-Economically Disadvantaged Students	602	99.7%	39.5%	61.3%	39.5%		
Students with Disabilities	151	98.7%	15.2%	19.2%	15.2%	31.9%	Not Met
Students without Disabilities	595	99.8%	41.2%	58.3%	41.2%		
English Learners	*	*	*	23.9%	*	**	**
Non-English Learners	*	99.6%	36.2%	54.7%	36.2%		
Homeless Students	*	*	*	23.2%	*		
Students in Foster Care	*	*	*	20.3%	*		
Military-Connected Students	14	100%	14.3%	49.2%	14.3%		
Migrant Students	*	*	*	15.9%	*		

† Target was met within a confidence interval.

Academic Achievement

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Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the New Jersey Student Learning Assessment (NJSLA) for English Language Arts (ELA) for the past three years.

Important note for 2022-23: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.

Legend: ☐ 2020-2021 ▨ 2021-2022 ■ 2022-2023

Y-axis: Percentage of Students Meeting/Exceeding Expectations

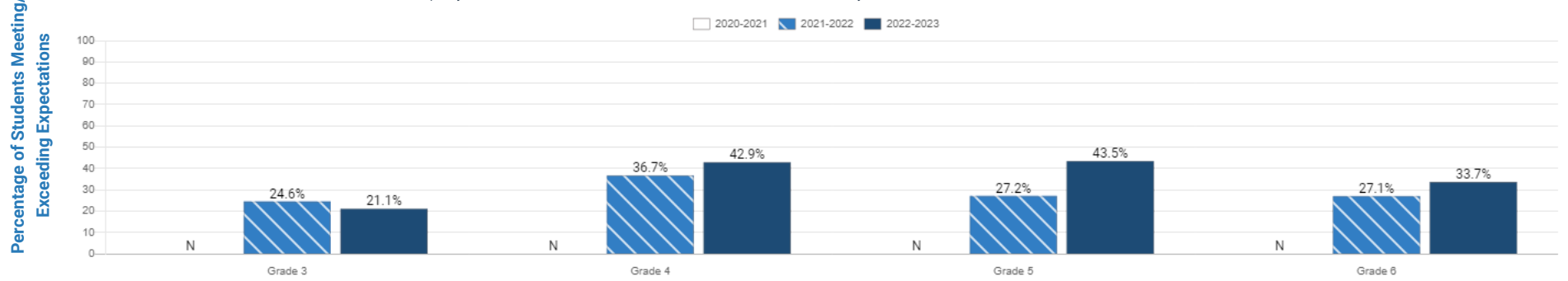| Grade	2020-2021	2021-2022	2022-2023
Grade 3	N	24.6%	21.1%
Grade 4	N	36.7%	42.9%
Grade 5	N	27.2%	43.5%
Grade 6	N	27.1%	33.7%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	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 or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	175	721	739	27%	22%	30%	21%	0%	21%	42%
White	139	721	749	27%	23%	28%	22%	0%	22%	51%
Hispanic	19	723	723	16%	32%	37%	16%	0%	16%	27%
Black or African American	11	709	722	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	*	*	*	*	*	*	69%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	52%
Two or More Races	*	*	749	*	*	*	*	*	*	51%
Female	*	729	744	19%	19%	34%	28%	0%	28%	47%
Male	*	715	734	33%	25%	27%	16%	0%	16%	37%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	34	712	719	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	141	723	751	25%	21%	29%	25%	0%	25%	53%
Students with Disabilities	31	700	709	61%	10%	19%	10%	0%	10%	18%
Students without Disabilities	144	726	745	19%	25%	32%	24%	0%	24%	47%
English Learners	*	*	703	*	*	*	*	*	*	12%
Non-English Learners	*	722	743	27%	22%	30%	22%	0%	22%	46%
Homeless Students	*	*	708	*	*	*	*	*	*	16%
Students in Foster Care	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	739	*	*	*	*	*	*	40%
Migrant Students	*	*	701	*	*	*	*	*	*	14%

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts Assessment - Performance By Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	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 or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	203	743	748	8%	20%	29%	37%	6%	43%	51%
White	158	744	758	8%	21%	28%	38%	6%	44%	62%
Hispanic	21	738	734	5%	24%	38%	29%	5%	33%	36%
Black or African American	10	751	733	10%	0%	50%	20%	20%	40%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	55%
Two or More Races	12	732	757	25%	17%	8%	50%	0%	50%	60%
Female	*	743	752	10%	17%	30%	36%	7%	42%	55%
Male	*	743	745	6%	23%	28%	38%	5%	43%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	32	732	731	16%	22%	31%	31%	0%	31%	32%
Non-Economically Disadvantaged Students	171	745	759	7%	19%	29%	38%	7%	45%	63%
Students with Disabilities	41	710	720	39%	29%	20%	12%	0%	12%	22%
Students without Disabilities	162	751	755	1%	17%	31%	43%	7%	51%	58%
English Learners	*	*	712	*	*	*	*	*	*	14%
Non-English Learners	*	743	752	9%	19%	29%	38%	6%	44%	55%
Homeless Students	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	724	*	*	*	*	*	*	25%
Military-Connected Students	*	*	748	*	*	*	*	*	*	51%
Migrant Students	*	*	697	*	*	*	*	*	*	15%

Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	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 or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	186	742	750	10%	18%	28%	41%	3%	44%	53%
White	135	745	759	10%	15%	27%	46%	3%	49%	64%
Hispanic	30	734	736	17%	20%	33%	27%	3%	30%	39%
Black or African American	10	737	733	0%	40%	30%	30%	0%	30%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	759	*	*	*	*	*	*	62%
Female	*	747	755	6%	16%	28%	45%	4%	49%	58%
Male	*	737	745	14%	19%	29%	37%	1%	38%	48%
Non-binary/undesignated gender	*	*	747	*	*	*	*	*	*	40%
Economically Disadvantaged Students	45	730	732	18%	27%	31%	22%	2%	24%	34%
Non-Economically Disadvantaged Students	141	746	761	8%	15%	28%	47%	3%	50%	65%
Students with Disabilities	35	715	720	31%	34%	20%	14%	0%	14%	20%
Students without Disabilities	151	748	756	5%	14%	30%	47%	3%	50%	60%
English Learners	*	*	707	*	*	*	*	*	*	*
Non-English Learners	*	742	754	10%	17%	29%	41%	3%	44%	57%
Homeless Students	*	*	721	*	*	*	*	*	*	23%
Students in Foster Care	*	*	723	*	*	*	*	*	*	20%
Military-Connected Students	*	*	750	*	*	*	*	*	*	53%
Migrant Students	*	*	717	*	*	*	*	*	*	29%

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

English Language Arts Assessment - Performance By Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	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 or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	190	739	747	7%	20%	39%	33%	1%	34%	49%
White	156	738	756	8%	19%	40%	31%	1%	33%	59%
Hispanic	18	747	735	0%	17%	33%	50%	0%	50%	34%
Black or African American	*	*	731	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	747	*	*	*	*	*	*	48%
Two or More Races	*	*	753	*	*	*	*	*	*	55%
Female	*	741	752	6%	19%	40%	35%	1%	36%	54%
Male	*	738	743	9%	21%	38%	31%	1%	32%	44%
Non-binary/undesignated gender	*	*	753	*	*	*	*	*	*	65%
Economically Disadvantaged Students	32	725	732	19%	31%	31%	19%	0%	19%	30%
Non-Economically Disadvantaged Students	158	742	756	5%	18%	41%	35%	1%	37%	60%
Students with Disabilities	41	721	717	24%	37%	20%	20%	0%	20%	16%
Students without Disabilities	149	744	754	3%	15%	44%	36%	1%	38%	56%
English Learners	*	*	704	*	*	*	*	*	*	*
Non-English Learners	*	739	750	7%	20%	39%	33%	1%	34%	52%
Homeless Students	*	*	721	*	*	*	*	*	*	19%
Students in Foster Care	*	*	719	*	*	*	*	*	*	15%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results include students taking end-of-grade assessments in grades 3 through 8, as well as end-of-course assessments (Algebra I, Geometry, Algebra II) in middle school and high school. High school mathematics assessment results include all results for Algebra I and Geometry and/or Algebra II results only for students who took Algebra I in middle school and who are enrolled in their first high school mathematics course that corresponds to an end-of-course assessment. Students who were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students who met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long-term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long-term goal. Student groups 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 the NJDOE Accountability page. More information and additional data can also be found on the NJDOE Academic Achievement page.

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	Annual Target	Met Annual Target
Districtwide	743	98.6%	39.3%	38.2%	39.3%	57.6%	Not Met
White	577	99%	41.4%	48.7%	41.4%	59.1%	Not Met
Hispanic	89	95.7%	31.5%	22.2%	31.5%	51.7%	Not Met
Black or African American	38	100%	26.3%	17.9%	26.3%	50.3%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	73.1%	*	**	**
American Indian or Alaska Native	*	*	*	40.1%	*	**	**
Two or More Races	34	97.1%	35.3%	46.4%	35.3%	41.4%	Met Target†
Female	*	99.2%	34.4%	36.5%	34.4%		
Male	*	98%	43.8%	39.9%	43.8%		
Non-binary/undesignated gender	*	*	*	36.8%	*		
Economically Disadvantaged Students	143	96.7%	24.5%	19.5%	24.5%	46.5%	Not Met
Non-Economically Disadvantaged Students	600	99%	42.8%	48.8%	42.8%		
Students with Disabilities	149	97.4%	22.1%	15.7%	22.1%	32.5%	Not Met
Students without Disabilities	594	98.9%	43.6%	43%	43.6%		
English Learners	*	*	*	18.1%	*	**	**
Non-English Learners	*	99.2%	39.4%	41%	39.4%		
Homeless Students	*	*	*	11.9%	*		
Students in Foster Care	*	*	*	<10%	*		
Military-Connected Students	14	100%	42.9%	37.3%	42.9%		
Migrant Students	*	*	*	12.7%	*		

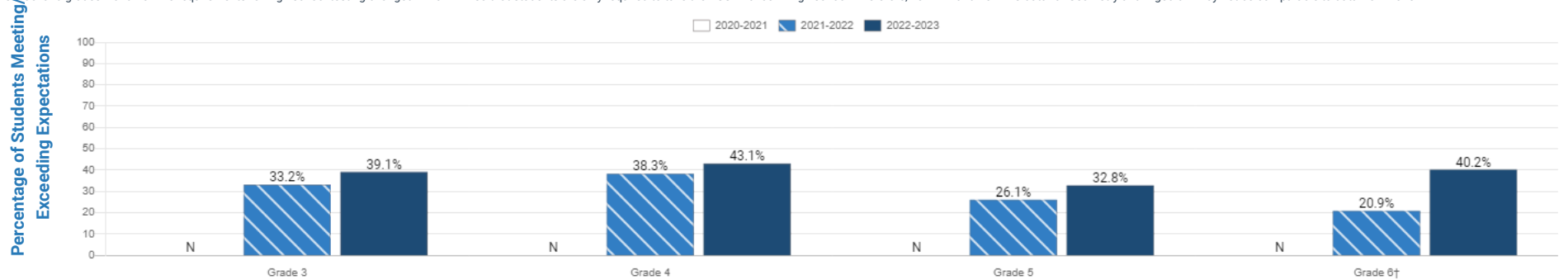† Target was met within a confidence interval.

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 New Jersey Student Learning Assessment (NJSLA) for Mathematics for the past three years.

Important note for 2022-23: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year. Additionally, end-of-course assessment results for Geometry and Algebra II for 2018-19 and prior years included all students in middle school and grades 9 and 10. The requirements for high school testing changed in 2021-22 so that students are only required to take the NJSLA once in high school. Therefore, 2021-22 and 2022-23 data for Geometry and Algebra II may not be comparable to data from 2018-19.

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

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Mathematics Assessment - Performance By Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	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 or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	174	741	745	10%	20%	32%	34%	5%	39%	46%
White	138	742	756	9%	19%	33%	35%	4%	39%	58%
Hispanic	19	736	731	11%	21%	37%	32%	0%	32%	29%
Black or African American	11	732	725	18%	27%	27%	18%	9%	27%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	57%
Two or More Races	*	*	753	*	*	*	*	*	*	53%
Female	*	743	743	7%	16%	36%	39%	1%	41%	44%
Male	*	740	747	12%	22%	28%	30%	8%	38%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	34	732	727	15%	26%	29%	21%	9%	29%	26%
Non-Economically Disadvantaged Students	140	743	756	9%	18%	32%	37%	4%	41%	58%
Students with Disabilities	30	720	724	37%	13%	23%	20%	7%	27%	24%
Students without Disabilities	144	746	750	4%	21%	33%	37%	5%	42%	50%
English Learners	*	*	721	*	*	*	*	*	*	20%
Non-English Learners	*	742	749	10%	19%	32%	34%	5%	39%	50%
Homeless Students	*	*	716	*	*	*	*	*	*	16%
Students in Foster Care	*	*	718	*	*	*	*	*	*	16%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	728	*	*	*	*	*	*	25%

NJ SCHOOL PERFORMANCE REPORT

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Mathematics Assessment - Performance By Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	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 or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	202	740	743	14%	16%	26%	39%	4%	43%	44%
White	157	742	754	11%	17%	27%	40%	5%	45%	57%
Hispanic	21	727	729	24%	24%	14%	38%	0%	38%	27%
Black or African American	10	731	723	30%	10%	30%	30%	0%	30%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	750	*	*	*	*	*	*	49%
Two or More Races	12	733	751	25%	8%	33%	25%	8%	33%	54%
Female	*	735	741	17%	19%	29%	32%	3%	35%	42%
Male	*	744	745	11%	13%	24%	45%	6%	52%	47%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	31	724	725	23%	32%	23%	23%	0%	23%	24%
Non-Economically Disadvantaged Students	171	742	754	13%	13%	27%	42%	5%	47%	57%
Students with Disabilities	41	707	720	49%	27%	2%	22%	0%	22%	21%
Students without Disabilities	161	748	748	6%	14%	32%	43%	6%	48%	49%
English Learners	*	*	716	*	*	*	*	*	*	14%
Non-English Learners	*	740	747	14%	16%	27%	39%	5%	43%	48%
Homeless Students	*	*	715	*	*	*	*	*	*	15%
Students in Foster Care	*	*	713	*	*	*	*	*	*	13%
Military-Connected Students	*	*	744	*	*	*	*	*	*	45%
Migrant Students	*	*	712	*	*	*	*	*	*	21%

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Mathematics Assessment - Performance By Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	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 or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	186	739	740	11%	22%	34%	25%	8%	33%	40%
White	135	741	750	9%	21%	34%	27%	8%	36%	52%
Hispanic	30	732	726	20%	17%	43%	10%	10%	20%	23%
Black or African American	10	722	720	20%	40%	20%	20%	0%	20%	18%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	742	*	*	*	*	*	*	42%
Two or More Races	*	*	749	*	*	*	*	*	*	50%
Female	*	736	739	12%	23%	38%	19%	9%	28%	38%
Male	*	742	741	10%	22%	31%	30%	8%	38%	42%
Non-binary/undesignated gender	*	*	745	*	*	*	*	*	*	45%
Economically Disadvantaged Students	45	729	723	11%	36%	36%	13%	4%	18%	19%
Non-Economically Disadvantaged Students	141	742	751	11%	18%	34%	28%	9%	38%	52%
Students with Disabilities	35	718	719	34%	26%	26%	9%	6%	14%	17%
Students without Disabilities	151	744	745	5%	21%	36%	28%	9%	37%	45%
English Learners	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	739	743	11%	22%	35%	24%	8%	32%	43%
Homeless Students	*	*	713	*	*	*	*	*	*	11%
Students in Foster Care	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	741	*	*	*	*	*	*	39%
Migrant Students	*	*	713	*	*	*	*	*	*	21%

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

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Mathematics Assessment - Performance By Grade: Grade 6

This table shows performance on the mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students who took the NJSLA, which includes students who were enrolled less than half a year.

Students in sixth grade who were enrolled in an Algebra I or Geometry course during the 2022-23 school year were required to take both the corresponding end-of-course assessment (Algebra I or Geometry) and the Grade 6 mathematics assessment. The results of the Grade 6 mathematics assessment are included in this data.

Student Group	Valid Scores	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 or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	189	740	735	7%	22%	30%	37%	4%	40%	34%
White	155	741	745	6%	23%	28%	38%	5%	43%	45%
Hispanic	18	743	722	11%	6%	39%	44%	0%	44%	18%
Black or African American	*	*	716	*	*	*	*	*	*	13%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	35%
Two or More Races	*	*	741	*	*	*	*	*	*	42%
Female	*	736	735	8%	29%	30%	30%	2%	33%	33%
Male	*	743	736	7%	17%	30%	42%	5%	47%	36%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	32	728	719	19%	28%	25%	25%	3%	28%	15%
Non-Economically Disadvantaged Students	157	742	745	5%	21%	31%	39%	4%	43%	45%
Students with Disabilities	40	726	711	15%	38%	25%	20%	3%	23%	11%
Students without Disabilities	149	743	740	5%	18%	32%	41%	4%	45%	39%
English Learners	*	*	704	*	*	*	*	*	*	*
Non-English Learners	*	740	738	7%	22%	30%	37%	4%	40%	37%
Homeless Students	*	*	709	*	*	*	*	*	*	*
Students in Foster Care	*	*	709	*	*	*	*	*	*	*
Military-Connected Students	*	*	736	*	*	*	*	*	*	32%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with the most significant intellectual disabilities.

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

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the NJDOE's Assessment page.

Important Note for 2022-23: NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 Assessment for English language proficiency and the percentage of students tested who 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 4.5 or Above
0-2	16	>90%	<10%
3-4	*	*	*
5 or more	*	*	*

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within a confidence interval.

Academic Achievement

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 grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment. Visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

Important note for 2022-23 Reports: Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.

Academic Achievement

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 grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment. Visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5

This table shows how students performed on the NJSLA Science assessment for the school year, both overall and by student group. Students scoring at level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	29%	45%	23%	3%
White	24%	49%	24%	4%
Hispanic	43%	33%	20%	3%
Black or African American	70%	10%	20%	0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	32%	49%	14%	4%
Male	26%	40%	32%	2%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	42%	42%	13%	2%
Non-Economically Disadvantaged Students	25%	45%	26%	4%
Students with Disabilities	49%	43%	6%	3%
Students without Disabilities	25%	45%	27%	3%
English Learners	*	*	*	*
Non-English Learners	29%	45%	23%	3%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

This table shows how grade 11 students performed on the New Jersey Graduation Proficiency Assessment (NJGPA), both overall and by student group. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment.

College and Career Readiness

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

College and Career Readiness

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

College and Career Readiness

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

Computer Science – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

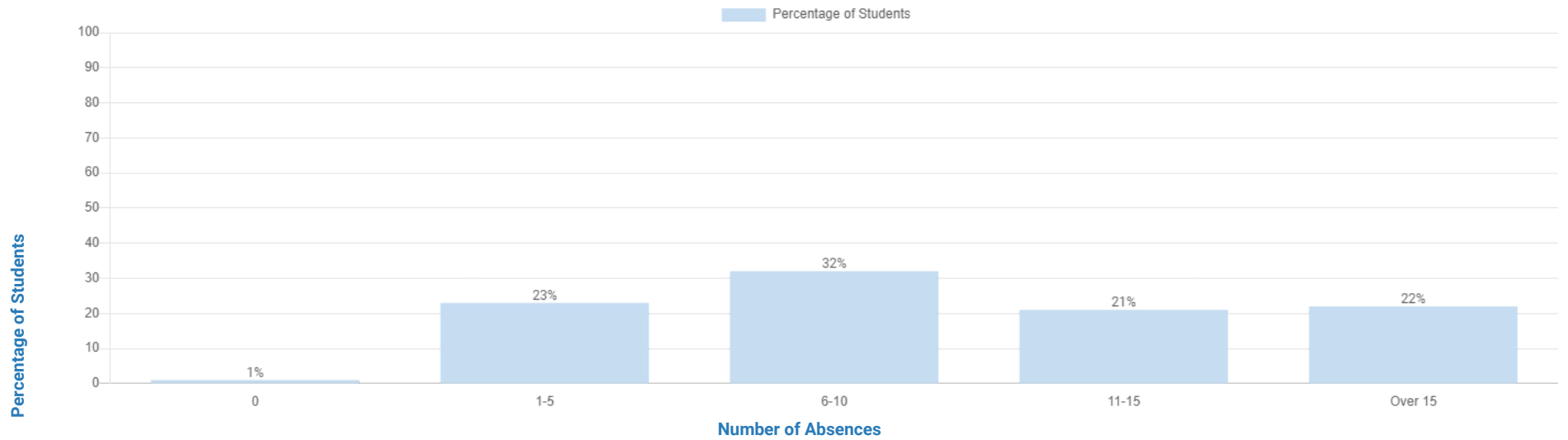| Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
KG	0	175	0	175	0	0	0
1	0	164	0	164	0	0	0
2	0	173	0	173	0	0	0
3	0	179	0	0	0	0	0
4	0	206	0	0	0	0	0
5	0	187	0	0	0	0	0
6	0	194	0	0	0	0	0
Total	0	1,278	0	512	0	0	0

Climate and Environment

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. Students with fewer than 45 days in membership are excluded from attendance calculations.

Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

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 state average column is the target used for accountability purposes and it reflects the statewide average for students in the grades offered by the district. Each student group has the same target based on all students, so the same "state average" will appear for all student groups. The last column shows 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	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Districtwide	217	16.9%	16.1%	Not Met
White	153	15.5%	16.1%	Met
Hispanic	39	24.8%	16.1%	Not Met
Black or African American	12	18.5%	16.1%	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	11	17.5%	16.1%	Not Met
Female	*	18.4%		
Male	*	15.7%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	73	25.3%	16.1%	Not Met
Students with Disabilities	63	26.1%	16.1%	Not Met
English Learners	5	23.8%	16.1%	Not Met
Homeless Students	6	60.0%		
Students in Foster Care	*	*		
Military-Connected Students	5	18.5%		
Migrant Students	*	*		

Climate and Environment

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. Students with fewer than 45 days in membership are excluded from attendance calculations.

Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

Days Absent

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

Climate and Environment

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. Students with fewer than 45 days in membership are excluded from attendance calculations.

Important Note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year with a state comparison.
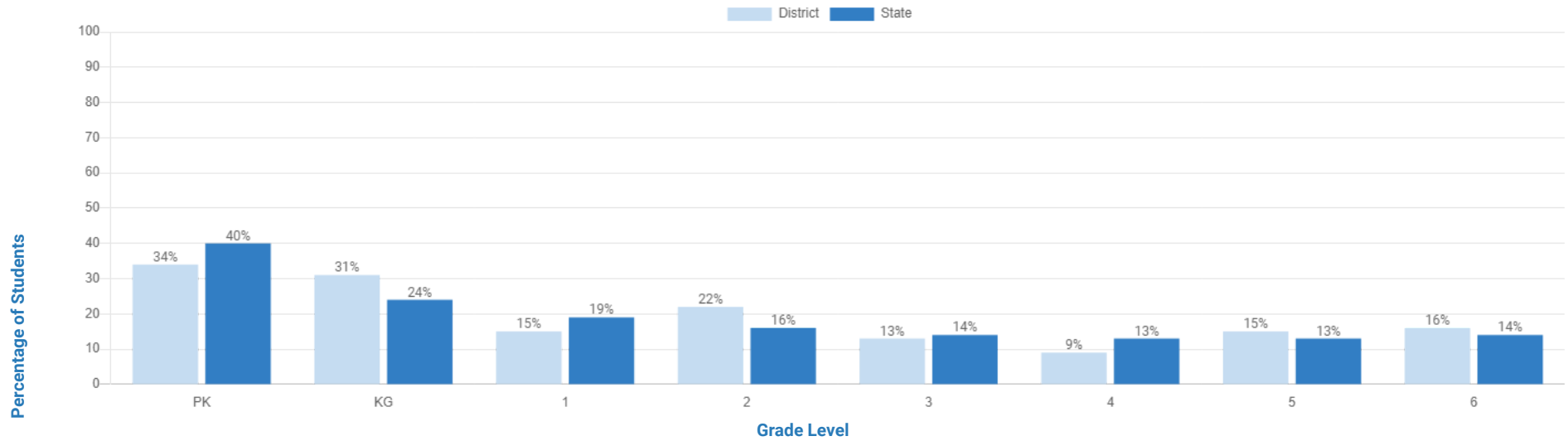
NJ SCHOOL PERFORMANCE REPORT

Report Key:

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

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Important note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data for those years.

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	5
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	0.75

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	5
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Important note for 2022-23: The NJDOE recommends caution in comparing the 2022-23 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data for those years.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	2	0	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
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. The NJDOE is additionally required to report on the number, percentage, and demographics of students who received removals and that data is available on the NJDOE website.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	24	1.8%
Any Suspension	24	1.8%
Removal to other education program	1	0.1%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
77

Climate and Environment

Student Access to Technology and Internet

The NJDOE collects information on student device types, device owners, and internet connectivity. Reports about student access to technology and internet connectivity can be found on the NJDOE website.

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers – Experience

This table shows information about the experience and professional qualifications of teachers. Out-of-field teachers are teachers who are potentially teaching outside of their area of certification. Teachers with provisional certifications are fully certified novice teachers of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification. The New Jersey Department of Education does not issue emergency instructional certificates for teachers. Additional data on the professional qualifications of teachers and administrators, broken down by schools with high or low economically disadvantaged populations, is available on the School Performance Staff page.

Category	Teachers in District	Teachers in State
Total Number of teachers	123	118,882
Average years experience in public schools	10.6	12.5
Average years experience in district	8.3	11.3
Number of Teachers with 4 or more years experience in the district	79	88,415
Percentage of Teachers with 4 or more years experience in the district	64.2%	74.8%
Number of out-of-field teachers	3	2,811
Percentage of out-of-field teachers	2.4%	2.4%
Number of Teachers with Provisional Credentials	14	8,605
Percentage of Teachers with Provisional Credentials	11.3%	7.3%

Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	8	9,952
Average years experience in public schools	19.8	16.1
Average years experience in district	9.3	12.5
Number of Administrators with 4 or more years experience in the district	7	7,675
Percentage of Administrators with 4 or more years experience in the district	87.5%	77.9%

Staff Counts

This table shows the number of staff members assigned to the district and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only, but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school. The School Safety Specialists data is based on data submitted by districts in the CDS system.

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	123	118,882
Administrators	8	9,952
Librarians/Media Specialists	1	1,194
Nurses	3	2,960
School Counselors	4	4,519
Child Study Team Members	8	9,367
School Psychologists	2	2,166
School Social Workers	1	2,654
Student Assistance Coordinators	N	381
School Safety Specialists	1	694

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Student and Staff Ratios

This table shows ratios of students and staff members in the district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE). The School Safety Specialists data is based on data submitted by districts in the CDS system.

Ratio	District Ratio
Students to Teachers	11:1
Students to Administrators	167:1
Teachers to Administrators	15:1
Students to Librarians/Media Specialists †	1337:1
Students to Nurses †	446:1
Students to Counselors †	334:1
Students to Child Study Team Members †,††	32:1
Students to School Psychologists †	669:1
Students to School Social Workers †	1337:1
Students to Student Assistance Coordinators †	N
Students to School Safety Specialists †	1337:1

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants, also note that the ratio compares Students with Disabilities instead of all students.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	47.0%	90-95%	*	48.0%	77.0%	57.0%
Male	53.0%	5-10%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	76.7%	96.7%	87.5%	39.1%	82.2%	74.8%
Hispanic	12.5%	0.8%	12.5%	33.1%	8.3%	8.5%
Black or African American	5.1%	0.0%	0.0%	14.4%	6.3%	14.3%
Asian	0.5%	0.0%	0.0%	10.1%	2.4%	1.4%
American Indian or Alaska Native	0.1%	0.8%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.4%	0.6%
Two or More Races	5.1%	1.6%	0.0%	2.9%	0.2%	0.4%

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:
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
**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.
Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, of if the teacher has an expired certificate.
Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's degree 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 72.1%
Admin N/A

Master's Degree

Teacher 27.9%
Admin 100.0%

Doctoral Degree
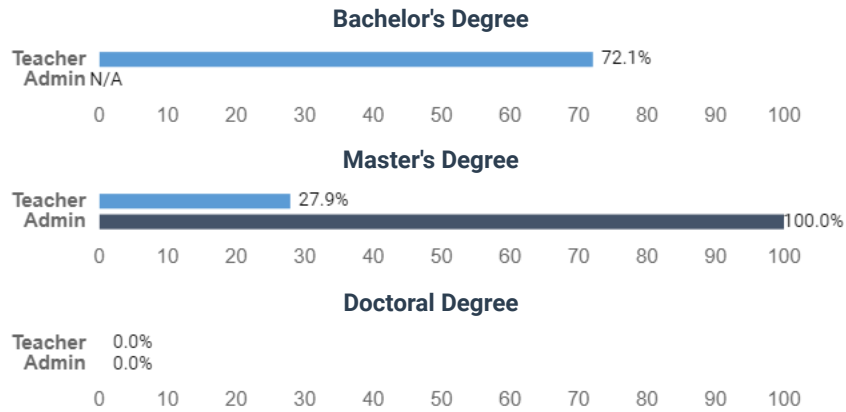
Teacher 0.0%
Admin 0.0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2021-22 that were still assigned to this district in 2022-23. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2021-22 Teachers: Same district 2022-23	80.6%	88.4%
2021-22 Administrators: Same district 2022-23	100.0%	86.6%

Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

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Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers by Subject Area

This table shows the counts of teachers by subject area with gender breakdown, experience, and level of education. The staff counts in this table reflect staff assignments as submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Note that some teachers may teach in multiple subject areas and may be counted more than once in this table, or they may only be counted in their primary subject area. Additionally, in many elementary schools, teachers are not assigned to specific subject areas, so they will appear in the Elementary (Not Subject Specific) category and not in the other subject areas, but that does not mean those subjects are not being taught in the school. Special Education and Bilingual teachers are generally assigned to a subject area and also either special education or bilingual, so those teachers will be counted in multiple subject areas.

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary Not Subject Specific	72	>95%	≤5%	≤5%	95.8%	1.4%	0.0%	0.0%	0.0%	0.0%	2.8%	59.7%	77.5%	22.5%	0.0%
English/Language Arts/Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
English Speakers or Other Languages	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Mathematics	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Science	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Social Studies/History	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
World Language	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Visual and Performing Arts	6	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	100.0%	0.0%	0.0%
Health/Physical Education	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	66.7%	33.3%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%	33.3%	0.0%
Industrial Arts	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	26	>80%	≤20%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	73.1%	50.0%	50.0%	0.0%
Bilingual	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE**) comes from the 2022-23 School Registry Summary (SRS).

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2022-23 School-Level Per Pupil Expenditures by Source

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Franklin Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	$1,188	$15,156	$16,345	1,314.4
District Level Central Expenditures	$783	$5,931	$6,714	1,314.4
Caroline L. Reutter School	$413	$9,975	$10,388	378.2
Mary F. Janvier School	$333	$8,150	$8,483	549.4
Main Road School	$501	$10,022	$10,523	386.7
-				

Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System 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). Based on New Jersey's approved ESSA state plan, NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
  - Title I schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
  - All high schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
  - All schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
  - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e., ATSI schools that do not meet exit criteria.
  - The fall 2023 identification is the first year that the NJDOE identified schools in this category.

Annually, NJDOE will identify schools in the following federal category:

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
  - All schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and additional data, see the NJDOE accountability page

Important Note for 2022-23 Reports: The NJDOE received approval to make a one-time change to the identification timeline under the COVID-19 State Plan Addendum. Under the approved Addendum, the NJDOE identified schools for CSI and ATSI status in both fall 2022 and fall 2023. Schools that were identified for CSI or ATSI status in fall 2022 were eligible to exit status at the end of the 2023-2024 school year if all exit criteria were met. Schools that were identified for CSI or ATSI status in fall 2023 will be eligible to exit status at the end of the 2026-2027 school year if all exit criteria are met. Schools identified for TSI status are eligible to exit annually if exit criteria are met.

The NJDOE resumed using median student growth percentiles (mSGPs) to measure academic progress, or growth, for the 2022-2023 school year. The NJDOE had received approval through the Addendum to use an alternate measure of academic progress, Relative School Improvement Measure (RSIM) for the 2021-2022 school year only because mSGPs were unavailable.

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

The table below provides the list of schools in the district that have been identified for either comprehensive or targeted support for the 2024-25 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

There are currently no schools in this district identified as requiring comprehensive or targeted support during the 2024-25 school year.

Accountability

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years.

ELA and Math Proficiency: Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM) **ELA and Math Growth: For 2022-23, this data reflects median student growth percentiles (mSGPs).** For 2021-22, this data shows the Relative School Improvement Measure (RSIM), which was based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. **Four- and five-year graduation rates:** The adjusted cohort graduation rate **Progress toward English Language Proficiency:** The percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English Language proficiency. **Chronic absenteeism:** The percentage of students who were absent for 10% or more of the days enrolled during the school year.

Important Note for 2022-23: The NJDOE received federal waivers that waived certain assessment and accountability-related requirements for the 2019-20 and 2020-21 school years. As a result, proficiency, growth, and progress toward English language proficiency data is not available for 2020-21. The growth measure used for 2021-22 was an alternate measure used because median student growth percentiles were not available for 2021-22 and the NJDOE resumed using mSGPs for 2022-2023, so growth data for 2021-22 to 2022-23 should not be compared. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

ESSA Acountability Indicator	2020-21	2021-22	2022-23
ELA Proficiency		28.7%	35.9%
Math Proficiency		30.1%	39.3%
ELA Growth		15	55
Math Growth		48	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		20.0%	*
Chronic Absenteeism	11.1%	18.9%	16.9%

† This table shows the most recent graduation rate for reference, but accountability calculations for a given year use the prior year's graduation rate.

Accountability

Accountability Summary by Student Group - 2022-23 School Year

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator.

For more information about accountability determinations, indicators, and annual targets, see the NJDOE Accountability page.

Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism
Districtwide	Not Met	Not Met	Met Standard	Met Standard	N	N	**	Not Met
White	Not Met	Not Met	Met Standard	Met Standard	N	N		Met
Hispanic	Not Met	Not Met	Met Standard	Met Standard	N	N		Not Met
Black or African American	Not Met	Not Met	Exceeds Standard	Met Standard	N	N		Not Met
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	N	N		**
American Indian or Alaska Native	**	**	**	**	N	N		**
Two or More Races	Met Target†	Met Target†	Met Standard	Met Standard	N	N		Not Met
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	N	N		Not Met
Students with Disabilities	Not Met	Not Met	Met Standard	Met Standard	N	N		Not Met
English Learners	**	**	**	**	N	N	**	Not Met

†Target was met within a confidence interval.

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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Mission, Vision, Theme:

In partnership with students, families and the community, the mission of the Township of Franklin Public Schools is to foster the unique potential of each individual student by providing an inclusive, safe and supportive learning environment. Our vision is to be a child centered community that empowers students and equips them with the academic, social & emotional foundation needed to become responsible citizens and lifelong learners.

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.

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. Instructional and grading practices have evolved to include standards-based grading.

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 23-24 school year include equitable practices, implementation of NJTSS, higher order thinking/questioning skills, number sense, integration of SEL practices, and continued focus on standards-based grading. PD takes place during PLCs, Staff Development Days and through independent study.

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.

Narrative

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Parent and Community Involvement:

All parents have access to our parent portal in order to view grades, monitor attendance, and check balances for their child's 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, and Standards Based Grading.

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. The District has embarked on an Energy Saving Initiation Program (ESIP) that provided much needed energy efficient upgrades to all three school buildings.

School Safety:

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. In 2022, the district has hired its second full time Class III SRO.

Township of Franklin School District

(15-1590)

2022-2023

NJ SCHOOL PERFORMANCE REPORT

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

Narrative

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Technology and STEM:

The Township of Franklin Public School District is a proud supporter of the 1-1 Chromebook initiative. All students Kindergarten through Sixth are provided a Chromebook that is for their individual use only.

Narrative

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Other Information:

School 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 Vestibules:In 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.