



Benjamin Franklin Middle School
2016-2017


Grade Span 06-08

03-4390-060
BERGEN
RIDGEWOOD VILLAGE
335 NORTH VAN DIEN AVE
RIDGEWOOD, NJ 07451

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	236	236	214
7	245	251	239
8	246	245	247
Ungraded	10	14	11
Total	737	746	711

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	2014-15	2015-16	2016-17
Female	51%	51%	51%
Male	49%	49%	49%
Economically Disadvantaged Students	1%	2%	2%
Students with Disabilities	15%	14%	14%
English Learners	2%	3%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	62.2%
Asian	23.6%
Hispanic	8.2%
Black or African American	1.1%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	4.8%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	91.0%
Korean	3.7%
Chinese	1.3%
Japanese	1.3%
<i>Other</i>	2.6%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	633	92.2	80.30	81.30	54.90	77.8	63.4	Met Target
White	389	90.1	78.70	80.80	63.90	74.6	60	Met Target
Hispanic	49	88.1	77.50	73.50	39.80	71.4	54	Met Target
Black or African American	*	*	*	46.90	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	151	97.6	85.40	86.10	80.70	85.4	77.7	Met Goal
American Indian or Alaska Native	*	*	*	50.00	53.70	*	**	**
Two or More Races	35	97.2	82.80	89.00	54.90	82.8	73.3	Met Goal
Female	323	93.1	86.60	87.00	62.20	85.1		
Male	310	91.3	73.60	75.60	48.10	70.4		
Economically Disadvantaged Students	21	95.5	38.10	39.40	36.20	*	N	N
Non-Economically Disadvantaged Students	612	92.1	81.70	82.60	65.80	*		
Students with Disabilities	97	86.0	29.90	35.80	20.50	27	31	Met Target†
Students without Disabilities	536	93.4	89.40	89.50	61.90	87.8		
English Learners	15	100.0	60.00	58.00	25.20	60	**	**
Non-English Learners	618	92.0	80.70	82.00	57.40	78.2		
Homeless Students	N	N	*	0.00	26.40	*		
Students In Foster Care	N	N	*	0.00	24.80	*		
Military-Connected Students	*	*	*	50.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

** ESSA accountability targets are only included if data is available for at least 20 students



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	199	772	773	751	*	*	16%	55%	25%	79%	54%
White	115	765	770	758	*	*	18%	57%	18%	76%	63%
Hispanic	12	770	761	740	0%	*	*	*	*	83%	38%
Black or African American	*	*	*	735	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	55	787	787	775	*	0%	*	51%	40%	91%	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	14	774	778	753	0%	0%	*	*	*	71%	56%
Female	102	779	777	758	*	*	10%	58%	31%	89%	61%
Male	97	765	769	745	*	*	23%	52%	18%	69%	46%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	760	*	*	*	*	*	*	65%
Students with Disabilities	23	735	735	722	*	*	44%	*	0%	30%	17%
Students without Disabilities	176	777	778	757	*	*	13%	*	28%	86%	61%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	199	772	*	752	*	*	16%	55%	25%	79%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	55%
Migrant Students	N	N	N	721	N	N	N	N	N	N	20%

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	219	778	773	756	*	*	13%	39%	43%	82%	59%
White	131	773	769	763	*	*	16%	44%	36%	79%	69%
Hispanic	11	771	763	741	*	0%	0%	*	*	91%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	62	787	788	783	0%	*	*	29%	57%	86%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	11	786	778	756	0%	*	0%	*	*	91%	59%
Female	111	783	780	764	*	*	10%	37%	51%	88%	68%
Male	108	772	768	748	*	*	17%	41%	35%	76%	51%
Economically Disadvantaged Students	*	*	*	738	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	70%
Students with Disabilities	33	744	741	719	*	*	42%	30%	*	39%	19%
Students without Disabilities	186	783	779	763	*	*	8%	40%	*	90%	67%
English Learners	*	*	*	700	*	*	*	*	*	*	*
Non-English Learners	*	*	*	757	*	*	*	*	*	*	*
Homeless Students	N	N	N	730	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	238	775	776	757	*	*	11%	50%	31%	81%	59%
White	152	776	776	764	*	*	15%	52%	29%	81%	68%
Hispanic	28	764	761	742	*	*	*	39%	36%	75%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	46	781	783	785	*	*	*	39%	41%	80%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	10	770	788	757	0%	0%	*	*	0%	90%	60%
Female	124	780	783	765	*	*	10%	44%	40%	84%	68%
Male	114	770	769	748	*	*	13%	56%	21%	77%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	34	737	738	717	*	*	44%	*	0%	27%	18%
Students without Disabilities	204	782	783	764	*	*	6%	*	36%	90%	67%
English Learners	*	*	*	700	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	720	N	N	N	N	N	N	21%

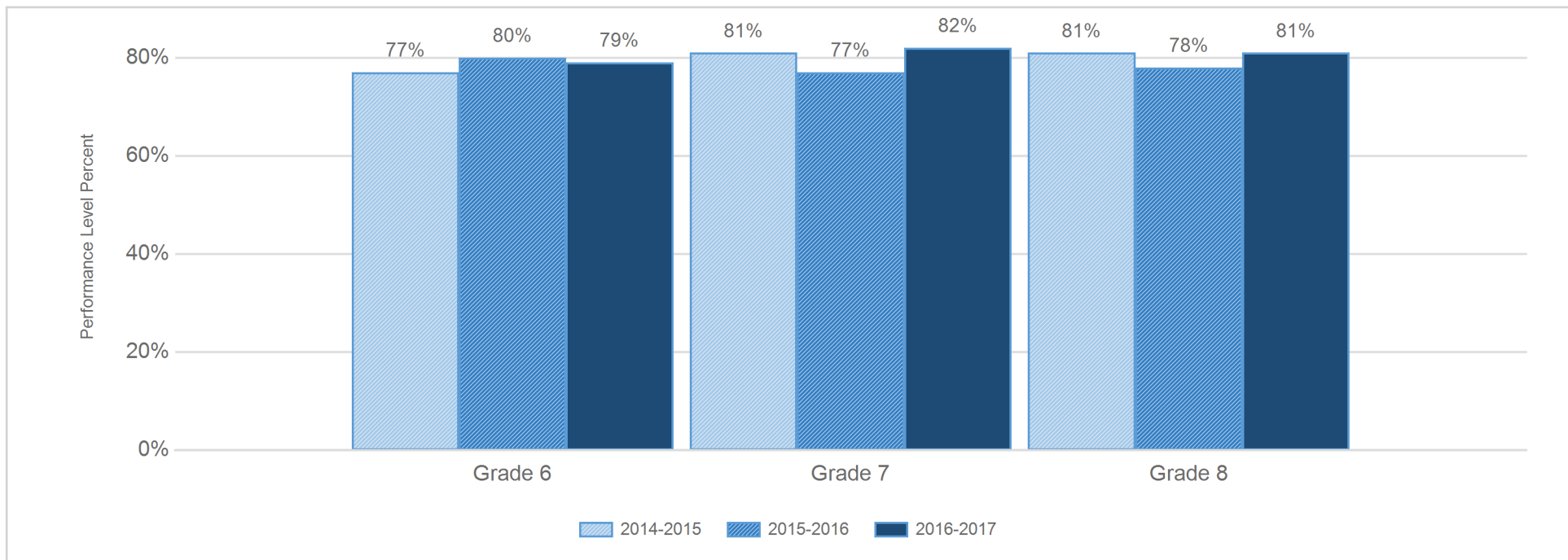


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English Language Arts/Literacy Assessment - Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	624	92.2	70.70	75.40	43.50	68.5	55.9	Met Target
White	387	90.1	66.20	74.30	52.40	62.7	52.6	Met Target
Hispanic	49	88.3	65.30	62.80	27.60	60.2	43.6	Met Target
Black or African American	*	*	*	45.10	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	145	97.6	84.90	85.10	75.60	84.9	75.9	Met Goal
American Indian or Alaska Native	*	*	*	50.00	42.50	*	**	**
Two or More Races	34	97.1	76.50	84.20	44.90	76.5	46.3	Met Target
Female	321	93.1	72.60	75.90	44.10	71.3		
Male	303	91.2	68.70	75.10	42.90	65.6		
Economically Disadvantaged Students	21	95.5	38.10	36.90	25.10	*	N	N
Non-Economically Disadvantaged Students	603	92.1	71.80	76.80	54.30	*		
Students with Disabilities	97	86.0	20.70	33.90	16.50	18.7	18.4	Met Target
Students without Disabilities	527	93.3	79.90	83.30	48.80	78.4		
English Learners	14	100.0	71.40	64.00	23.30	71.4	N	N
Non-English Learners	610	91.9	70.60	75.90	45.20	68.3		
Homeless Students	N	N	*	0.00	16.40	*		
Students In Foster Care	N	N	*	0.00	15.10	*		
Military-Connected Students	*	*	*	25.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	188	760	762	743	*	*	17%	65%	10%	75%	44%
White	112	754	760	750	*	*	20%	66%	*	70%	54%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	48	775	777	770	*	0%	*	60%	29%	90%	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	13	760	768	744	*	*	*	77%	0%	77%	46%
Female	99	763	762	744	*	*	14%	71%	*	81%	45%
Male	89	757	763	742	*	*	19%	60%	*	69%	43%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	23	729	730	716	*	*	*	*	*	39%	13%
Students without Disabilities	165	764	767	748	*	*	*	*	*	80%	50%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	744	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 7**

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Schoolwide	193	757	756	741	*	7%	25%	62%	*	67%	40%
White	122	753	754	748	*	9%	31%	57%	*	59%	49%
Hispanic	*	*	*	729	*	*	*	*	*	*	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	46	768	768	764	0%	*	*	70%	*	87%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	10	761	761	740	0%	0%	*	*	0%	80%	39%
Female	101	758	757	742	*	*	26%	63%	*	68%	41%
Male	92	756	755	739	*	*	24%	60%	*	66%	38%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	*	748	*	*	*	*	*	*	50%
Students with Disabilities	33	731	734	716	*	*	55%	*	0%	12%	11%
Students without Disabilities	160	763	761	746	*	*	19%	*	7%	79%	45%
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 8**

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Schoolwide	47	711	710	727	*	*	*	*	*	*	28%
White	31	714	711	735	*	*	*	*	*	*	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	N	N	N	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	746	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	727	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	26	710	709	730	*	*	*	*	*	*	30%
Male	21	712	711	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	25	699	701	705	*	*	*	*	*	*	*
Students without Disabilities	22	724	721	734	*	*	*	*	*	*	*
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	709	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	712	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	199	768	763	742	*	*	16%	76%	6%	81%	42%
White	118	766	761	750	0%	*	16%	78%	*	81%	52%
Hispanic	19	763	*	727	0%	*	*	79%	0%	79%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	50	777	*	773	*	0%	*	68%	*	82%	76%
American Indian or Alaska Native	N	N	N	735	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	97	766	762	743	*	*	16%	78%	*	81%	43%
Male	102	771	765	741	*	*	17%	74%	*	81%	40%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	707	*	*	*	*	*	*	*
Non-English Learners	*	*	*	744	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	741	*	*	*	*	*	*	37%
Migrant Students	N	N	N	714	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	23	773	758	733	*	*	*	78%	*	100%	30%
White	15	771	757	739	*	*	*	87%	*	100%	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	718	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	757	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	13	772	759	734	*	*	*	*	*	100%	31%
Male	10	775	758	733	*	*	*	*	*	100%	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	23	773	*	740	*	*	*	78%	*	100%	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	23	773	*	737	*	*	*	78%	*	100%	*
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	23	773	*	734	*	*	*	78%	*	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	726	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

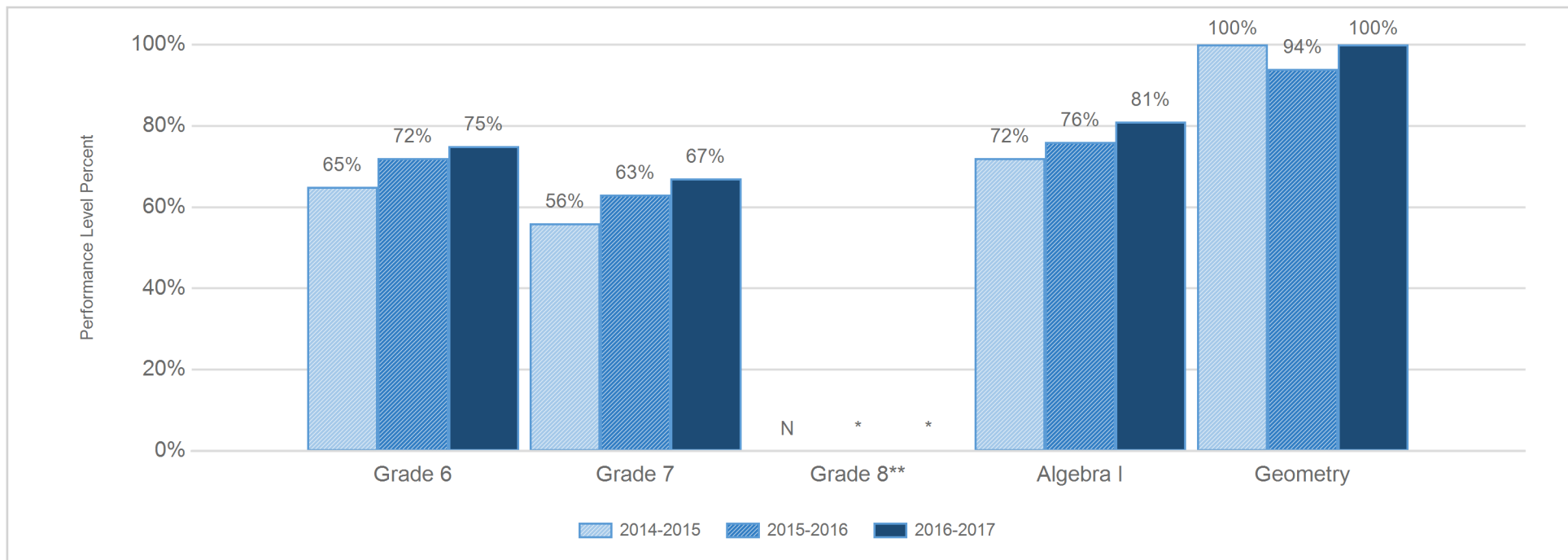


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Mathematics Assessment – Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - 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
6	*	*
7	*	*
8	*	*

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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

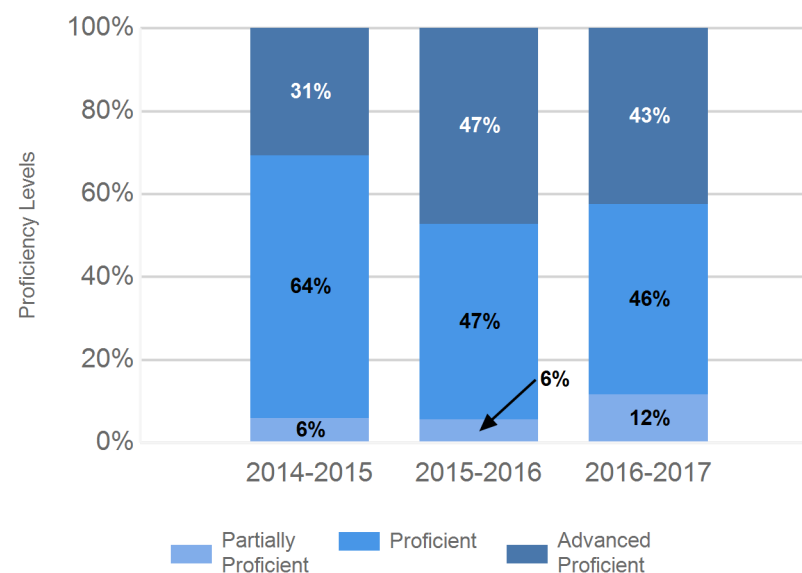
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	43%	46%	12%
White	44%	47%	9%
Hispanic	24%	52%	24%
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	48%	37%	15%
American Indian or Alaska Native	N	N	N
Two or More Races	60%	*	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	3%	49%	49%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	42	48	50	Met Target	43	49	50	Met Target
White	39	45	50	Not Met	39	46	52	Not Met
Hispanic	46	49	49	Met Target	39	44.5	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	46	*	60	Met Target	61	*	59	Exceeds Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	48.5	56	51	Met Target	51	49	52	Met Target
Economically Disadvantaged	21	34.5	47	**	*	52	46	**
Students with Disabilities	37	34	41	Not Met	34	38	43	Not Met
English Learners	68	64	53	**	*	65	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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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 the prior year.

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

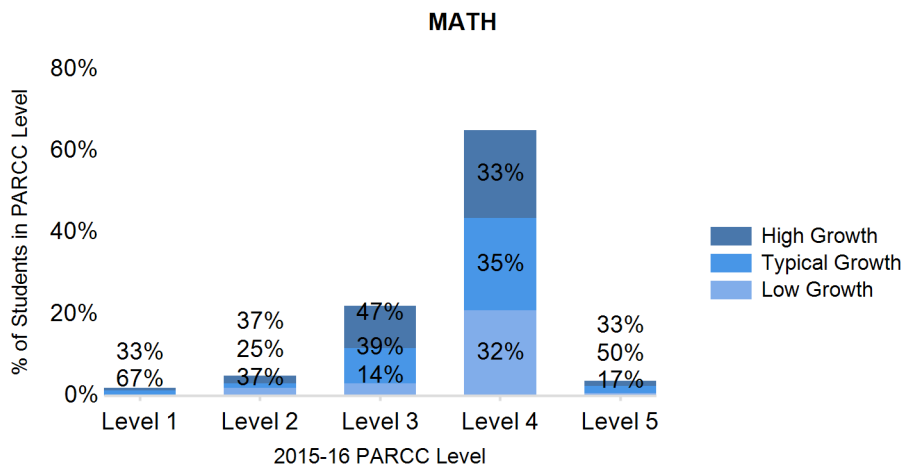
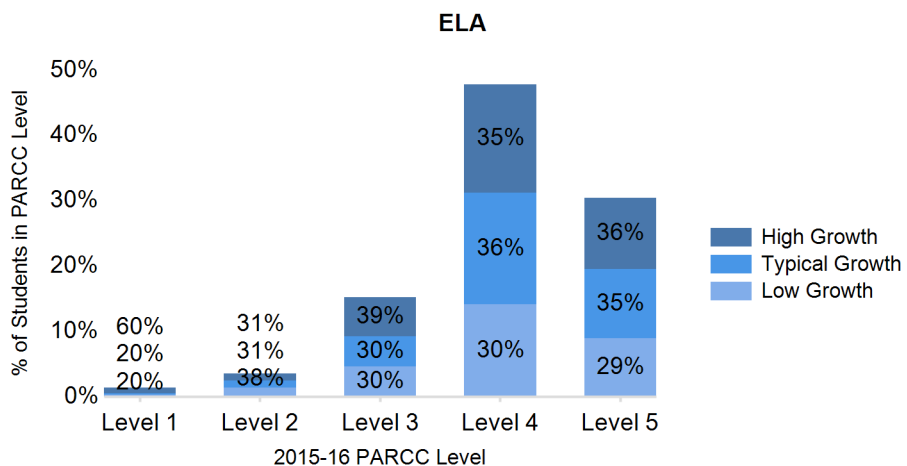
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

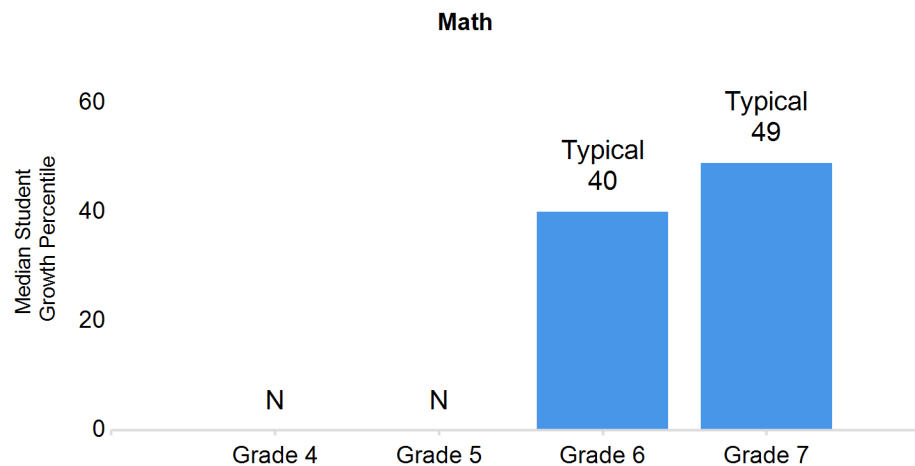
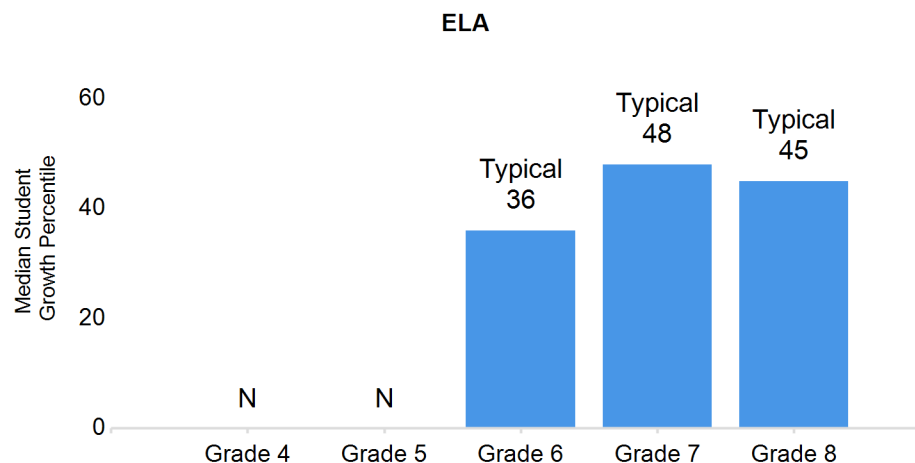
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	1	0	218
7	29	0	217
8	191	23	50
Schoolwide	221	23	485

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	198	194	0	192	0	0	0
7	132	46	0	30	0	0	0
8	141	36	0	30	0	0	0
Schoolwide	471	276	0	252	0	0	0
Enrolled in Level 3 or Higher	141	36	0	30	0	0	0



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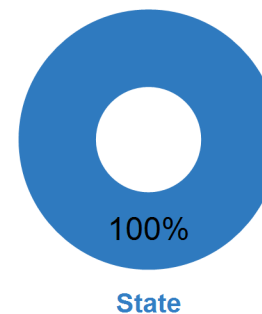
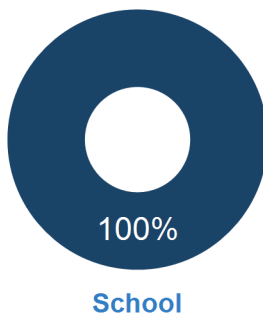
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Visual and Performing Arts – Course Participation

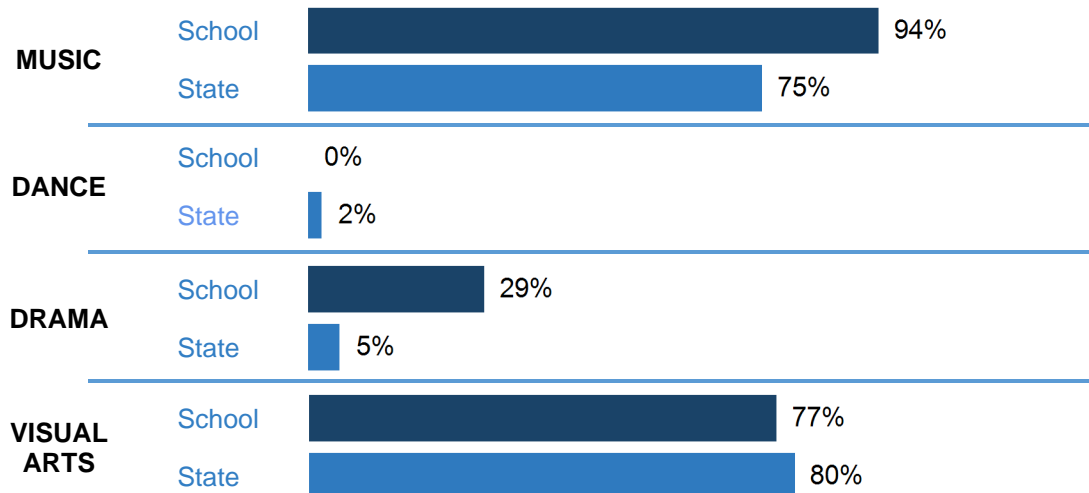
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

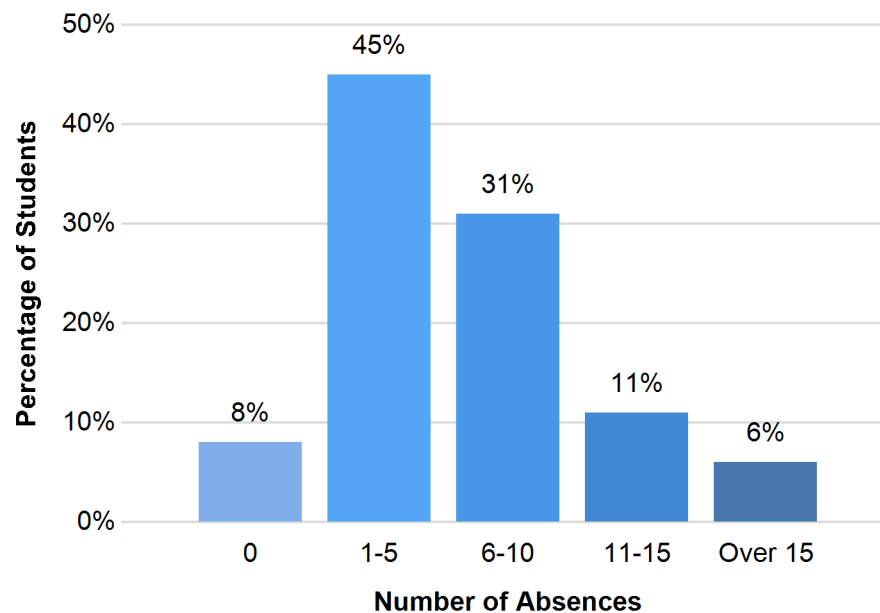
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.20	8.70	Met Target
White	5.60	8.70	Met Target
Hispanic	3.40	8.70	Met Target
Black or African American	0	**	**
Asian, Native Hawaiian, or Pacific Islander	1.20	8.70	Met Target
American Indian or Alaska Native	0	**	**
Two or More Races	2.80	8.70	Met Target
Economically Disadvantaged Students	0	**	**
Students with Disabilities	7.10	8.70	Met Target
English Learners	0	**	**

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



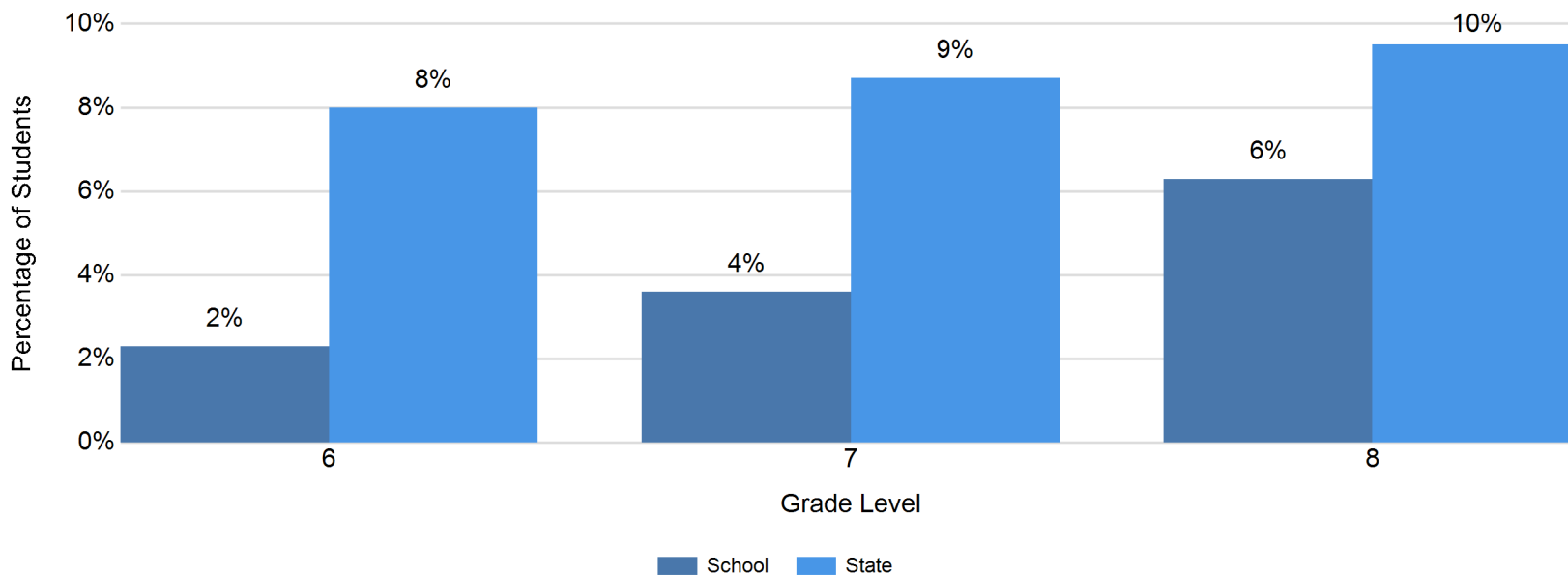


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:00AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs. 42 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.70

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.7%
Out-of-School Suspensions	0.4%
Any Suspension	1.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1.1	228.9 kbps	100 kbps	Yes	N	Fiber	No

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).

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$244	\$14,235	\$14,479



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience and Certifications

This table shows information about experience and certifications for teachers assigned to this school and across the state.

Category	Teachers in Schools	Teachers in State
Total Number of teachers	52	121,048
Average years experience in public schools	15.3	11.8
Average years experience in district	13.0	10.5
Teachers in district for 4 or more years	77%	74%

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	31	9,533
Average years experience in public schools	16.8	15.9
Average years experience in district	9.9	11.6
Administrators in district for 4 or more years	84%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	13:1
Administrators	237:1	183:1
Librarian/Media Specialists		631:1
Nurses		631:1
Counselors		437:1
Child Study Team		227:1



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	93%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	79	17.5%
Mathematics Proficiency	83	17.5%
English Language Arts Growth	20	25%
Mathematics Growth	26	25%
Chronic Absenteeism	79	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		51.7
Summative Rating: Percentile rank of Summative Score		52 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	N/A	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	38	12	No	Met Target	Met Target	Met Target	Not Met	Not Met	No
Hispanic	75	12	No	Met Target	Met Target	Met Target	Met Target	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	49	12	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	65	12	No	Met Goal	Met Target	Met Target	Met Target	Met Target	No
Economically Disadvantaged Students	**	**	No	N	N	**	**	**	No
Students with Disabilities	47	12	No	Met Target†	Met Target	Met Target	Not Met	Not Met	No
English Learners	**	**	No	**	N	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Orsini	Email Address:	aorsini@ridgewood.k12.nj.us
Address:	335 NORTH VAN DIEN AVE RIDGEWOOD, NJ 07451	Website:	http://www.ridgewood.k12.nj.us
Phone:	(201)670-2780	Facebook:	https://www.facebook.com/RidgewoodPublicSchools
		Twitter:	https://twitter.com/RwdPubSchools

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • Attention to the needs of young adolescents is a primary focus. • Highly trained professional staff is able to meet the needs of all learners. • Parent and community involvement enrich the middle school experience.
Mission, Vision, Theme:	Mission Statement - The Ridgewood Public Schools, committed to a tradition of excellence and innovation, in partnership with the community, provide a rich and challenging learning environment, enabling students to maximize their unique potentials to become life-long learners and productive, responsible citizens.
Awards, Recognition, Accomplishments:	Ridgewood Public Schools has been consistently ranking in state and national publications.





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 <p>Courses, Curriculum, Instruction:</p>	<p>The K-12 district curriculum is aligned to the NJSLS and provides students with a rich and challenging learning experience. Through a well-articulated academic program and in conjunction with varied extended learning opportunities, students are encouraged to maximize their potential, while being prepared for responsible citizenship in a globally connected society. The K-12 curriculum effectively strikes a balance between a tradition of excellence and a culture of innovation.</p>
 <p>Clubs and Activities:</p>	<p>Ridgewood Public Schools offer a variety of co-curricular activities at all levels with Ridgewood High School sponsoring 100 award-winning activities.</p>







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 <p>Staff and Professional Learning:</p>	<p>Professional development in Ridgewood is organized around the district's identified annual goals. New teachers participate in a rich orientation program that begins in the summer and extends across the school year. Professional development days involve teachers in collaborative curriculum work, and the district supports teachers' participation in learning opportunities outside of Ridgewood. The district has made a strong commitment to Orton Gillingham training for its K-12 staff.</p>
 <p>Student Supports and Services:</p>	<p>The district offers an array of support services to meet the needs of diverse learners. This includes comprehensive programs for Special Education students, English Language Learners, students with 504 Plans and students with Health Plans. The district uses Intervention and Referral Services and offers Basic Skills Instruction. Guidance Counselors and Child Study Teams work closely with students and their families, and teachers consistently integrate differentiated instructional strategies.</p>
 <p>Student Health and Wellness:</p>	<p>Ridgewood Public Schools offer a full and progressive wellness program K-12.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents and community members are involved through: Home and School Association, Federated Home and School Association, Learning Services Home and School Association, and Foundation. During the 2016-17 school year, our parent organization raised and donated \$1,067,145.85 in goods and services to the district.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents</p> <p>Parents can access our community surveys on our website under Parents, Parent/Guardian Survey.</p>
 <p>Facilities:</p>	<p>Ridgewood Public Schools consist of 11 well-kept district facilities dating from 1894-1966 with many additions, the latest in 4 schools in 2009.</p>



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Other Information:

Benjamin Franklin Middle School (BF) seeks to maximize the unique potential of every learner. We do this by educating the whole child, including the social, emotional, and intellectual development of our students. Our standards-based curriculum emphasizes authentic and rigorous learning experiences, problem solving, multiple intelligences, and cooperative and project-based learning throughout our instructional program. A collaborative teaching model is infused into our classrooms at all three grade levels and continues to be a highlight of our program. We have fully embraced technology at BF. We have implemented a “one-to-one” initiative, and each of our students has their own Chromebook to use during the school day as well as at home. All of our students have Google Docs accounts and can seamlessly work between home and school, as well as collaborate with their peers and teachers. This year, we have a new Maker Space room for STEAM activities within the school, and we added Design Thinking classes to the curricula. We provide a full range of services to promote the social/emotional growth of our students including guidance counseling, student assistance counseling, and psychological and social work services. BF continues to emphasize its commitment to nurturing a caring, supportive social/emotional learning environment. The concepts of respect and responsibility are infused throughout our entire instructional program. BFBN is our student-produced daily live television program, broadcast for over 25 years. BFBN is a state and nationally recognized program that has aired over 3000 shows. BF continues its service to the community by offering nearly 700 gifts to the children at the Paterson Head Start Program during the December holiday season. In addition, the Social Service Club continues its outstanding service to the community by providing support to local charities, agencies, and organizations in need of assistance.