

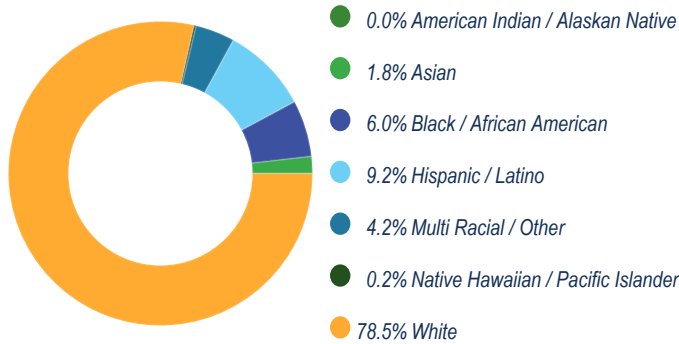


FRANKLIN TOWNE CHARTER ELEMENTARY SCHOOL

2021-22 SCHOOL PROGRESS REPORT ON EDUCATION AND EQUITY

School Code | 3403 Sector | Charter Network | Charters
Principal Name | Eugenia Koo
Address | 4259 Richmond St
Phone | - Website | es.franklintowne.org
Report Type | K-8 School Grades in Report | K-8
Admissions Category | Citywide With Criteria
Turnaround Model | N/A
Receives HS Report | No
Oct 1 Enrollment | 932

Student Enrollment and Demographics



968

Total Number of Students Served for
10+ Days Over the Year

18.9%

% Students with IEPs

2.9%

% English Learners

47.6%

% Economically Disadvantaged

Student Attendance

60.6%

% Students Attending at Least 95%
of Instructional Days

90.8%

% Students Attending at Least 90%
of Instructional Days

Score Level	Performance	Improvement	Level
Level 1			
Performance <i>At or Above Target in</i> 6 out of 6 Eligible Metrics			100.0 %
Improvement Insufficient Data for Score			
Goal Performance (All Students)			
GOAL 1 PSSA ELA % of Students Proficient or Advanced (Grades 3-8) Score: 58.3 % 15.8 pts above 2021-2022 target MEETING no data prior year			
GOAL 2 PSSA ELA % of Students Proficient or Advanced (Grade 3) Score: 59.8 % 20.5 pts above 2021-2022 target MEETING no data prior year			
GOAL 3 PSSA Math % of Students Proficient or Advanced (Grades 3-8) Score: 32.0 % 3.3 pts above 2021-2022 target MEETING no data prior year			
● Meeting Target ● Not Meeting Target			
	American Indian / Alaskan Native Insufficient Data for Score	Insufficient Data for Score	
	Asian Insufficient Data for Score	Insufficient Data for Score	
	Black / African American Insufficient Data for Score	Insufficient Data for Score	
	Hispanic / Latino Insufficient Data for Score	Insufficient Data for Score	
	Multi Racial / Other Insufficient Data for Score	Insufficient Data for Score	
	Native Hawaiian / Pacific Islander Insufficient Data for Score	Insufficient Data for Score	
	White Insufficient Data for Score	Insufficient Data for Score	
	English Learners Insufficient Data for Score	Insufficient Data for Score	
	Students with IEPs Insufficient Data for Score	Insufficient Data for Score	
	Economically Disadvantaged Insufficient Data for Score	Insufficient Data for Score	

Reading/ELA: Every Student Reads On or Above Grade Level

Goal 1 - Reading Grades 3-8

School Code | 3403 School Name | Franklin Towne Charter Elementary School

Goal 1: The percentage of students in grades 3-8 who are proficient on the state ELA assessment will grow from 35.7% in August 2019 to 65.0% by August 2026

PSSA ELA: % of Students Proficient or Advanced, Grades 3-8

All Students, 612 students

Score: 58.3 %



2021-2022 Target: 42.5 %

15.8 pts above target

2025-2026 Goal: 65.0 %

-6.7 pts from target



- Meeting Target
- Not Meeting Target

American Indian / Alaskan Native

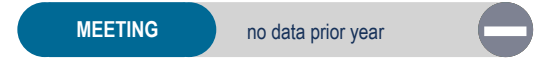
Insufficient Sample

Asian

Insufficient Sample

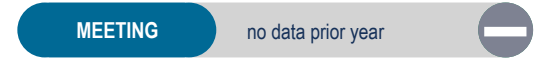
Black / African American, 37 students

Score: 54.1 %
11.6 pts above target



Hispanic / Latino, 74 students

Score: 58.1 %
15.6 pts above target



Multi Racial / Other

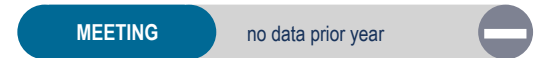
Insufficient Sample

Native Hawaiian / Pacific Islander

Insufficient Sample

White, 483 students

Score: 58.4 %
15.9 pts above target

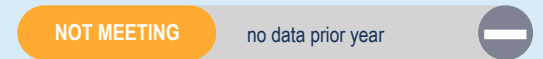


English Learners

Insufficient Sample

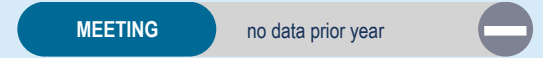
Students with IEPs, 110 students

Score: 23.6 %
-18.9 pts from target



Economically Disadvantaged, 332 students

Score: 53.6 %
11.1 pts above target



Reading/ELA: Every Student Reads On or Above Grade Level

Goal 2 - Reading Grade 3

School Code | 3403 School Name | Franklin Towne Charter Elementary School

Goal 2: The percentage of 3rd grade students who are proficient on the state ELA assessment will grow from 32.5% in August 2019 to 62.0% by August 2026

PSSA ELA: % of Students Proficient or Advanced, Grade 3

All Students, 102 students

Score: 59.8 %



2021-2022 Target: 39.3 %

20.5 pts above target

2025-2026 Goal: 62.0 %

-2.2 pts from target



- Meeting Target
- Not Meeting Target

American Indian / Alaskan Native

Insufficient Sample

Asian

Insufficient Sample

Black / African American

Insufficient Sample

Hispanic / Latino

Insufficient Sample

Multi Racial / Other

Insufficient Sample

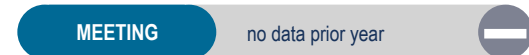
Native Hawaiian / Pacific Islander

Insufficient Sample

White, 72 students

Score: 56.9 %

17.6 pts above target



English Learners

Insufficient Sample

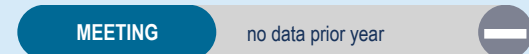
Students with IEPs

Insufficient Sample

Economically Disadvantaged, 58 students

Score: 60.3 %

21.0 pts above target



Math & Science: Every Student Performs On or Above Grade Level

Goal 3 - Math Grades 3-8

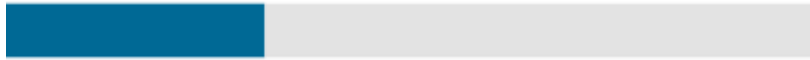
School Code | 3403 School Name | Franklin Towne Charter Elementary School

Goal 3: The percentage of students in grades 3-8 who are proficient on the state Math assessment will grow from 21.6% in August 2019 to 52.0% by August 2026

PSSA Math: % Students Proficient or Advanced, Grades 3-8

All Students, 612 students

Score: 32.0 %



2021-2022 Target: 28.7 %

3.3 pts above target

2025-2026 Goal: 52.0 %

-20.0 pts from target

MEETING

no data prior year

PSSA Science

% of Students Proficient or Advanced in Science (Grades 4 and 8)

57.3 %

114 out of 199 students

American Indian / Alaskan Native

Insufficient Sample

Asian

Insufficient Sample

Black / African American, 37 students

Score: 27.0 %

-1.7 pts from target

NOT MEETING

no data prior year

Hispanic / Latino, 74 students

Score: 27.0 %

-1.7 pts from target

NOT MEETING

no data prior year

Multi Racial / Other

Insufficient Sample

Native Hawaiian / Pacific Islander

Insufficient Sample

White, 483 students

Score: 32.5 %

3.8 pts above target

MEETING

no data prior year

English Learners

Insufficient Sample

Students with IEPs, 110 students

Score: 9.1 %

-19.6 pts from target

NOT MEETING

no data prior year

Economically Disadvantaged, 332 students

Score: 25.6 %

-3.1 pts from target

NOT MEETING

no data prior year

Climate, Culture & Opportunity

Guardrail 1 - Welcoming and Supportive Schools

School Code | 3403 School Name | Franklin Towne Charter Elementary School

Guardrail 1: Every school will be a safe, welcoming and healthy place where our students, staff and community want to be and learn each day. This means that our schools will be: 1) environmentally safe and clean; and 2) spaces with inclusive climates that provide students with access to robust social, emotional, and mental health supports.

School Climate Score	School Climate Survey		
Insufficient Sample	Insufficient Sample <i>Student Rating</i>	Insufficient Sample <i>Parent Rating</i>	Insufficient Sample <i>Teacher Rating</i>
School Instruction Score	School Instruction Survey		
Insufficient Sample	Insufficient Sample <i>Student Rating</i>	Insufficient Sample <i>Parent Rating</i>	Insufficient Sample <i>Teacher Rating</i>

- Meeting Target
- Not Meeting Target

 **Not Applicable**



School Has at Least 2 Behavioral/Mental Health Support FTEs per 500 Students

Climate, Culture & Opportunity

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% of Students Attending at Least 95% of Instructional Days	% of Students Attending					
<p>All Students: 968 Students</p> <p style="text-align: center;">Score: 60.6 %</p>  <p>2021-2022 Target: 52.9 % 2025-2026 Goal: 60.0 % <small>7.7 pts above target 0.6 pts above target</small></p> <p>MEETING 2026 GOAL no data prior year</p>	<p>Greater Than 95% of Instructional Days 60.6 %</p>	<p>90-95% of Instructional Days 30.2 %</p>				
<p>All Students: 968 Students</p> <p style="text-align: center;">Score: 90.8 %</p>  <p>2021-2022 Target: 82.3 % 2025-2026 Goal: 94.0 % <small>8.5 pts above target -3.2 pts from target</small></p> <p>MEETING no data prior year</p>	<p style="text-align: center;">Additional Metrics</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"> <p>Not Applicable</p> <p><i>% of Teachers Attending at Least 95% of Work Days (Cumulative)</i></p> </td> <td style="width: 50%; text-align: center;"> <p>Not Applicable</p> <p><i>Teacher Annual Retention</i></p> </td> </tr> <tr> <td style="width: 50%; text-align: center;"> <p>Not Applicable</p> <p><i>% of Teachers Receiving a Proficient MMS Rating</i></p> </td> <td style="width: 50%; text-align: center;"> <p>Not Applicable</p> <p><i>% of Teachers Receiving a Distinguished MMS Rating</i></p> </td> </tr> </table>		<p>Not Applicable</p> <p><i>% of Teachers Attending at Least 95% of Work Days (Cumulative)</i></p>	<p>Not Applicable</p> <p><i>Teacher Annual Retention</i></p>	<p>Not Applicable</p> <p><i>% of Teachers Receiving a Proficient MMS Rating</i></p>	<p>Not Applicable</p> <p><i>% of Teachers Receiving a Distinguished MMS Rating</i></p>
<p>Not Applicable</p> <p><i>% of Teachers Attending at Least 95% of Work Days (Cumulative)</i></p>	<p>Not Applicable</p> <p><i>Teacher Annual Retention</i></p>					
<p>Not Applicable</p> <p><i>% of Teachers Receiving a Proficient MMS Rating</i></p>	<p>Not Applicable</p> <p><i>% of Teachers Receiving a Distinguished MMS Rating</i></p>					

- Meeting Target
- Not Meeting Target

Climate, Culture & Opportunity

Guardrail 2 - Enriching and Well-rounded School Experiences

Guardrail 3 - Partnering with Parents / Family Members

School Code | 3403 School Name | Franklin Towne Charter Elementary School

Guardrail 2: Every student will have a well-rounded education with co-curricular opportunities, including arts and athletics, integrated into the school experience.

Guardrail 3: Every parent and guardian will be welcomed and encouraged to be partners in their child's school community.

% of Students Participating in Visual / Performing Arts

*% of Students
Participating in Visual /
Performing Arts*

100.0 %

913 out of 913 students

School Relationship Score

Insufficient Sample

Additional Metrics



Not Applicable

School Has a SAC/Parent Advisory Group



Not Applicable

School Has a SAC/Parent Advisory Group That Meets Regularly



Not Applicable

Number of SAC/Parent Advisory Group Meetings

- Meeting Target
- Not Meeting Target

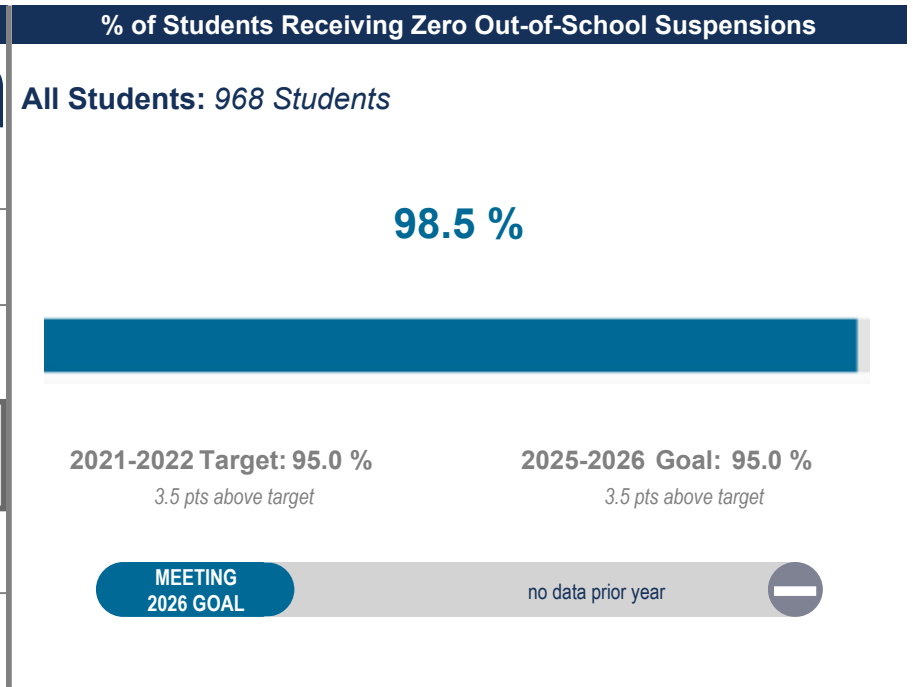
Climate, Culture & Opportunity

Guardrail 4 - Addressing Racist Practices

School Code | 3403 School Name | Franklin Towne Charter Elementary School

Guardrail 4: Our students' potential will not be limited by practices that perpetuate systemic racism and hinder student achievement.

Suspension Disproportionality			
	% of Enrollment (Total Enrollment)		% of Suspensions Given to Each Subgroup
All Students	(932)		
American Indian / Alaskan Native	0.0 %	(0)	0.0 %
Asian	1.8 %	(17)	0.0 %
Black / African American	6.0 %	(56)	10.5 %
Hispanic / Latino	9.2 %	(86)	15.8 %
Multi Racial / Other	4.2 %	(39)	5.3 %
Native Hawaiian / Pacific Islander	0.2 %	(2)	0.0 %
White	78.5 %	(732)	68.4 %
English Learners	2.9 %	(27)	5.3 %
Students with IEPs	18.9 %	(176)	26.3 %
Economically Disadvantaged	47.6 %	(444)	36.8 %



% of Students Qualified to Attend Criteria-Based High Schools

All Students	Black / African American	Hispanic / Latino
Not Applicable	Not Applicable	Not Applicable

- Meeting Target
- Not Meeting Target