NJ SCHOOL PERFORMANCE REPORT

WEST ORANGE HIGH SCHOOL
(13-5680-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

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

Type	Contact Information
County	ESSEX
District	WEST ORANGE TOWN
Principal Name	MR. MOORE
Address	51 CONFORTI AVE WEST ORANGE, NJ 07052-2829
Phone Number	(973)669-5301
Email Address	HMOORE@WESTORANGESCHOOLS.ORG
Website	https://www.woboe.org/Domain/18
Twitter	https://twitter.com/search?q=%40MrMooreWO&src=typd&lang=en

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
9	519	467	571
10	524	523	464
11	489	516	534
12	515	494	524
Total	2,047	2,000	2,093

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	48.6%	49.7%	49.2%
Male	51.4%	50.4%	50.8%
Economically Disadvantaged Students	46.5%	46.2%	44.1%
Students with Disabilities	17.3%	18.3%	18.5%
English Learners	4.2%	3.6%	3.4%
Homeless Students		0.4%	0.0%
Students in Foster Care		0.1%	0.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	19.2%	18.4%	19.0%
Hispanic	26.6%	27.8%	27.9%
Black or African American	47.0%	46.3%	45.5%
Asian	6.0%	5.9%	5.9%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.1%
American Indian or Alaska Native	0.0%	0.1%	0.0%
Two or More Races	1.0%	1.4%	1.4%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	2,041	1,995	2,086
Shared Time Students	12	10	11
Full Time Equivalent	2,047	2,000	2,092

Enrollment by Home Language

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

Home Language	% of Students
English	72.4%
Spanish	17.6%
Creoles and pidgins, French-based	2.6%
Haitian	1.6%
Other Languages	5.8%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	990	97.1	52.3	61.4	56.7	52.3	41.5	Met Target
White	206	97.2	67.5	*	65.6	67.5	45.6	Met Target
Hispanic	285	98.0	38.2	52.3	42.5	38.2	37.1	Met Target
Black or African American	418	96.1	50.0	56.2	37.3	50.0	40.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	61	100.0	80.3	82.8	82.3	80.3	56.2	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	20	95.2	60.0	*	63.4	60.0	N	N
Female	489	97.6	60.4	69.4	64.5	60.4		
Male	501	96.6	44.5	54.2	49.4	44.5		
Economically Disadvantaged Students	434	97.1	39.7	48.6	38.5	39.7	31.9	Met Target
Non-Economically Disadvantaged Students	556	97.1	62.2	71.6	67.5	62.2		
Students with Disabilities	175	91.8	16.6	*	21.6	16.1	18.2	Met Target†
Students without Disabilities	815	98.3	60.0	*	63.9	60.0		
English Learners	40	98.0	25.0	39.8	27.3	25.0	18.5	Met Target
Non-English Learners	950	97.1	53.4	62.9	59.4	53.4		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	545	754	754	752	9%	13%	25%	34%	19%	53%	55%
White	125	772	772	760	*	*	17%	41%	34%	74%	64%
Hispanic	155	740	740	735	16%	15%	34%	24%	10%	34%	38%
Black or African American	228	749	749	734	7%	17%	26%	38%	13%	51%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	264	762	762	759	5%	11%	24%	36%	24%	61%	63%
Male	281	747	747	744	12%	15%	27%	32%	15%	47%	46%
Economically Disadvantaged Students	237	741	741	733	12%	17%	31%	30%	10%	40%	34%
Non-Economically Disadvantaged Students	308	764	764	761	6%	9%	21%	37%	27%	64%	65%
Students with Disabilities	90	717	717	716	29%	33%	28%	*	*	10%	15%
Students without Disabilities	455	762	762	758	5%	9%	25%	*	*	62%	62%
English Learners	20	707	707	691	*	*	*	*	*	25%	*
Non-English Learners	525	756	756	755	*	*	*	*	*	54%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	446	750	750	749	18%	12%	21%	29%	21%	50%	51%
White	82	764	764	756	*	*	18%	26%	32%	57%	58%
Hispanic	137	739	739	733	22%	15%	23%	28%	13%	41%	38%
Black or African American	182	744	744	728	19%	12%	22%	34%	14%	48%	32%
Asian, Native Hawaiian, or Pacific Islander	32	791	791	782	*	*	*	*	*	78%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	13	749	749	753	*	0%	*	*	*	54%	55%
Female	225	761	761	759	12%	12%	16%	32%	28%	60%	60%
Male	221	739	739	739	24%	11%	26%	25%	14%	39%	42%
Economically Disadvantaged Students	194	734	734	730	26%	15%	21%	31%	8%	39%	34%
Non-Economically Disadvantaged Students	252	762	762	758	12%	9%	21%	27%	31%	58%	59%
Students with Disabilities	71	713	713	707	44%	15%	21%	*	*	20%	15%
Students without Disabilities	375	757	757	756	13%	11%	21%	*	*	55%	57%
English Learners	11	699	699	684	*	*	*	*	*	*	*
Non-English Learners	435	751	751	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

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

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	164	727	727	736	23%	22%	29%	*	*	27%	39%
White	*	*	*	737	*	*	*	*	*	*	41%
Hispanic	52	728	728	731	19%	25%	33%	*	*	23%	35%
Black or African American	80	724	724	729	25%	24%	28%	*	*	24%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	68	734	734	745	15%	21%	32%	*	*	32%	48%
Male	96	723	723	728	28%	23%	26%	*	*	23%	31%
Economically Disadvantaged Students	91	723	723	730	23%	25%	29%	*	*	23%	33%
Non-Economically Disadvantaged Students	73	732	732	739	22%	18%	29%	*	*	32%	42%
Students with Disabilities	51	715	715	708	37%	20%	25%	*	*	18%	13%
Students without Disabilities	113	733	733	742	16%	23%	30%	*	*	31%	44%
English Learners	18	705	705	702	*	*	*	*	*	*	*
Non-English Learners	146	730	730	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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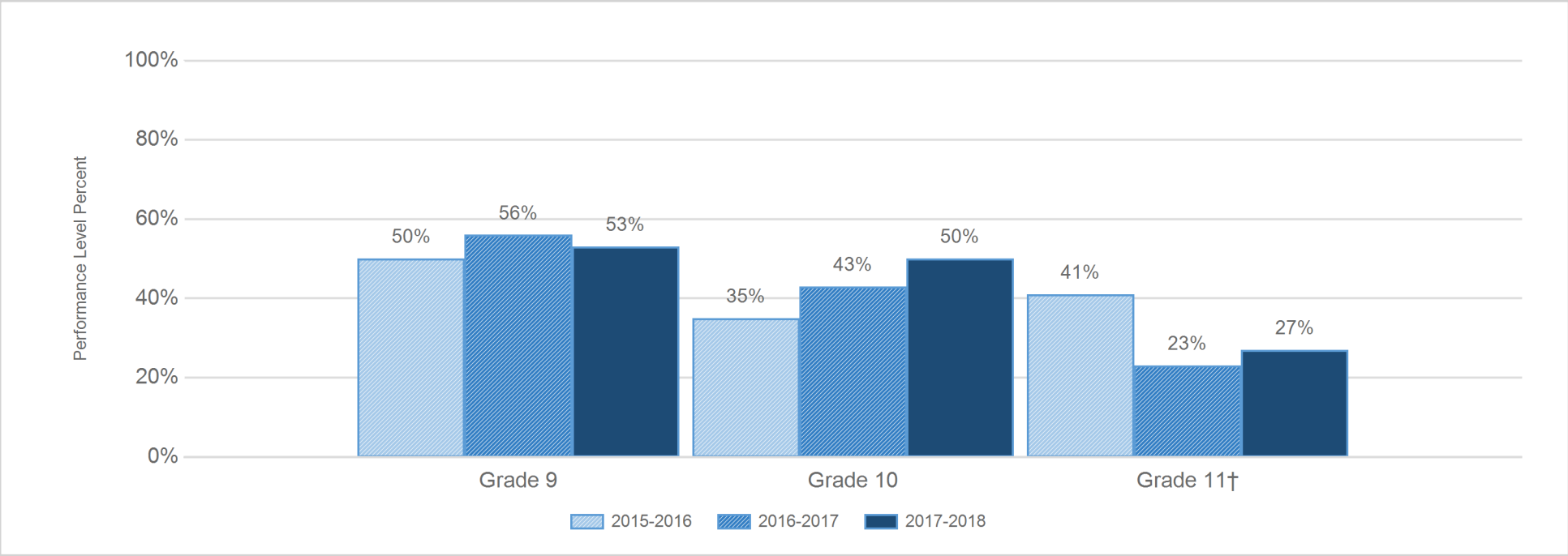
English Language Arts/Literacy Assessment - Performance Trends

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



† Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	979	94.7	30.0	47.8	45.0	29.9	25.4	Met Target
White	202	94.5	47.0	*	54.1	46.9	31.7	Met Target
Hispanic	279	94.7	21.5	40.6	29.2	21.4	23.6	Met Target†
Black or African American	419	94.2	23.4	38.6	23.4	23.2	20.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	61	100.0	59.1	72.0	77.0	59.1	51.6	Met Target
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	18	90.0	22.2	*	53.0	21.1	N	N
Female	480	94.5	32.5	50.1	46.0	32.4		
Male	499	94.8	27.4	45.6	43.9	27.4		
Economically Disadvantaged Students	426	93.3	20.4	35.2	26.6	20.1	19.4	Met Target
Non-Economically Disadvantaged Students	553	95.8	37.2	57.7	55.9	37.2		
Students with Disabilities	178	91.5	*	19.1	17.1	*	13.3	Not Met
Students without Disabilities	801	95.4	*	54.0	50.5	*		
English Learners	37	93.3	10.8	28.6	24.6	10.8	11.6	Met Target†
Non-English Learners	942	94.7	30.7	49.2	46.9	30.7		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	500	733	741	746	15%	23%	31%	*	*	31%	46%
White	93	745	757	755	*	18%	31%	*	*	43%	57%
Hispanic	155	727	732	730	20%	26%	30%	25%	0%	25%	27%
Black or African American	222	730	735	727	16%	25%	33%	26%	0%	26%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	752	755	*	*	*	*	*	*	54%
Female	234	735	742	748	13%	22%	31%	*	*	34%	48%
Male	266	731	740	745	17%	24%	30%	*	*	28%	44%
Economically Disadvantaged Students	247	727	*	729	19%	29%	28%	*	*	24%	25%
Non-Economically Disadvantaged Students	253	739	*	756	11%	17%	34%	*	*	37%	57%
Students with Disabilities	93	705	707	716	*	*	*	*	*	*	13%
Students without Disabilities	407	739	748	752	*	*	*	*	*	*	52%
English Learners	18	714	714	710	*	*	*	*	*	17%	*
Non-English Learners	482	734	742	749	*	*	*	*	*	31%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	397	725	725	735	14%	41%	27%	15%	3%	18%	30%
White	90	739	739	740	*	24%	26%	*	*	40%	37%
Hispanic	108	719	719	723	*	*	*	*	*	*	14%
Black or African American	168	720	720	719	17%	46%	27%	*	*	10%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	196	725	725	736	16%	37%	28%	*	*	19%	30%
Male	201	725	725	734	12%	45%	25%	*	*	17%	29%
Economically Disadvantaged Students	161	717	717	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	236	731	731	741	*	*	*	*	*	*	38%
Students with Disabilities	77	711	711	713	*	*	*	*	*	*	*
Students without Disabilities	320	729	729	738	*	*	*	*	*	*	*
English Learners	18	699	699	711	*	*	*	*	*	*	*
Non-English Learners	379	727	727	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

WEST ORANGE HIGH SCHOOL
(13-5680-050)
Grades Offered: 09-12
2017-2018

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Mathematics Assessment - Performance by Test: Algebra II

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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	211	729	737	727	31%	21%	14%	27%	6%	33%	30%
White	36	745	*	733	*	*	*	*	*	53%	35%
Hispanic	63	715	*	710	40%	25%	*	*	*	21%	14%
Black or African American	87	719	724	705	37%	23%	15%	*	*	25%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	113	730	737	728	31%	19%	15%	*	*	35%	30%
Male	98	727	737	727	32%	24%	13%	*	*	31%	30%
Economically Disadvantaged Students	88	711	715	709	44%	25%	14%	17%	0%	17%	13%
Non-Economically Disadvantaged Students	123	742	751	736	22%	19%	15%	34%	11%	45%	37%
Students with Disabilities	43	692	692	693	*	*	*	*	*	*	*
Students without Disabilities	168	738	747	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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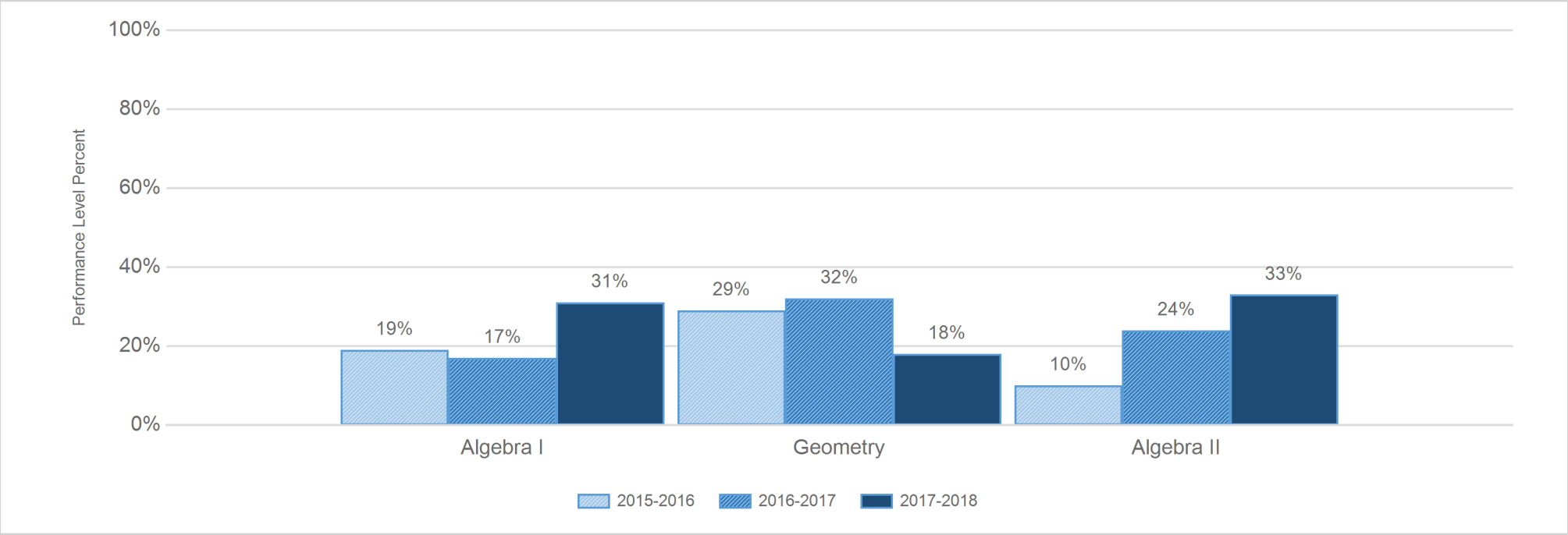
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	17	17

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	62.5%	46.8%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	42	83.3%	16.7%
3-4	18	66.7%	33.3%
5 or more	*	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	92.3%	85.0%
12th graders taking SAT in 2017-18 or prior years	81.9%	72.2%
12th graders taking ACT in 2017-18 or prior years	39.1%	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	472	478	Grade 10: 430 Grade 11: 460	60%	62%
PSAT 10/NMSQT - Math	468	478	Grade 10: 480 Grade 11: 510	35%	42%
SAT - Reading and Writing	528	542	480	69%	72%
SAT - Math	524	543	530	48%	54%
ACT - Reading	22	24	22	44%	62%
ACT - English	21	24	18	60%	78%
ACT - Math	21	24	22	45%	62%
ACT - Science	21	23	23	35%	53%

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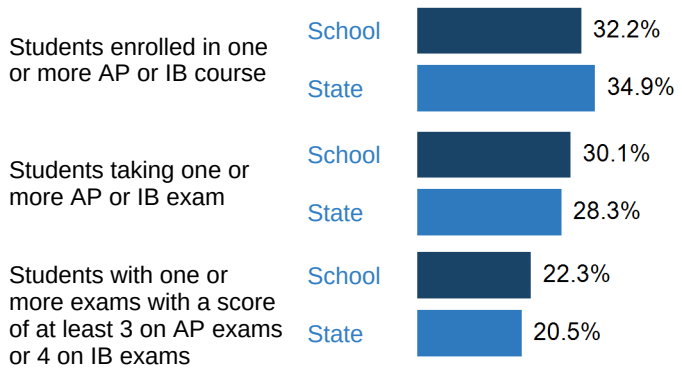
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

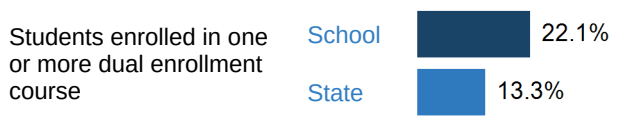
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	34	33
AP Calculus AB	15	17
AP Calculus BC	12	12
AP Chemistry	34	31
AP Chinese Language and Culture	9	8
AP Computer Science A	16	15
AP English Language and Composition	78	76
AP English Literature and Composition	47	42
AP Environmental Science	20	14
AP French Language and Culture	0	1
AP Italian Language and Culture	9	9
AP Macroeconomics	0	1
AP Music Theory	12	13
AP Physics 1	50	46
AP Physics 2	14	13
AP Physics C: Electricity and Magnetism	7	6

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Mechanics	36	35
AP Psychology	75	70
AP Spanish Language	14	14
AP Spanish Literature	9	9
AP Statistics	79	63
AP Studio Art—Drawing Portfolio	0	13
AP Studio Art—Two-Demensional	13	0
AP U.S. Government and Politics	28	26
AP U.S. History	68	63
AP World History	27	25
Total Exams taken		655
Exams with scores of at least 3 on AP exams or 4 on IB exams		417

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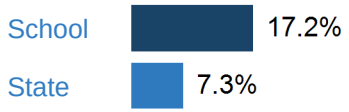
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career and Technical Education website.

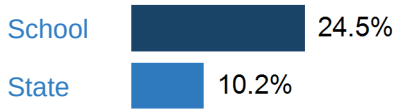
Career and Technical Education Participation

The graphs below show the percentage of students who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



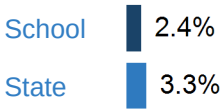
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	87		
Arts, AV Technology & Communications	102		
Business Management & Administration	95		
Education and Training	105		
Finance	43		
Health Science	208		
Hospitality & Tourism	207		
Information Technology	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	874	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	481	76	0	0	0	0	15
10	21	288	120	1	0	9	10
11	12	59	276	153	0	23	12
12	3	12	29	135	54	107	146
Total	517	435	425	289	54	139	183
Enrolled in AP/IB Course					27	79	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	542	4	5	0	0	10
10	32	379	9	33	1	9
11	19	109	119	28	234	44
12	38	13	35	28	76	85
Total	631	505	168	89	311	148
Enrolled in AP/IB Course	34	34		20	107	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	117

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	544	20	0	0	0	15
10	8	449	0	0	0	65
11	21	510	4	34	19	88
12	35	147	21	41	59	223
Total	608	1126	25	75	78	391
Enrolled in AP/IB Course	27	68	0	75		28
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	271	99	56	0	0	88	0
10	186	85	83	0	0	71	0
11	148	59	72	0	0	24	0
12	39	6	16	0	0	8	0
Total	644	249	227	0	0	191	0
Enrolled in AP/IB Course	23	0	9	0	0	9	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	184	114	143	0	0	95	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Spanish	17
Total	17

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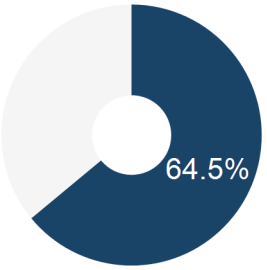
Visual and Performing Arts – Course Participation

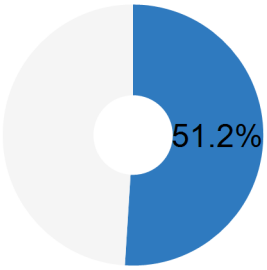
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

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

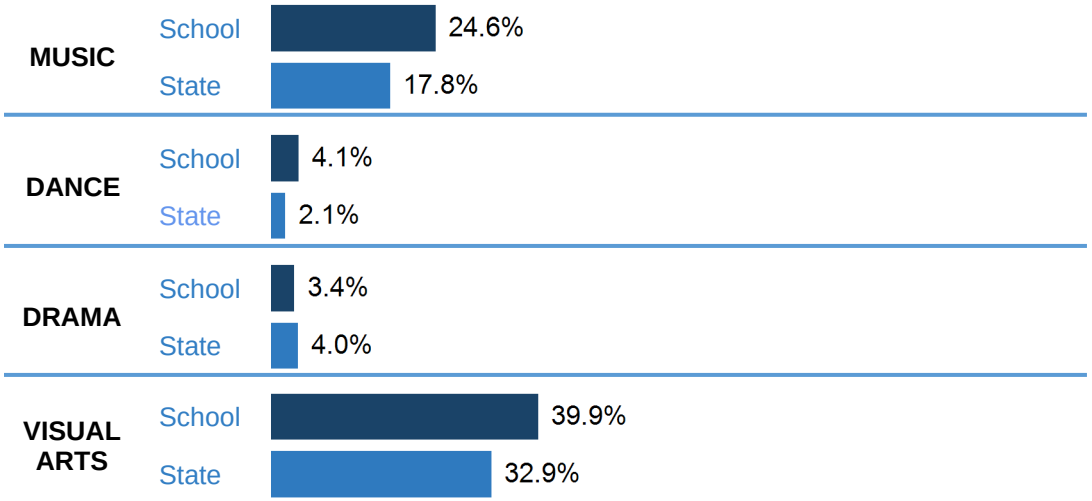


School



State

Students enrolled in one or more classes by discipline:



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	91.2%	90.9%	90.9%	92.4%	86.7%	86.8%	Not Met	89.1%	89.9%	Not Met
White	94.8%	95.0%	94.8%	95.7%	92.7%	86.1%	Met Target	88.7%	91.0%	Not Met
Hispanic	86.1%	84.8%	89.7%	87.3%	84.4%	81.5%	Met Target	84.5%	86.5%	Not Met
Black or African American	92.2%	84.2%	89.3%	86.8%	84.4%	88.3%	Not Met	90.6%	89.9%	Met Target
Asian, Native Hawaiian or Pacific Islander	96.4%	97.0%	*	97.7%	*	N	Met Goal	*	N	Met Goal
American Indian or Alaska Native	*	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	90.7%	84.6%	88.5%	87.0%	86.5%	85.1%	Met Target	85.5%	86.4%	Not Met
Students with Disabilities	78.8%	80.1%	78.2%	83.5%	69.8%	70.7%	Not Met	77.7%	86.5%	Not Met
English Learners	66.7%	75.8%	80.8%	81.8%	73.1%	74.3%	Not Met	65.4%	83.2%	Not Met
Homeless Students	*	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

NJ SCHOOL PERFORMANCE REPORT

WEST ORANGE HIGH SCHOOL
(13-5680-050)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	16.0%	13.0%
Substitute Competency Test	69.1%	69.5%
Portfolio Appeals Process	8.6%	11.5%
Alternate Requirements specified in IEP	5.6%	5.3%
Unknown	0.6%	0.6%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	91.2%	-
2017	86.7%	90.9%
2016	84.9%	89.1%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2017-2018	0.7%	1.2%
2016-2017	1.4%	1.1%
2015-2016	1.0%	1.2%

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	76.5%	14.4%	85.6%
White	82.6%	3.9%	96.1%
Hispanic	64.7%	26.1%	73.9%
Black or African American	80.1%	14.7%	85.3%
Asian, Native Hawaiian, or Pacific Islander	85.2%	4.3%	95.7%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	74%	19.8%	80.2%
Students with Disabilities	66.7%	37.5%	62.5%
English Learners	18.2%	0%	100%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	80.5%	20.4%	79.6%	66.9%	33.1%	65%	35%
White	89.8%	12.7%	87.3%	65.8%	34.2%	48.1%	51.9%
Hispanic	62.1%	29.9%	70.1%	76.6%	23.4%	81.8%	18.2%
Black or African American	85.5%	22%	78%	65.5%	34.5%	67.2%	32.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	70.7%	27.9%	72.1%	73.5%	26.5%	81.6%	18.4%
Students with Disabilities	67.7%	57.1%	42.9%	81%	19%	88.1%	11.9%
English Learners	33.3%	80%	20%	80%	20%	80%	20%

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2017-2018

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

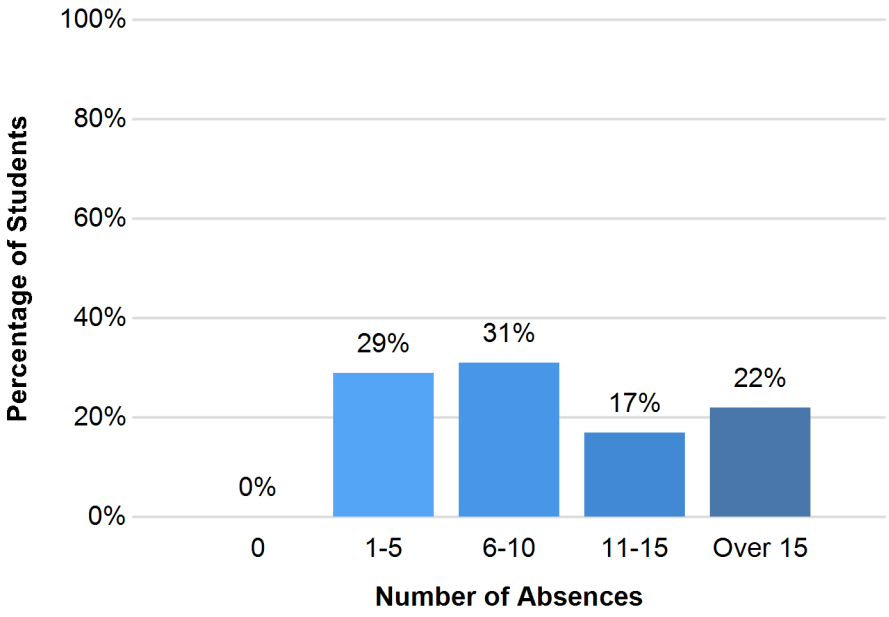
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	318	14.9	14.9	Met
White	67	16.1	14.9	Not Met
Hispanic	108	18.3	14.9	Not Met
Black or African American	124	12.8	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	14	11.2	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.9	Not Met
Economically Disadvantaged Students	160	17.2	14.9	Not Met
Students with Disabilities	92	21.3	14.9	Not Met
English Learners	9	12.9	14.9	Met

Days Absent

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



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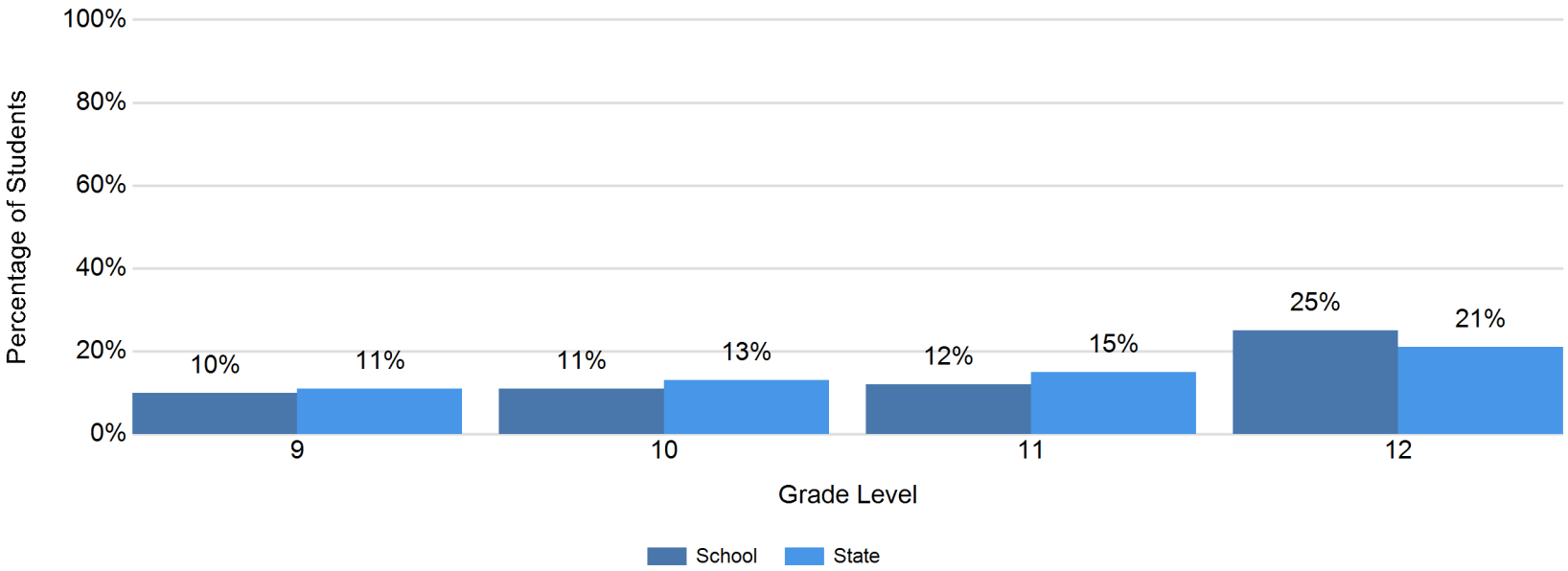
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	16
Weapons	4
Vandalism	4
Substances	20
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	47
Incidents Per 100 Students Enrolled	2.25

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	3
Weapons	4
Vandalism	2
Substances	10
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	4	4
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	150	7.2%
Out-of-School Suspensions	160	7.7%
Any Suspension	181	8.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	12	0.6%

School Days Missed due to Out-of-School Suspensions
832

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School Day

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 28 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$478	$18,798	$19,276

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	195	117,464
Average years experience in public schools	11.0	12.0
Average years experience in district	10.8	10.7
Teachers in district for 4 or more years	75.4%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	43	9,374
Average years experience in public schools	15.8	16.0
Average years experience in district	13.6	12.0
Administrators in district for 4 or more years	72.1%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	131:1	156:1
Teachers to Administrators	12:1	15:1
Students to Librarians/Media Specialists		515:1
Students to Nurses		515:1
Students to Counselors		279:1
Students to Child Study Team		197:1

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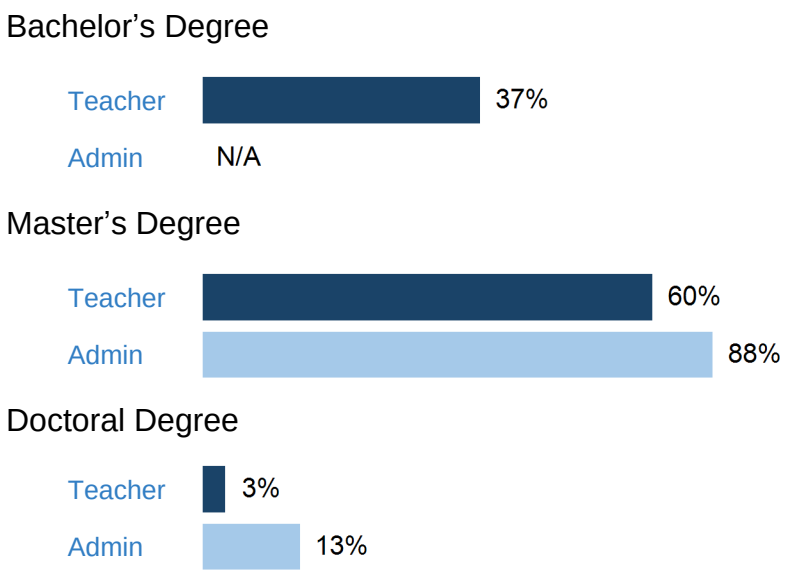
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.9%	90.2%
2016-17 Administrators: Same district 2017-18	93.3%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	97.2%

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Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	58.5%	50.0%
Male	41.5%	50.0%
White	75.9%	75.0%
Hispanic	6.7%	0.0%
Black or African American	10.3%	25.0%
Asian	4.6%	0.0%
American Indian or Alaska Native	0.5%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	2.1%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	56.45	15.0%
Mathematics Proficiency	46.99	15.0%
Graduation Rate - 4-Year	22.64	20.0%
Graduation Rate - 5-Year	18.97	20.0%
Progress Towards English Language Proficiency	84.55	20.0%
Chronic Absenteeism	34.20	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	44.16	n/a
Summative Rating: Percentile Rank of Summative Score	39.83	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Not Met	Not Met	Met Target	Met	No
White	37.61	8.94	No	Met Target	Met Target	Met Target	Not Met	n/a	Not Met	No
Hispanic	37.16	8.94	No	Met Target	Met Target†	Met Target	Not Met	n/a	Not Met	No
Black or African American	61.71	8.94	No	Met Target	Met Target	Not Met	Met Target	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	49.71	8.94	No	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	N	N	**	**	n/a	Not Met	No
Economically Disadvantaged Students	50.86	8.94	No	Met Target	Met Target	Met Target	Not Met	n/a	Not Met	No
Students with Disabilities	35.21	8.94	No	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	60.24	8.94	No	Met Target	Met Target†	Not Met	Not Met	**	Met	No

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

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School Narrative

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

Mission, Vision, Theme:	WOHS, a vital part of a culturally and linguistically diverse community, challenges and encourages students to strive for excellence through rigorous and comprehensive programs to become active members of their community, and to emerge as lifelong learning. To this end, we are committed to superior classroom instruction, a safe and nurturing environment, and a partnership with family and community.
Awards, Recognition, Accomplishments:	WOHS offers 26 AP courses, 38 Honors courses, recognized with 50 AP Scholars, 13 AP Scholars with Honors, 15 AP Scholars with Distinction, 1 National AP Scholars. West Orange High School's Wind Ensemble received a Gold Rating in the Region Concert Band Festival. WOHS continues to have several acceptances to Ivy League Universities and mini-Ivies, as well as the top state universities and colleges in the nation.

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School Narrative

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

Courses, Curriculum, Instruction:	Our program of study provides students rigorous and comprehensive programs that prepare them for college and career readiness through a variety of specialized institutes and academies, advanced coursework, academic supports, and programs in partnership with local colleges so that students have the opportunity to enter college with course credit through dual credit programs.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Girls), Cross Country (Boys & Girls), Fencing (Coed), Football (Boys), Golf (Coed), Ice Hockey (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) WOHS Athletics program includes 26 Varsity Teams, 21 Junior Varsity Teams and 10 Freshman Teams. Individual honors included: 2017 Girls Cross Country SEC League Champions, 2017 Girls Volleyball SEC League Champions, 2017 Cheerleading SEC League Champions, 2017 Girls Soccer SEC League Champions, 2018 Girls Basketball NJSIAA State Sectional Champions, 2018 Wrestling NJSIAA State Sectional Champions, 2018 Softball SEC League Champions, 2018 Girls Track and Field SEC League Champions, and 2018 Boys Track and Field NJSIAA State Sectional Champions.
Clubs and Activities:	WOHS offers a variety of clubs of varying interests. 55 clubs and 12 honor societies enhance the program. Many clubs (Debate Team, Science Olympaid, Math Team, Chess Club) provide competition experiences for students.

NJ SCHOOL PERFORMANCE REPORT

WEST ORANGE HIGH SCHOOL
(13-5680-050)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
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Before and After School Programs:	WOHS offers the following after school programs: SAT/ACT Bootcamp, Essex County College Courses offered to Juniors & Seniors, National Honor Society Tutoring.
Staff and Professional Learning:	Our staff engages in rich and collaborative professional learning opportunities across the content areas through professional learning communities, grade level meetings, collaborative planning, district professional development, and workshops. For the 2017-2018 school year, our professional learning priorities focus around the implementation of newly developed curriculum and using data to meet individual student needs.
Postsecondary Information:	87% of our students further thier education through attending four-year, two-year colleges and other post secondary institutions (military, technical).

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Student Supports and Services:	Students are provided with programs and services in accordance with each student's individual needs, program placement and/or IEP.
Student Health and Wellness:	WOHS has implemented 10 minutes of fitness program across all grade levels during PE. Students complete a web based daily fit log that assists students with logging activity and fitness scores.
Parent and Community Involvement:	WOHS provides numerous opportunities for parents to engage in learning about the WOHS and how they can best support their children. Opportunities included: Evenings when parents can be trained on Naviance which is a resource that WOHS uses to communicate with parent/guardians, PTA Meet the Administrators, Project Graduation.

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Climate Surveys:	Who is surveyed: Students, Parents, Teachers Student board liaisons have administered climate surveys to WOHS students.
School Safety:	WOHS employees full time security guards, door greeters, and a school resource officer.

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Technology and STEM:	WOHS is in its second year of one to one technology initiative.
Early Childhood Education:	WOHS has an established earlychild program that is open to the WO community.