



## Career and Innovation Academy of Orange

2016-2017

Grade Span 09-12

13-3880-301


ESSEX

CITY OF ORANGE TWP  
123 CLEVELAND STREET  
ORANGE, NJ 07050-2280

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](#) or the [district-level 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](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



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1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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 CITY OF ORANGE TWP  
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 ORANGE, NJ 07050-2280

**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
9	0	0	0
10	0	5	5
11	0	7	2
12	0	17	10
Ungraded	0	4	6
Total	0	33	23

**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	0%	24%	30%
Male	0%	76%	70%
Economically Disadvantaged Students	0%	73%	30%
Students with Disabilities	0%	30%	48%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			4%
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
Black or African American	82.6%
Hispanic	17.4%
American Indian or Alaska Native	0.0%
Asian	0.0%
Native Hawaiian or Pacific Islander	0.0%
White	0.0%
Two or More Races	0.0%

**Enrollment Trends by Full and Shared Time**

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

Enrollment Status	2016-17
Full Time Students	23
Shared Time Students	0
Full Time Equivalent	23

**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	82.6%
Spanish	8.7%
Haitian	8.7%



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2016-2017

Grade Span 09-12

13-3880-301

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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	*	*	*	*	54.90	*	**	**
White	*	*	*	33.30	63.90	N	**	**
Hispanic	*	*	*	*	39.80	N	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	42.90	80.70	N	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	50.00	54.90	N	**	**
Female	*	*	*	*	62.20	*		
Male	*	*	*	*	48.10	*		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	*	*	*	*	20.50	*	**	**
Students without Disabilities	*	*	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	19.30	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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**Grade Span 09-12**

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ESSEX  
CITY OF ORANGE TWP  
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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 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	N	N	N	749	N	N	N	N	N	N	52%
White	N	N	N	757	N	N	N	N	N	N	62%
Hispanic	N	N	N	733	N	N	N	N	N	N	35%
Black or African American	N	N	N	730	N	N	N	N	N	N	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	N	N	N	756	N	N	N	N	N	N	60%
Male	N	N	N	741	N	N	N	N	N	N	43%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	N	N	N	758	N	N	N	N	N	N	62%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	13%
Students without Disabilities	N	N	N	754	N	N	N	N	N	N	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	N	N	N	752	N	N	N	N	N	N	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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**2016-2017**  
**Grade Span 09-12**

13-3880-301  
 ESSEX  
 CITY OF ORANGE TWP  
 123 CLEVELAND STREET  
 ORANGE, NJ 07050-2280

**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 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
<b>Schoolwide</b>	*	*	*	743	*	*	*	*	*	*	46%
White	N	N	N	749	N	N	N	N	N	N	52%
Hispanic	N	N	N	728	N	N	N	N	N	N	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	*	*	*	752	*	*	*	*	*	*	54%
Male	*	*	*	734	*	*	*	*	*	*	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	54%
Students with Disabilities	*	*	*	704	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	749	*	*	*	*	*	*	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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**Grade Span 09-12**

13-3880-301  
 ESSEX  
 CITY OF ORANGE TWP  
 123 CLEVELAND STREET  
 ORANGE, NJ 07050-2280

**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 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
<b>Schoolwide</b>	N	N	N	736	N	N	N	N	N	N	38%
White	N	N	N	738	N	N	N	N	N	N	40%
Hispanic	N	N	N	731	N	N	N	N	N	N	34%
Black or African American	N	N	N	728	N	N	N	N	N	N	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	756	N	N	N	N	N	N	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	N	N	N	744	N	N	N	N	N	N	46%
Male	N	N	N	729	N	N	N	N	N	N	31%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	42%
Students with Disabilities	N	N	N	709	N	N	N	N	N	N	12%
Students without Disabilities	N	N	N	741	N	N	N	N	N	N	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	N	N	N	737	N	N	N	N	N	N	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

\*\*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.

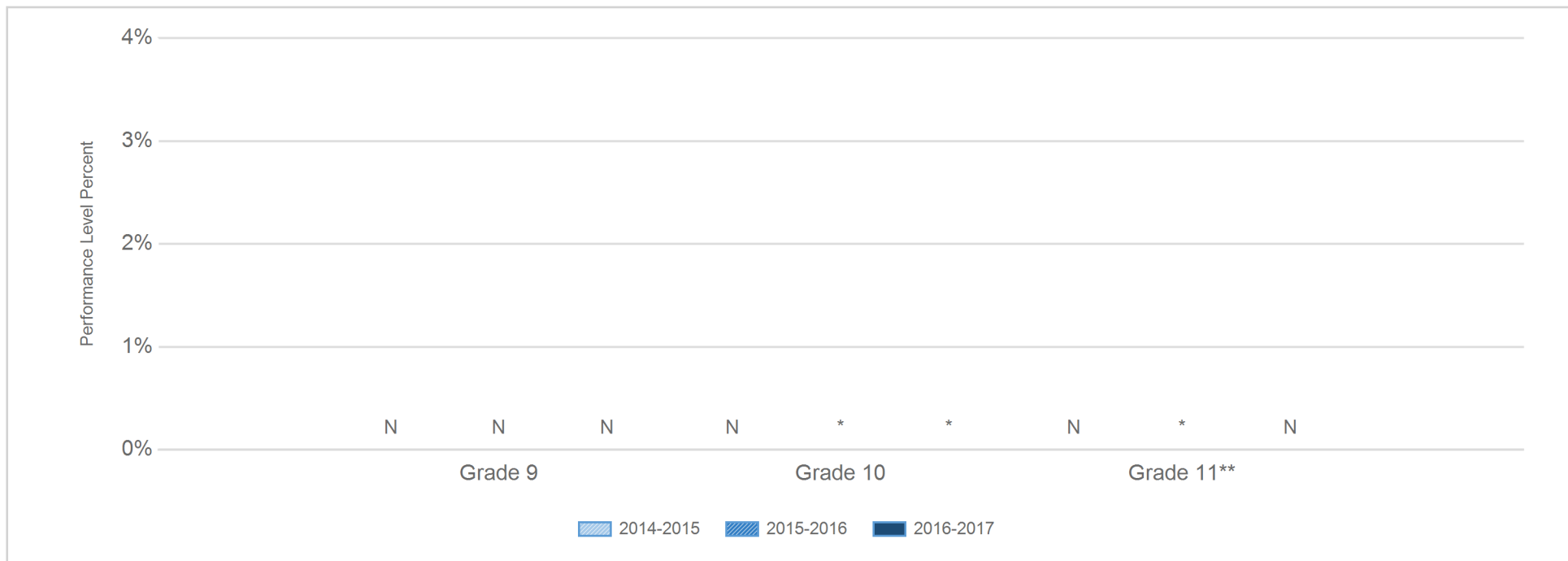


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 ORANGE, NJ 07050-2280

**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



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 ESSEX  
 CITY OF ORANGE TWP  
 123 CLEVELAND STREET  
 ORANGE, NJ 07050-2280

**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	*	*	*	*	43.50	*	**	**
White	*	*	*	33.30	52.40	N	**	**
Hispanic	*	*	*	21.10	27.60	N	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	30.00	75.60	N	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	14.30	44.90	N	**	**
Female	*	*	*	*	44.10	*		
Male	*	*	*	*	42.90	*		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	*	*	*	*	16.50	*	**	**
Students without Disabilities	*	*	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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**2016-2017**  
**Grade Span 09-12**

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 ESSEX  
 CITY OF ORANGE TWP  
 123 CLEVELAND STREET  
 ORANGE, NJ 07050-2280

**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
<b>Schoolwide</b>	*	*	*	743	*	*	*	*	*	*	42%
White	N	N	N	751	N	N	N	N	N	N	52%
Hispanic	N	N	N	728	N	N	N	N	N	N	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	N	N	N	744	N	N	N	N	N	N	43%
Male	*	*	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	N	N	N	747	N	N	N	N	N	N	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	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
<b>Schoolwide</b>	*	*	*	734	*	*	*	*	*	*	30%
White	N	N	N	740	N	N	N	N	N	N	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	758	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	*	*	*	735	*	*	*	*	*	*	31%
Male	N	N	N	733	N	N	N	N	N	N	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	N	N	N	738	N	N	N	N	N	N	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
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	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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 CITY OF ORANGE TWP  
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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 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
<b>Schoolwide</b>	*	*	*	725	*	*	*	*	*	*	28%
White	N	N	N	731	N	N	N	N	N	N	33%
Hispanic	N	N	N	710	N	N	N	N	N	N	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	761	N	N	N	N	N	N	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	*	*	*	725	*	*	*	*	*	*	27%
Male	*	*	*	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

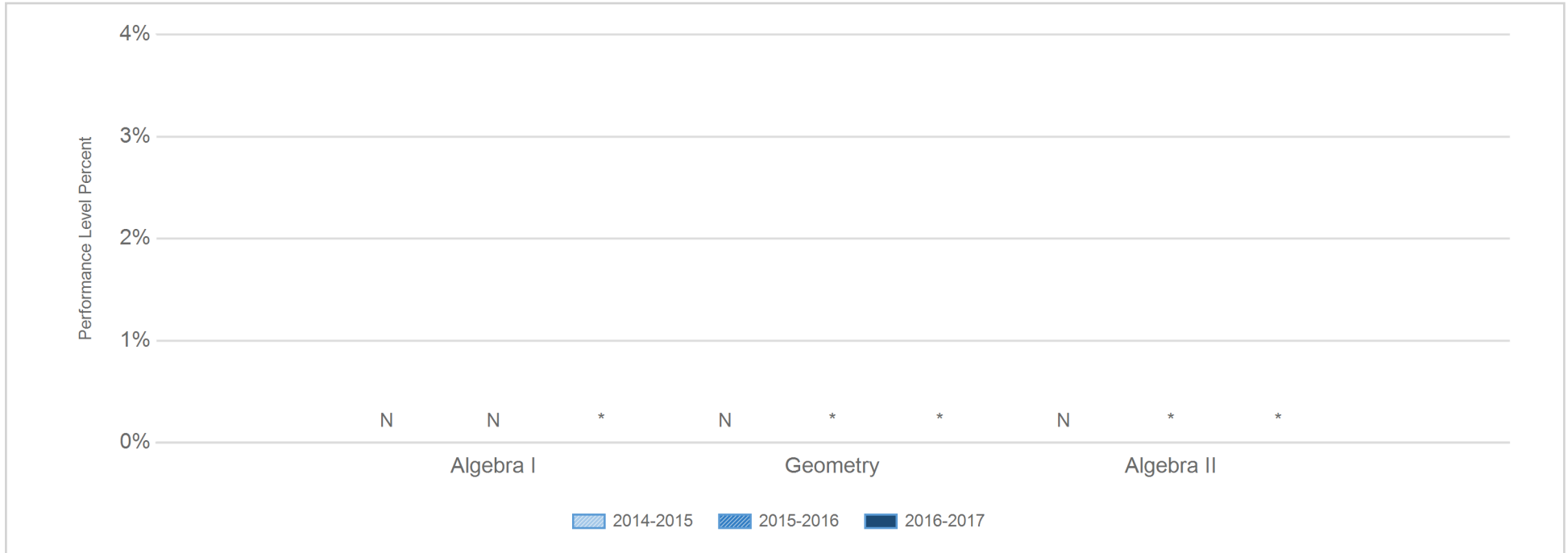


**Career and Innovation Academy of Orange**  
**2016-2017**  
**Grade Span 09-12**

13-3880-301  
 ESSEX  
 CITY OF ORANGE TWP  
 123 CLEVELAND STREET  
 ORANGE, NJ 07050-2280

**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





**Career and Innovation Academy of Orange  
2016-2017**

**Grade Span 09-12**

13-3880-301

ESSEX

CITY OF ORANGE TWP  
123 CLEVELAND STREET  
ORANGE, NJ 07050-2280

### 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
9	N	N
10	N	N
11	N	N

### 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	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



**Career and Innovation Academy of Orange  
2016-2017**

**Grade Span 09-12**

13-3880-301  
ESSEX  
CITY OF ORANGE TWP  
123 CLEVELAND STREET  
ORANGE, NJ 07050-2280

This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

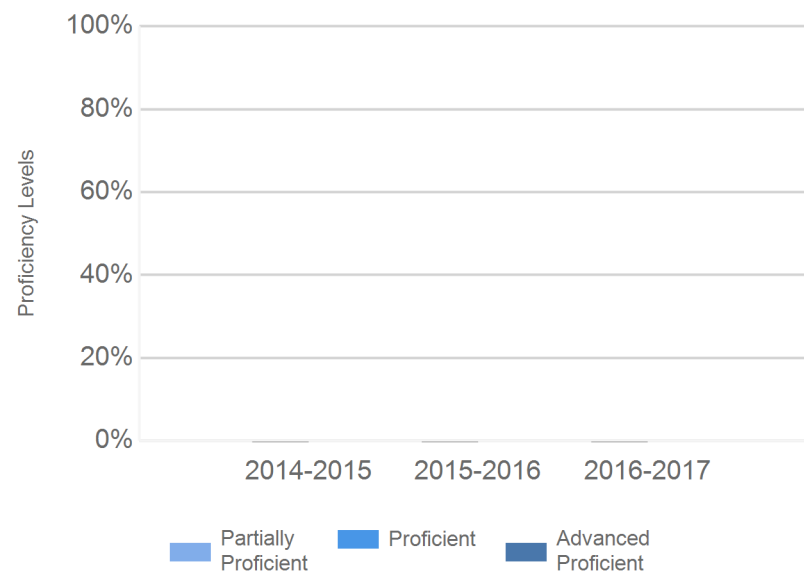
**Biology Assessment - Performance**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	N	N	*
White	N	N	N
Hispanic	N	N	*
Black or African American	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	*
Students with Disabilities	N	N	*
English Learners	N	N	N

**Biology Assessment - Proficiency Trends**

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



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



**Career and Innovation Academy of Orange**  
2016-2017

**Grade Span 09-12**

13-3880-301  
ESSEX  
CITY OF ORANGE TWP  
123 CLEVELAND STREET  
ORANGE, NJ 07050-2280

This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

**PSAT/SAT/ACT - Participation**

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	N	89.4%
Percentage of students taking the SAT	N	70.0%
Percentage of students taking the ACT	N	28.3%

**PSAT/SAT/ACT - Performance**

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	N	481	N	1%	67%
PSAT - Math	N	483	N	1%	49%
SAT - Reading and Writing	N	551	N	1%	77%
SAT - Math	N	552	N	1%	58%
ACT - Reading	N	24	N	1%	65%
ACT - English	N	24	N	1%	79%
ACT - Math	N	24	N	1%	65%
ACT - Science	N	23	N	1%	54%



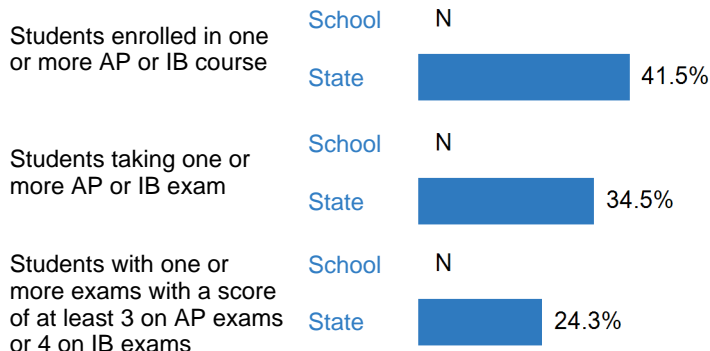
**Career and Innovation Academy of Orange**  
 2016-2017  
 Grade Span 09-12

13-3880-301  
 ESSEX  
 CITY OF ORANGE TWP  
 123 CLEVELAND STREET  
 ORANGE, NJ 07050-2280

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are 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 students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



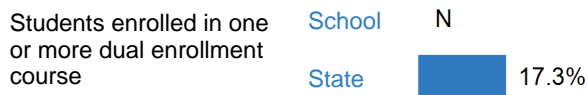
**AP/ IB Courses Offered**

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
N	0	0

**Dual Enrollment Coursework - Participation**

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





**Career and Innovation Academy of Orange**  
2016-2017

**Grade Span 09-12**

13-3880-301  
ESSEX  
CITY OF ORANGE TWP  
123 CLEVELAND STREET  
ORANGE, NJ 07050-2280

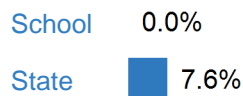
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

**Career and Technical Education Participation**

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

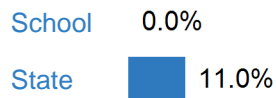
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

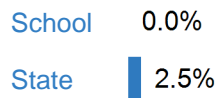
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**



**Industry-Valued Credentials Earned**

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

\*\*Students may earn credentials in more than one Career Cluster



**Career and Innovation Academy of Orange**  
**2016-2017**  
**Grade Span 09-12**

13-3880-301  
 ESSEX  
 CITY OF ORANGE TWP  
 123 CLEVELAND STREET  
 ORANGE, NJ 07050-2280

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](#). English course participation is not included because students are required to take four years of English in high school.

**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. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	3	0	0	0	0	0	0
10	1	4	9	0	0	0	0
11	0	1	2	0	0	0	0
12	3	8	6	0	0	0	0
Schoolwide	7	13	17	0	0	0	0
Enrolled in AP/IB Course					N	N	N

**Science - Course Participation**

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	0	0	0	2	0	0
10	2	0	0	7	0	1
11	1	0	0	3	0	1
12	7	0	0	3	0	2
Schoolwide	10	0	0	15	0	4
Enrolled in AP/IB Course	N	N		N	N	N



**Career and Innovation Academy of Orange**  
**2016-2017**  
**Grade Span 09-12**

13-3880-301  
 ESSEX  
 CITY OF ORANGE TWP  
 123 CLEVELAND STREET  
 ORANGE, NJ 07050-2280

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](#). English course participation is not included because students are required to take four years of English in high school.

**Social Studies and History - Course Participation**

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	1	1	0	0	0	0
10	0	12	0	0	0	0
11	0	3	0	0	0	0
12	1	13	0	0	0	0
Schoolwide	2	29	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N

**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 rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	2	0	0	0	0	0	0
10	5	0	0	0	0	0	0
11	1	0	0	0	0	0	0
12	13	0	0	0	0	0	0
Schoolwide	21	0	0	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N
Earned Seal of Biliteracy	N	N	N	N	N	N	N



Career and Innovation Academy of Orange  
2016-2017

Grade Span 09-12

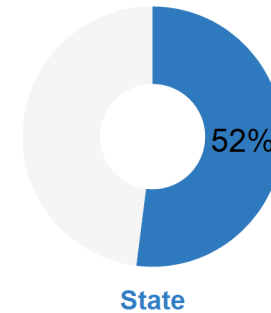
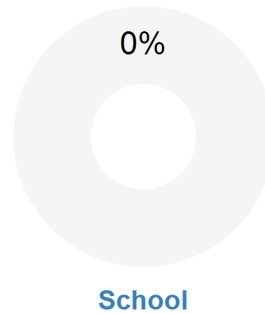
13-3880-301  
ESSEX  
CITY OF ORANGE TWP  
123 CLEVELAND STREET  
ORANGE, NJ 07050-2280

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 9-12:

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



Students enrolled in one or more classes by discipline:

Discipline	School	State
<b>MUSIC</b>	0%	18%
<b>DANCE</b>	0%	2%
<b>DRAMA</b>	0%	4%
<b>VISUAL ARTS</b>	0%	33%



## Career and Innovation Academy of Orange

2016-2017

Grade Span 09-12

13-3880-301

ESSEX

CITY OF ORANGE TWP  
123 CLEVELAND STREET  
ORANGE, NJ 07050-2280

This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

## Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	N	90.5%	N	91.8%	81.8%	**	**	57.1%	N	N
White	N	94.5%	N	95.1%	N	N	N	N	N	N
Hispanic	N	84.3%	N	86.3%	N	N	N	*	**	**
Black or African American	N	83.4%	N	85.3%	81.8%	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	N	96.6%	N	97.5%	N	N	N	N	N	N
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	N	83.9%	N	85.6%	*	**	**	58.3%	**	**
Students with Disabilities	N	78.8%	N	82.1%	N	N	N	*	**	**
English Learners	N	76.1%	N	79.7%	N	N	N	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

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

## 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
2017	N	-
2016	*	N
2015	27.8%	

## Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	11.8%	1.1%
2015-2016	6.9%	1.1%
2014-2015	2.5%	1.1%



**Career and Innovation Academy of Orange  
2016-2017**

**Grade Span 09-12**

13-3880-301  
ESSEX  
CITY OF ORANGE TWP  
123 CLEVELAND STREET  
ORANGE, NJ 07050-2280

This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information 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 the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	*	*	*
White	N	N	N
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	0%
Students with Disabilities	0%	0%	0%
English Learners	N	N	N

**Postsecondary Enrollment Rates: 16 month**

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	*	*	*	*	*	*	*
White	N	N	N	N	N	N	N
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N



**Career and Innovation Academy of Orange**  
 2016-2017  
 Grade Span 09-12

13-3880-301  
 ESSEX  
 CITY OF ORANGE TWP  
 123 CLEVELAND STREET  
 ORANGE, NJ 07050-2280

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**

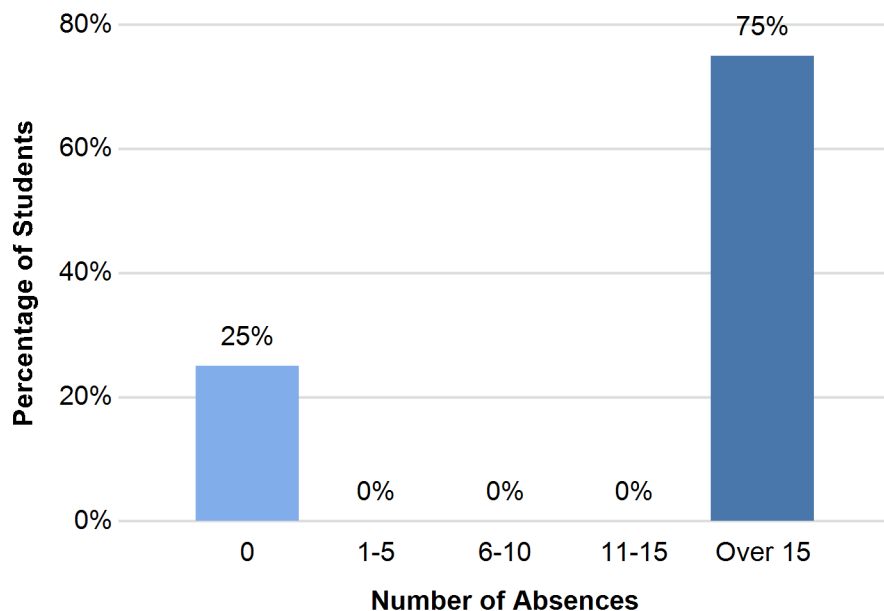
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

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

\*\* 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.



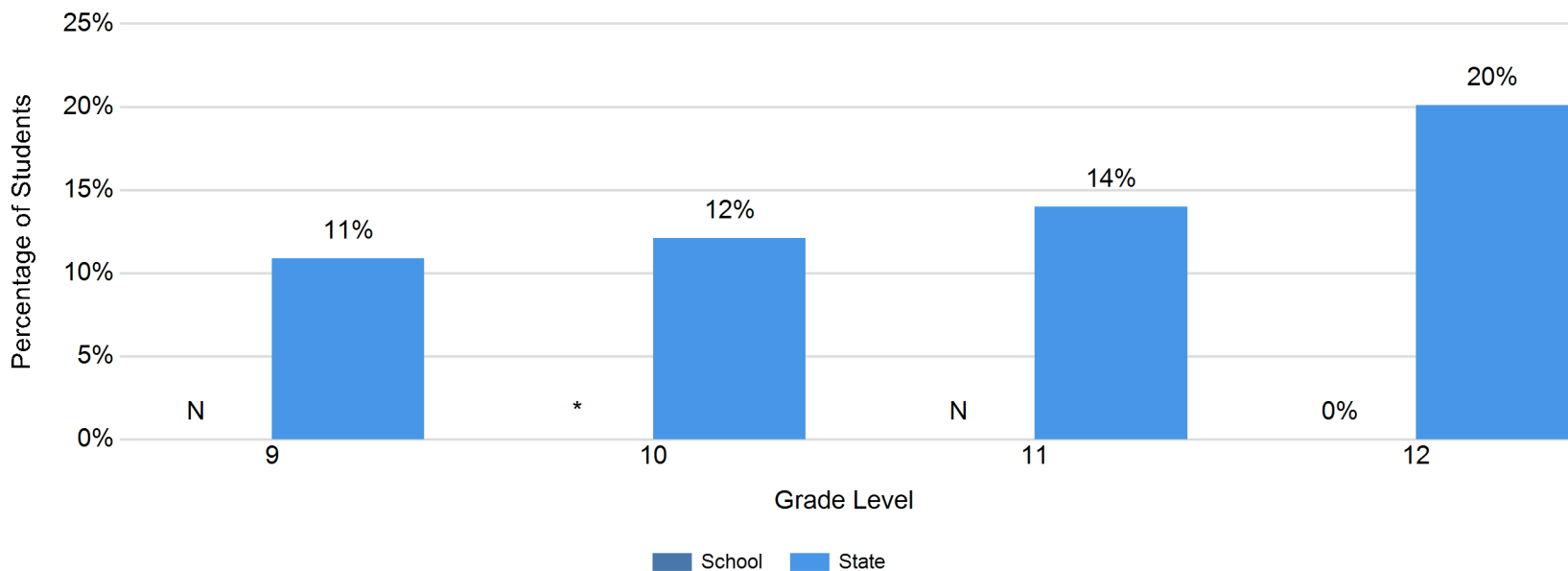


**Career and Innovation Academy of Orange**  
 2016-2017  
 Grade Span 09-12

13-3880-301  
 ESSEX  
 CITY OF ORANGE TWP  
 123 CLEVELAND STREET  
 ORANGE, NJ 07050-2280

**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.





## Career and Innovation Academy of Orange

2016-2017

Grade Span 09-12

13-3880-301

ESSEX

CITY OF ORANGE TWP  
123 CLEVELAND STREET  
ORANGE, NJ 07050-2280

## 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	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 0 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	3
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	21.74

## 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	8.7%
Out-of-School Suspensions	*
Any Suspension	*

## 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



**Career and Innovation Academy of Orange**  
**2016-2017**  
**Grade Span 09-12**

13-3880-301  
 ESSEX  
 CITY OF ORANGE TWP  
 123 CLEVELAND STREET  
 ORANGE, NJ 07050-2280

**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	176.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**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 (2015-2016)	\$990	\$15,718	\$16,708



**Career and Innovation Academy of Orange**  
 2016-2017  
 Grade Span 09-12

13-3880-301  
 ESSEX  
 CITY OF ORANGE TWP  
 123 CLEVELAND STREET  
 ORANGE, NJ 07050-2280

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**

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	N	120,724
Average years experience in public schools	N	11.8
Average years experience in district	N	10.5
Teachers in district for 4 or more years	N	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	54	9,506
Average years experience in public schools	13.1	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	74%	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	N	12:1
Administrators	N	105:1
Librarian/Media Specialists		710:1
Nurses		516:1
Counselors		516:1
Child Study Team		210:1



**Career and Innovation Academy of Orange**  
**2016-2017**  
**Grade Span 09-12**

13-3880-301  
 ESSEX  
 CITY OF ORANGE TWP  
 123 CLEVELAND STREET  
 ORANGE, NJ 07050-2280

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)

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**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 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**

Teacher N  
 Admin N/A

**Master's Degree**

Teacher N  
 Admin N

**Doctoral Degree**

Teacher N  
 Admin N

**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	81%	89%
2015-16 Administrators: Same district 2016-17	91%	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%



Career and Innovation Academy of Orange  
2016-2017

Grade Span 09-12

13-3880-301

ESSEX

CITY OF ORANGE TWP  
123 CLEVELAND STREET  
ORANGE, NJ 07050-2280

### 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	N	N
Mathematics Proficiency	N	N
Graduation - 4-Year	N	N
Graduation - 5-Year	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	N	N
<b>Summative Rating:</b> Percentile rank of Summative Score	N	N
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile	N	N
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%	N	N

\*\* 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.



**Career and Innovation Academy of Orange**  
**2016-2017**  
**Grade Span 09-12**

13-3880-301  
 ESSEX  
 CITY OF ORANGE TWP  
 123 CLEVELAND STREET  
 ORANGE, NJ 07050-2280

**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	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

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

† Target was met within a confidence interval.



**Career and Innovation Academy of Orange**  
 2016-2017  
 Grade Span 09-12




13-3880-301  
 ESSEX  
 CITY OF ORANGE TWP  
 123 CLEVELAND STREET  
 ORANGE, NJ 07050-2280

School General Info

<b>Principal:</b>	Dr. Stewart	<b>Email Address:</b>	<a href="mailto:stewarer@orange.k12.nj.us">stewarer@orange.k12.nj.us</a>
<b>Address:</b>	123 CLEVELAND STREET ORANGE, NJ 07050-2280	<b>Website:</b>	<a href="https://www.orange.k12.nj.us">https://www.orange.k12.nj.us</a>
<b>Phone:</b>	(973)673-0746		

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Low teacher: student ratios, 2:1 ratio of devices to students and SMARTboards are in each classroom</li> <li>• Indoor growth tent and Makerspace to extend STEM experiences</li> <li>• Carpentry and Culinary programs that provide and prepare students for paid internships</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Career and Innovation Academy has an unwavering commitment to maintain a child-centered approach to education in a clean and safe environment. Staff members work to establish and maintain a loving, positive, supportive, and accountable climate. We encourage collaborative involvement from students, parents, and staff. We are architects of life-long learners who are culturally aware, emotionally fit, and lovers of knowledge.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>CIAO has been recognized for its unwavering commitment to improving the graduation rate.</p>






**Career and Innovation Academy of Orange**  
 2016-2017  
 Grade Span 09-12

13-3880-301  
 ESSEX  
 CITY OF ORANGE TWP  
 123 CLEVELAND STREET  
 ORANGE, NJ 07050-2280

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 <p>Sports and Athletics:</p>	<p>Students at CIAO participate in the district's athletic programs.</p>
 <p>Clubs and Activities:</p>	<p>Students at CIAO participate in the extended day and extracurricular programming offered by the local high school.</p>
 <p>Before and After School Programs:</p>	<p>The Real World Academy is an after school program that extends student exposure to CTE tracks taught by industry professionals.</p>







**Career and Innovation Academy of Orange**  
 2016-2017  
 Grade Span 09-12

13-3880-301  
 ESSEX  
 CITY OF ORANGE TWP  
 123 CLEVELAND STREET  
 ORANGE, NJ 07050-2280

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 <p><b>Staff and Professional Learning:</b></p>	<p>Teachers at CIAO receive training in Executive Function and how understanding it helps the educator to foster positive learning relationships with their students. Data analysis is also important as it encourages teachers to continue to ask the questions about student performance that will inevitably impact their instructional practices. Teachers plan using common themes and standards-based foci that connect the ELA and Mathematics learning goals.</p>
 <p><b>Student Supports and Services:</b></p>	<p>System 44 and Read180 are literacy interventions used for students with disabilities.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>CIAO will host an Icare conference that promotes emotional, physical, mental, and financial health and well-being.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The community Stakeholders group is comprised of parents, staff, and community members who meet monthly to discuss the school's needs and plan events that promote the engagement of the school with the surrounding community. CIAO has a parent representative in the district's parent academy.</p>



Career and Innovation Academy of Orange  
2016-2017  
Grade Span 09-12

13-3880-301  
ESSEX  
CITY OF ORANGE TWP  
123 CLEVELAND STREET  
ORANGE, NJ 07050-2280

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Facilities:

The school has a culinary suite, wood shop, computer lab, indoor growth tent, and maker space.



Career and Innovation Academy of Orange
2016-2017
Grade Span 09-12

13-3880-301
ESSEX
CITY OF ORANGE TWP
123 CLEVELAND STREET
ORANGE, NJ 07050-2280

School Narrative

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The school day is from 8:20 am-3:00 pm. The day begins with a 40 minute advisory period. The ratio of electronic devices to students is 2:1. The PARCC is administered twice per year. There are fall and spring administrations. Students are administered the ASVAB and PSAT during the year as well. Students wear uniforms (Black/khaki pants and white/black/grey collared shirts). The Genesis parent portal is available to ALL parents who request access. All students have district email and google accounts to assess their progress and submit student work.



Other Information:



## CLEVELAND STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-070

ESSEX

CITY OF ORANGE TWP


355 CLEVELAND ST

ORANGE, NJ 07050-1916

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](#) or the [district-level 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](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



## CLEVELAND STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-070

ESSEX

CITY OF ORANGE TWP

355 CLEVELAND ST

ORANGE, NJ 07050-1916

**Footnotes**

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



## CLEVELAND STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-070

ESSEX

CITY OF ORANGE TWP

355 CLEVELAND ST

ORANGE, NJ 07050-1916

## 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
PK	0	0	3
KG	41	34	40
1	46	49	33
2	50	45	45
3	40	42	36
4	39	32	47
5	33	40	33
6	30	39	35
7	27	22	34
Ungraded	16	6	7
Total	322	309	313

## 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	53%	52%	52%
Male	48%	48%	48%
Economically Disadvantaged Students	84%	77%	72%
Students with Disabilities	15%	12%	10%
English Learners	10%	14%	15%
Homeless Students			0%
Students in Foster Care			2%
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
Black or African American	68.1%
Hispanic	31.6%
American Indian or Alaska Native	0.0%
Asian	0.0%
Native Hawaiian or Pacific Islander	0.0%
White	0.0%
Two or More Races	0.3%

## PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	3
KG - Half Day	0	0	0
KG - Full Day	42	34	40

## 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	60.1%
Spanish	25.9%
Haitian	8.6%
Creoles and pidgins, French-based	2.2%
Creoles and pidgins, English based	1.6%
Other	1.5%



**CLEVELAND STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-070  
 ESSEX  
 CITY OF ORANGE TWP  
 355 CLEVELAND ST  
 ORANGE, NJ 07050-1916

**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	171	98.9	29.80	31.40	54.90	29.8	25.5	Met Target
White	N	N	N	33.30	63.90	N	**	**
Hispanic	52	100.0	28.80	*	39.80	28.8	35	Met Target†
Black or African American	119	98.5	30.20	*	35.20	30.2	22	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	42.90	80.70	N	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	50.00	54.90	N	**	**
Female	91	99.0	30.80	*	62.20	30.8		
Male	80	98.9	28.80	*	48.10	28.8		
Economically Disadvantaged Students	123	99.3	26.10	*	36.20	26.1	26	Met Target
Non-Economically Disadvantaged Students	48	98.2	39.60	*	65.80	39.6		
Students with Disabilities	19	95.0	*	*	20.50	*	N	N
Students without Disabilities	152	99.4	*	*	61.90	*		
English Learners	38	100.0	21.10	20.50	25.20	21.1	8.6	Met Target
Non-English Learners	133	98.7	32.40	35.40	57.40	32.4		
Homeless Students	N	N	N	19.30	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



## CLEVELAND STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-070

ESSEX

CITY OF ORANGE TWP

355 CLEVELAND ST

ORANGE, NJ 07050-1916

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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
<b>Schoolwide</b>	37	729	726	749	27%	*	*	30%	0%	30%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	13	734	728	734	*	*	*	*	0%	31%	35%
Black or African American	24	726	725	731	*	*	*	*	0%	29%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	18	727	*	754	*	*	*	*	0%	22%	55%
Male	19	730	*	745	*	*	*	*	0%	37%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



## CLEVELAND STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-070

ESSEX

CITY OF ORANGE TWP

355 CLEVELAND ST

ORANGE, NJ 07050-1916

## English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	43	726	732	753	*	*	35%	*	*	23%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	14	727	732	740	*	*	*	*	0%	14%	40%
Black or African American	29	726	732	737	*	*	*	*	*	28%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	23	726	735	758	*	*	*	*	*	22%	61%
Male	20	727	728	749	*	*	*	*	*	25%	51%
Economically Disadvantaged Students	29	725	*	737	*	*	*	*	*	17%	36%
Non-Economically Disadvantaged Students	14	730	*	764	*	*	*	*	*	36%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



## CLEVELAND STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-070

ESSEX

CITY OF ORANGE TWP

355 CLEVELAND ST

ORANGE, NJ 07050-1916

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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
<b>Schoolwide</b>	31	731	735	756	*	*	36%	*	*	26%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	27	734	736	740	*	*	41%	*	*	26%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	16	728	*	761	*	*	*	*	*	25%	66%
Male	15	733	*	750	*	*	*	*	*	27%	53%
Economically Disadvantaged Students	15	725	*	740	*	*	*	*	*	20%	40%
Non-Economically Disadvantaged Students	16	736	*	765	*	*	*	*	*	31%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	31	731	735	757	*	*	36%	*	*	26%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



**CLEVELAND STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-070  
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 355 CLEVELAND ST  
 ORANGE, NJ 07050-1916

**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
<b>Schoolwide</b>	34	737	740	752	*	32%	*	38%	0%	38%	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	12	743	741	740	*	0%	*	*	0%	50%	38%
Black or African American	22	733	740	736	*	50%	*	*	0%	32%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	18	737	*	758	*	*	*	*	0%	33%	61%
Male	16	737	*	746	*	*	*	*	0%	44%	46%
Economically Disadvantaged Students	24	734	*	737	*	*	*	*	0%	33%	34%
Non-Economically Disadvantaged Students	10	742	*	761	*	*	*	*	0%	50%	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



**CLEVELAND STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

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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
<b>Schoolwide</b>	41	734	736	756	*	24%	29%	*	*	32%	59%
White	N	N	N	764	N	N	N	N	N	N	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	30	737	738	737	*	33%	*	*	*	33%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	784	N	N	N	N	N	N	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	24	746	746	764	*	*	*	*	*	42%	68%
Male	17	718	727	749	*	*	*	*	*	18%	51%
Economically Disadvantaged Students	30	733	*	739	*	*	*	*	*	30%	40%
Non-Economically Disadvantaged Students	11	737	*	766	*	*	*	*	*	36%	70%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	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	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

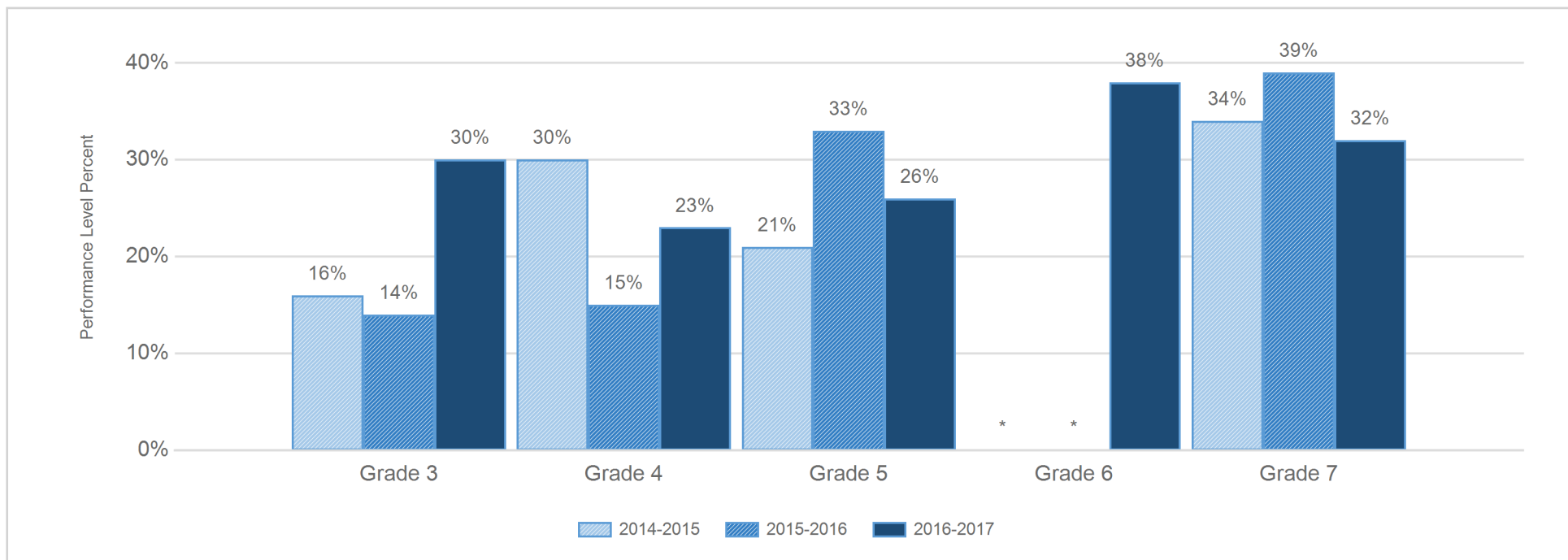


**CLEVELAND STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-070  
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**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





## CLEVELAND STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-070

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ORANGE, NJ 07050-1916

## 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	172	99.0	24.40	19.20	43.50	24.4	28.9	Met Target†
White	N	N	N	33.30	52.40	N	**	**
Hispanic	52	100.0	32.60	21.10	27.60	32.6	41.1	Met Target†
Black or African American	120	98.6	20.80	*	21.70	20.8	24.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	30.00	75.60	N	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	14.30	44.90	N	**	**
Female	92	99.0	17.40	21.50	44.10	17.4		
Male	80	98.9	32.60	17.30	42.90	32.6		
Economically Disadvantaged Students	123	99.3	21.10	20.00	25.10	21.1	28.8	Not Met
Non-Economically Disadvantaged Students	49	98.2	32.70	17.70	54.30	32.7		
Students with Disabilities	19	95.0	10.50	*	16.50	10.5	N	N
Students without Disabilities	153	99.4	26.20	*	48.80	26.2		
English Learners	38	100.0	26.30	14.90	23.30	26.3	31.2	Met Target†
Non-English Learners	134	98.7	23.90	20.90	45.20	23.9		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



**CLEVELAND STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-070  
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 CITY OF ORANGE TWP  
 355 CLEVELAND ST  
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**Mathematics Assessment - Performance by Grade: Grade 3**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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
<b>Schoolwide</b>	37	736	728	751	*	27%	38%	*	*	27%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	13	745	732	738	0%	*	*	*	*	39%	37%
Black or African American	24	730	727	733	*	*	*	*	0%	21%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	18	725	*	751	*	*	*	*	*	11%	52%
Male	19	745	*	751	*	*	*	*	*	42%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



**CLEVELAND STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-070  
 ESSEX  
 CITY OF ORANGE TWP  
 355 CLEVELAND ST  
 ORANGE, NJ 07050-1916

**Mathematics Assessment - Performance by Grade: Grade 4**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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
<b>Schoolwide</b>	45	734	726	747	*	*	33%	29%	*	31%	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	14	744	729	734	*	*	*	*	*	57%	30%
Black or African American	31	730	724	729	*	*	42%	*	0%	19%	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	25	728	726	747	*	*	*	*	*	20%	47%
Male	20	743	725	747	*	*	*	*	*	45%	48%
Economically Disadvantaged Students	30	734	*	732	*	*	*	*	*	33%	27%
Non-Economically Disadvantaged Students	15	734	*	757	*	*	*	*	*	27%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



**CLEVELAND STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-070  
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 355 CLEVELAND ST  
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**Mathematics Assessment - Performance by Grade: Grade 5**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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
<b>Schoolwide</b>	31	718	726	747	*	36%	*	*	0%	16%	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	27	719	725	729	*	*	*	*	0%	19%	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	16	717	*	747	*	*	*	*	0%	13%	47%
Male	15	719	*	746	*	*	*	*	0%	20%	46%
Economically Disadvantaged Students	15	717	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	16	718	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	31	718	726	748	*	36%	*	*	0%	16%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



**CLEVELAND STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-070  
 ESSEX  
 CITY OF ORANGE TWP  
 355 CLEVELAND ST  
 ORANGE, NJ 07050-1916

**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
<b>Schoolwide</b>	34	728	722	743	*	*	38%	*	*	21%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	12	737	724	731	*	*	*	*	0%	25%	27%
Black or African American	22	724	722	724	*	*	*	*	*	18%	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	18	731	*	745	*	*	*	*	*	17%	45%
Male	16	725	*	742	*	*	*	*	*	25%	43%
Economically Disadvantaged Students	24	727	*	728	*	*	*	*	*	17%	24%
Non-Economically Disadvantaged Students	10	732	*	752	*	*	*	*	*	30%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	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.



**CLEVELAND STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-070  
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**Mathematics Assessment - Performance by Grade: Grade 7\*\***

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
<b>Schoolwide</b>	42	720	724	741	*	48%	*	*	0%	17%	40%
White	N	N	N	748	N	N	N	N	N	N	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	31	718	724	726	*	52%	*	*	0%	19%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	764	N	N	N	N	N	N	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	25	723	728	743	*	40%	*	*	0%	16%	41%
Male	17	715	721	740	*	59%	*	*	0%	18%	38%
Economically Disadvantaged Students	30	722	726	729	*	*	*	*	0%	13%	22%
Non-Economically Disadvantaged Students	12	716	722	749	*	*	*	*	0%	25%	50%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	11%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
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	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	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.

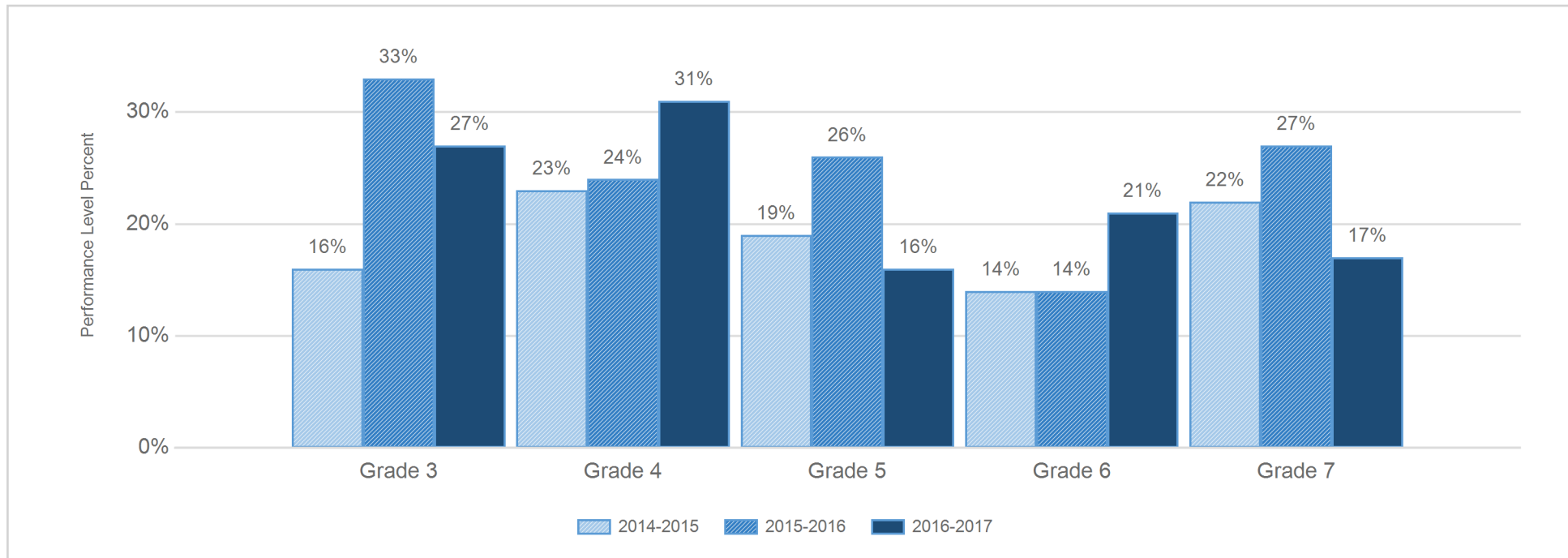


CLEVELAND STREET ELEMENTARY SCHOOL  
2016-2017  
Grade Span PK-07

13-3880-070  
ESSEX  
CITY OF ORANGE TWP  
355 CLEVELAND ST  
ORANGE, NJ 07050-1916

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



## CLEVELAND STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-070

ESSEX

CITY OF ORANGE TWP

355 CLEVELAND ST

ORANGE, NJ 07050-1916

## 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
3	*	*
4	N	N
5	N	N
6	N	N
7	N	N

## 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	10	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



**CLEVELAND STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-070  
 ESSEX  
 CITY OF ORANGE TWP  
 355 CLEVELAND ST  
 ORANGE, NJ 07050-1916

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.

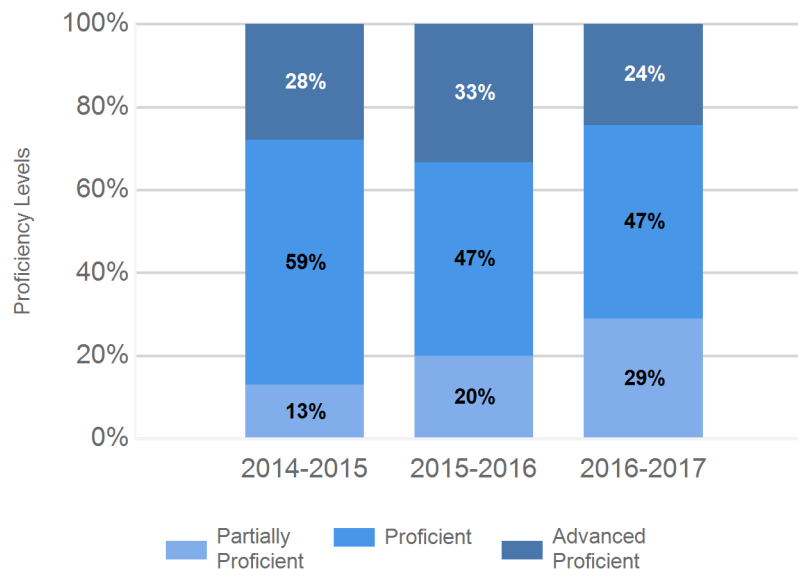
**NJASK Science Assessment Performance: Grade 4**

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	45%	40%	14%
Schoolwide	24%	47%	29%
White	N	N	N
Hispanic	23%	69%	*
Black or African American	26%	39%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	17%	53%	30%
Students with Disabilities	N	*	*
English Learners	*	N	*

**NJASK Science Assessment Performance Trends: Grade 4**

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





**CLEVELAND STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-070  
 ESSEX  
 CITY OF ORANGE TWP  
 355 CLEVELAND ST  
 ORANGE, NJ 07050-1916

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	50.5	54	50	Met Target	40	50	50	Met Target
White	N	N	N	N	N	N	N	N
Hispanic	50	59	49	Met Target	52	*	47	Met Target
Black or African American	51	*	45	Met Target	38	*	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	48.5	55	47	Met Target	43.5	51	46	Met Target
Students with Disabilities	51	55	41	**	40	48	43	**
English Learners	57	*	53	Met Target	46	50	51	Met Target

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



**CLEVELAND STREET ELEMENTARY SCHOOL**  
2016-2017

13-3880-070  
ESSEX  
CITY OF ORANGE TWP  
355 CLEVELAND ST  
ORANGE, NJ 07050-1916

**Grade Span PK-07**

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

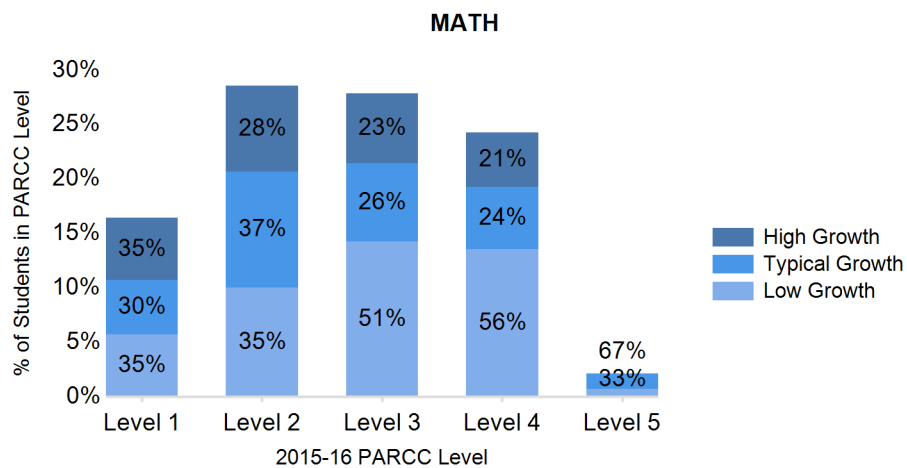
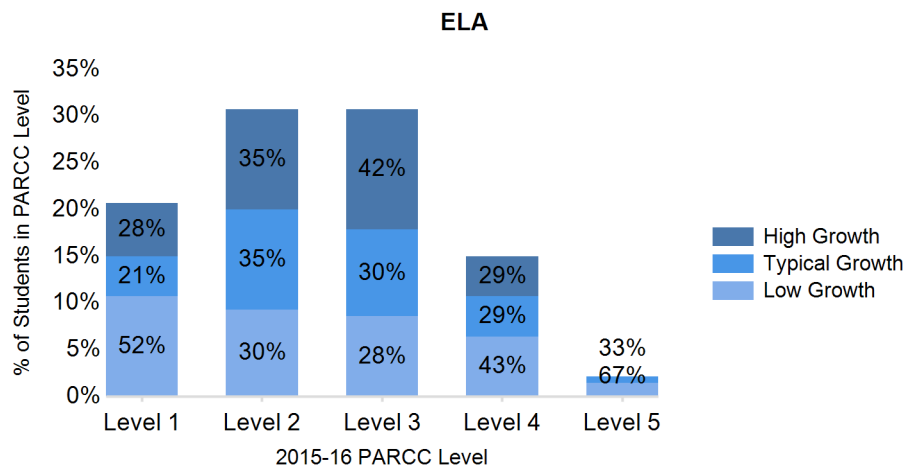
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

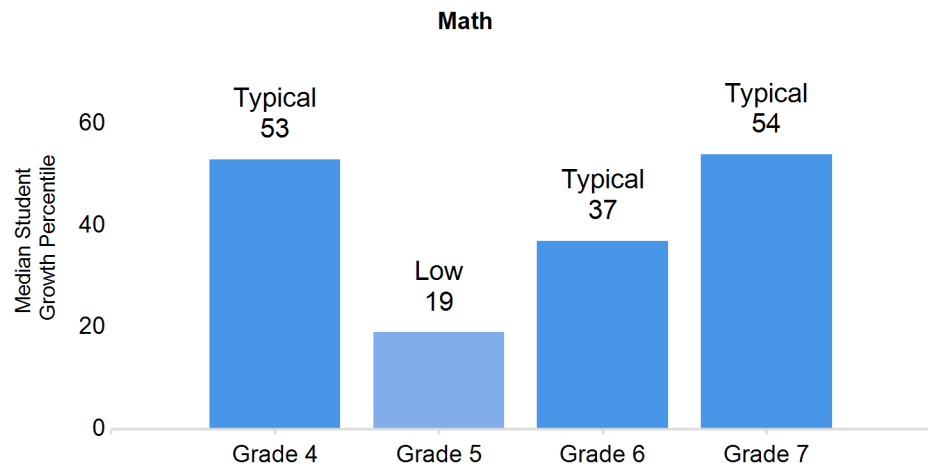
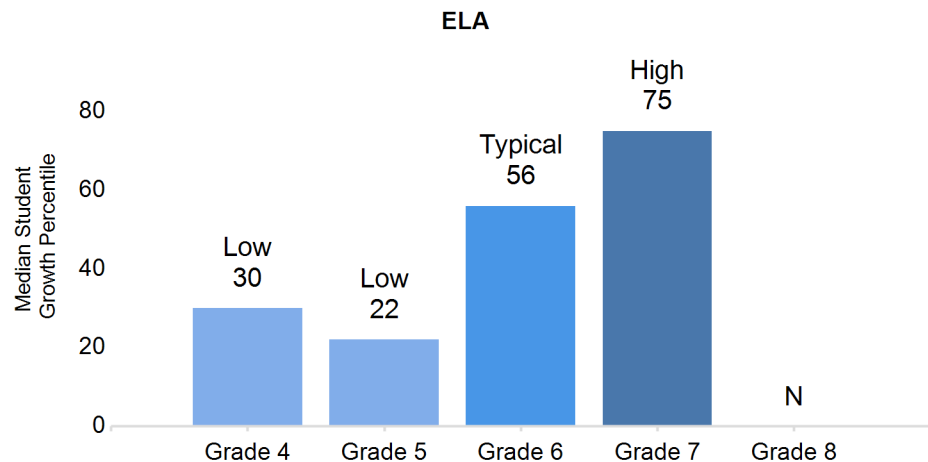
**Student Growth by Performance Level**

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.





## CLEVELAND STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-070

ESSEX

CITY OF ORANGE TWP

355 CLEVELAND ST

ORANGE, NJ 07050-1916

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	0	0	38
7	0	0	49
Schoolwide	0	0	87

## 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	0	0	0	0	0	0	37
7	0	0	0	0	0	0	49
Schoolwide	0	0	0	0	0	0	86
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



**CLEVELAND STREET ELEMENTARY SCHOOL**  
 2016-2017  
 Grade Span PK-07

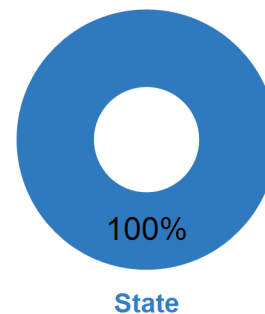
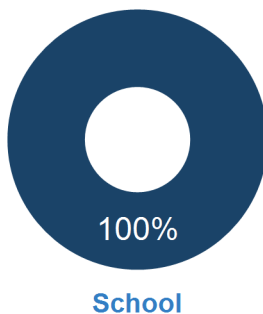
13-3880-070  
 ESSEX  
 CITY OF ORANGE TWP  
 355 CLEVELAND ST  
 ORANGE, NJ 07050-1916

Visual and Performing Arts – Course Participation

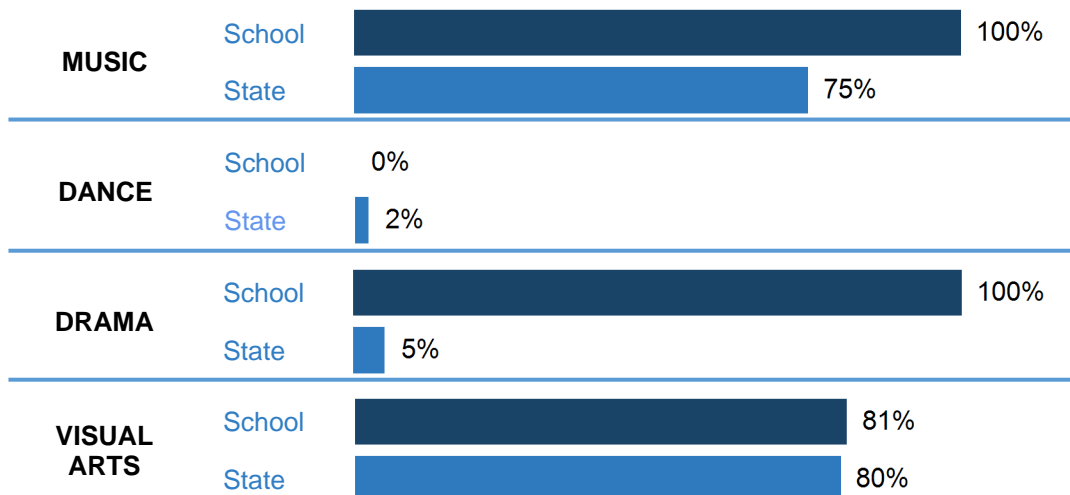
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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





**CLEVELAND STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-070  
 ESSEX  
 CITY OF ORANGE TWP  
 355 CLEVELAND ST  
 ORANGE, NJ 07050-1916

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**

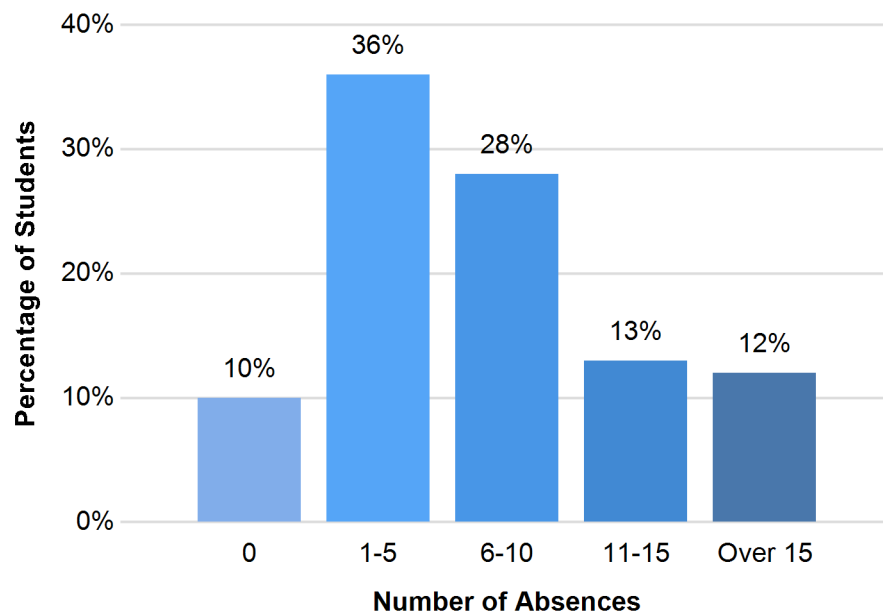
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.90	8.40	Not Met
White	N	**	**
Hispanic	7.90	8.40	Met Target
Black or African American	10.90	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.20	8.40	Not Met
Students with Disabilities	18.80	8.40	Not Met
English Learners	9.40	8.40	Not Met

\*\* *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.



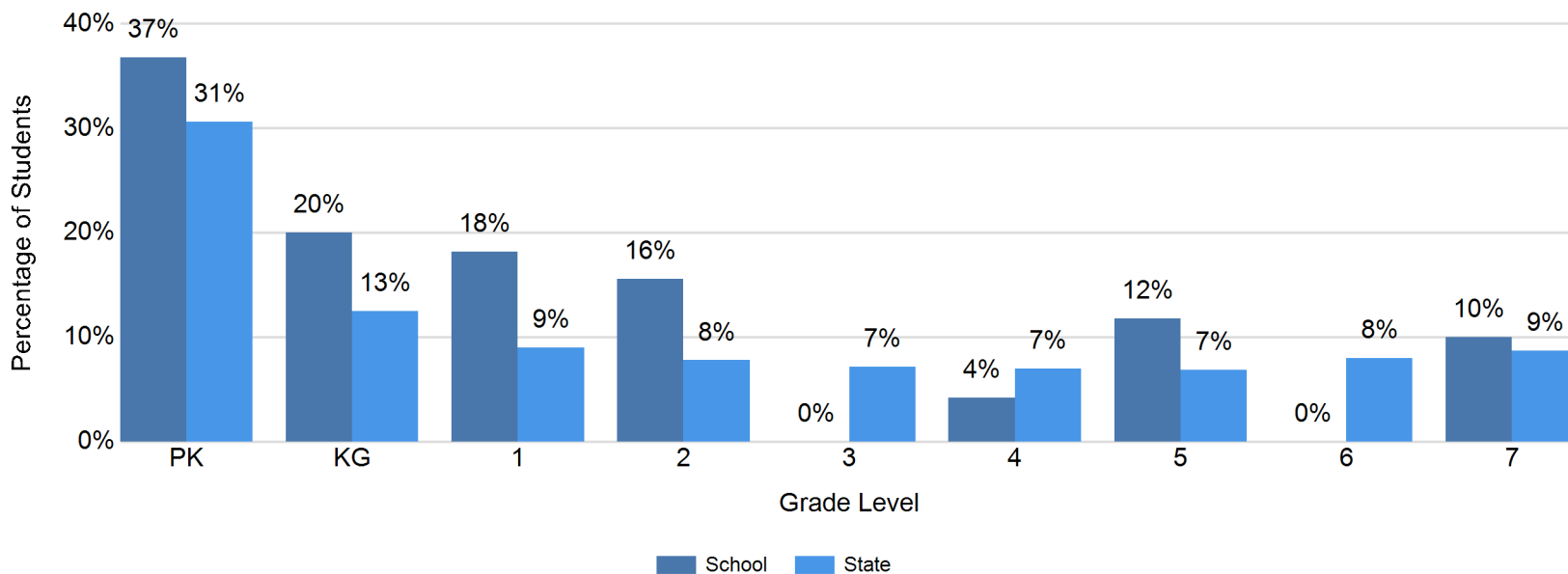


**CLEVELAND STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-070  
 ESSEX  
 CITY OF ORANGE TWP  
 355 CLEVELAND ST  
 ORANGE, NJ 07050-1916

**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.





## CLEVELAND STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-070

ESSEX

CITY OF ORANGE TWP

355 CLEVELAND ST

ORANGE, NJ 07050-1916

## 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	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 0 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	6
Vandalism	0
Weapons	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	2.24

## 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	0.6%
Out-of-School Suspensions	6.4%
Any Suspension	7.0%

## 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



## CLEVELAND STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-070

ESSEX

CITY OF ORANGE TWP

355 CLEVELAND ST

ORANGE, NJ 07050-1916

## 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	1.3:1	176.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

## 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 (2015-2016)	\$990	\$15,718	\$16,708



## CLEVELAND STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-070

ESSEX

CITY OF ORANGE TWP

355 CLEVELAND ST

ORANGE, NJ 07050-1916

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

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	29	120,724
Average years experience in public schools	11.9	11.8
Average years experience in district	10.4	10.5
Teachers in district for 4 or more years	69%	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	54	9,506
Average years experience in public schools	13.1	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	74%	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	11:1	12:1
Administrators	313:1	105:1
Librarian/Media Specialists		710:1
Nurses		516:1
Counselors		516:1
Child Study Team		210:1



**CLEVELAND STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-070  
 ESSEX  
 CITY OF ORANGE TWP  
 355 CLEVELAND ST  
 ORANGE, NJ 07050-1916

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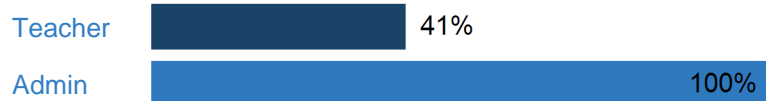
**Teachers and Administrators - Level of Education**

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	81%	89%
2015-16 Administrators: Same district 2016-17	91%	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	97%



## CLEVELAND STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-070

ESSEX

CITY OF ORANGE TWP

355 CLEVELAND ST

ORANGE, NJ 07050-1916

## 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	12.7	17.5%
Mathematics Proficiency	19.9	17.5%
English Language Arts Growth	55.1	25.0%
Mathematics Growth	26.8	25.0%
Chronic Absenteeism	29.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		30.6
<b>Summative Rating:</b> Percentile rank of Summative Score		20.2
<b>Requires Comprehensive Support:</b> 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.



**CLEVELAND STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-070  
 ESSEX  
 CITY OF ORANGE TWP  
 355 CLEVELAND ST  
 ORANGE, NJ 07050-1916

### 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	30.6	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	51.7	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	48.5	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	39.8	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
Students with Disabilities	**	**	No	N	N	Not Met	**	**	No
English Learners	47.8	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No

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

† Target was met within a confidence interval.



**CLEVELAND STREET ELEMENTARY SCHOOL**  
 2016-2017  
 Grade Span PK-07




13-3880-070  
 ESSEX  
 CITY OF ORANGE TWP  
 355 CLEVELAND ST  
 ORANGE, NJ 07050-1916

School General Info

<b>Principal:</b>	Ms. Cummings	<b>Email Address:</b>	<a href="mailto:cumminca@mail.orange.k12.nj.us">cumminca@mail.orange.k12.nj.us</a>
<b>Address:</b>	355 CLEVELAND ST ORANGE, NJ 07050-1916	<b>Website:</b>	<a href="http://www.orange.k12.nj.us">www.orange.k12.nj.us</a>
<b>Phone:</b>	(973)677-4100		

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Cleveland Street School is rich with different cultures infused by our diverse population.</li> <li>• Cleveland has a long history in the community. Several generations of many families have attended and attend Cleveland.</li> <li>• The Cleveland Street School renovation and extension project is in progress.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Cleveland Street School's philosophy is to create a community of life-long learners and leaders who will develop into productive, effective citizens. Our school has a dedicated staff, diligent hard working students and the support of our parents and community members. Our theme for this year is Leave No Stone Unturned. This means that we will try every possibility in order to achieve growth and success for our students.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Last year, Cleveland Street School placed in the following district competitions: Spelling Bee, Game 24, Math Olympics and Science Fair. Cleveland Street School is Middle States Accredited and Common Sense Certified.</p>







**CLEVELAND STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-070  
 ESSEX  
 CITY OF ORANGE TWP  
 355 CLEVELAND ST  
 ORANGE, NJ 07050-1916

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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.

 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>A 90 minute, uninterrupted block of English Language Arts (ELA) that includes whole class and small group instruction. Both Math and Science are taught using a hands-on approach. Students use manipulatives to develop skills in computation and problem solving as well as Mental Math. In Science, students conduct experiments to explore scientific principles. Students in every grade also receive social studies instruction throughout the week</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Basketball (Boys &amp; Girls), Tennis (Boys &amp; Girls)                  Cheerleading</p>
 <p><b>Clubs and Activities:</b></p>	<p>Student Council, Robotics, Basketball, Cheerleading, Beginner Tennis, Debate and male and female mentoring groups.</p>
 <p><b>Before and After School Programs:</b></p>	<p>After School Academic Academy</p>







**CLEVELAND STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-070  
 ESSEX  
 CITY OF ORANGE TWP  
 355 CLEVELAND ST  
 ORANGE, NJ 07050-1916

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.

 <p><b>Staff and Professional Learning:</b></p>	<p>District and school level professional development are provided by grade level and content area throughout the school year and over the summer.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Cleveland Street School offers a comprehensive array of services designed to benefit our students. These include a full time Social Worker, Nurse, as well as the services of a Child Study Team, which includes a Learning Disabilities Teacher Consultant, Psychologist, Speech Therapist and a Social Worker.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students participate in Read Across America, Annual Multicultural Day, Career Day, Celebrity Read, Week of Respect, Red Ribbon Week, Peace Week and Fire Prevention.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Parents and families attend school and district activities throughout the year: PTO, Parent Academy, School Management Team, Report Card Conferences, District academic and athletic competitions.</p>





**CLEVELAND STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-070  
 ESSEX  
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**School Narrative**

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>A School Climate Survey is administered to students, parents and staff in the fall and spring of each year. Results from the survey are analyzed and used to make necessary changes or improvements. The Fall 2017 results were favorable.</p>
 <p>Facilities:</p>	<p>The renovation and extension project for Cleveland Street School started this fall. This project is long overdue and desperately needed. There will be major changes, and all of them will benefit the entire school community, i.e., students, teachers, staff, and parents!</p>



## FOREST STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-080

ESSEX

CITY OF ORANGE TWP


651 FOREST ST

ORANGE, NJ 07050

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](#) or the [district-level 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](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



FOREST STREET ELEMENTARY SCHOOL  
2016-2017  
Grade Span PK-07

13-3880-080  
ESSEX  
CITY OF ORANGE TWP  
651 FOREST ST  
ORANGE, NJ 07050

### Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



## FOREST STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-080

ESSEX

CITY OF ORANGE TWP

651 FOREST ST

ORANGE, NJ 07050

## 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
PK	30	31	30
KG	63	55	49
1	50	61	52
2	50	51	61
3	40	49	44
4	49	45	47
5	41	44	45
6	33	38	41
7	40	31	30
Ungraded	2	1	0
Total	398	406	399

## 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	46%	49%	49%
Male	54%	52%	51%
Economically Disadvantaged Students	85%	72%	72%
Students with Disabilities	9%	7%	7%
English Learners	10%	12%	9%
Homeless Students			1%
Students in Foster Care			1%
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
Black or African American	62.7%
Hispanic	37.1%
American Indian or Alaska Native	0.0%
Asian	0.0%
Native Hawaiian or Pacific Islander	0.0%
White	0.0%
Two or More Races	0.3%

## PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	31	31	30
KG - Half Day	0	0	0
KG - Full Day	62	55	49

## 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	54.1%
Spanish	29.8%
Haitian	10.3%
Creoles and pidgins, French-based	1.3%
French	1.0%
Other	3.8%



## FOREST STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-080

ESSEX

CITY OF ORANGE TWP

651 FOREST ST

ORANGE, NJ 07050

## 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	203	100.0	45.30	31.40	54.90	45.3	42.2	Met Target
White	N	N	N	33.30	63.90	N	**	**
Hispanic	73	100.0	43.80	*	39.80	43.8	40.3	Met Target
Black or African American	130	100.0	46.20	*	35.20	46.2	43.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	42.90	80.70	N	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	50.00	54.90	N	**	**
Female	97	100.0	52.50	*	62.20	52.5		
Male	106	100.0	38.60	*	48.10	38.6		
Economically Disadvantaged Students	143	100.0	42.70	*	36.20	42.7	41.9	Met Target
Non-Economically Disadvantaged Students	60	100.0	51.70	*	65.80	51.7		
Students with Disabilities	*	*	*	*	20.50	*	**	**
Students without Disabilities	*	*	*	*	61.90	*		
English Learners	62	100.0	38.80	20.50	25.20	38.8	25.1	Met Target
Non-English Learners	141	100.0	48.20	35.40	57.40	48.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



**FOREST STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-080  
 ESSEX  
 CITY OF ORANGE TWP  
 651 FOREST ST  
 ORANGE, NJ 07050

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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
<b>Schoolwide</b>	44	741	726	749	25%	*	*	43%	*	48%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	14	746	728	734	*	0%	*	*	*	50%	35%
Black or African American	30	738	725	731	*	*	*	43%	*	47%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	21	753	*	754	*	*	*	*	*	62%	55%
Male	23	729	*	745	*	*	*	*	*	35%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	N	N	N	720	N	N	N	N	N	N	24%
Students without Disabilities	44	741	730	755	25%	*	*	43%	*	48%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	44	741	727	752	25%	*	*	43%	*	48%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



**FOREST STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-080  
 ESSEX  
 CITY OF ORANGE TWP  
 651 FOREST ST  
 ORANGE, NJ 07050

**English Language Arts/Literacy Assessment - Performance by Grade: Grade 4**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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
<b>Schoolwide</b>	48	739	732	753	*	23%	31%	31%	*	35%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	22	733	732	740	*	*	*	*	*	32%	40%
Black or African American	26	745	732	737	*	*	39%	*	*	39%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	21	747	735	758	*	*	*	*	*	38%	61%
Male	27	734	728	749	*	*	*	*	*	33%	51%
Economically Disadvantaged Students	30	739	*	737	*	*	*	*	*	30%	36%
Non-Economically Disadvantaged Students	18	740	*	764	*	*	*	*	*	44%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



## FOREST STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-080

ESSEX

CITY OF ORANGE TWP

651 FOREST ST

ORANGE, NJ 07050

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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
<b>Schoolwide</b>	45	745	735	756	*	*	38%	36%	*	40%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	12	741	732	743	*	*	*	*	0%	50%	44%
Black or African American	33	747	736	740	*	*	46%	30%	*	36%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	25	754	*	761	*	*	*	*	*	56%	66%
Male	20	734	*	750	*	*	*	*	*	20%	53%
Economically Disadvantaged Students	29	745	*	740	*	*	*	*	*	41%	40%
Non-Economically Disadvantaged Students	16	746	*	765	*	*	*	*	*	38%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



**FOREST STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-080  
 ESSEX  
 CITY OF ORANGE TWP  
 651 FOREST ST  
 ORANGE, NJ 07050

**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
<b>Schoolwide</b>	42	753	740	752	0%	*	43%	38%	*	45%	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	18	752	741	740	0%	*	*	*	*	44%	38%
Black or African American	24	753	740	736	0%	*	*	*	*	46%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	18	754	*	758	0%	*	*	*	*	44%	61%
Male	24	752	*	746	0%	*	*	*	*	46%	46%
Economically Disadvantaged Students	28	754	*	737	0%	*	*	*	*	43%	34%
Non-Economically Disadvantaged Students	14	751	*	761	0%	*	*	*	*	50%	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
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	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



**FOREST STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-080  
 ESSEX  
 CITY OF ORANGE TWP  
 651 FOREST ST  
 ORANGE, NJ 07050

**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
<b>Schoolwide</b>	31	760	736	756	*	*	*	42%	*	65%	59%
White	N	N	N	764	N	N	N	N	N	N	69%
Hispanic	10	755	733	742	*	*	*	*	*	60%	44%
Black or African American	21	763	738	737	0%	*	*	48%	*	67%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	784	N	N	N	N	N	N	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	14	759	746	764	*	*	*	*	*	64%	68%
Male	17	761	727	749	*	*	*	*	*	65%	51%
Economically Disadvantaged Students	21	759	*	739	*	*	*	*	*	57%	40%
Non-Economically Disadvantaged Students	10	763	*	766	*	*	*	*	*	80%	70%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

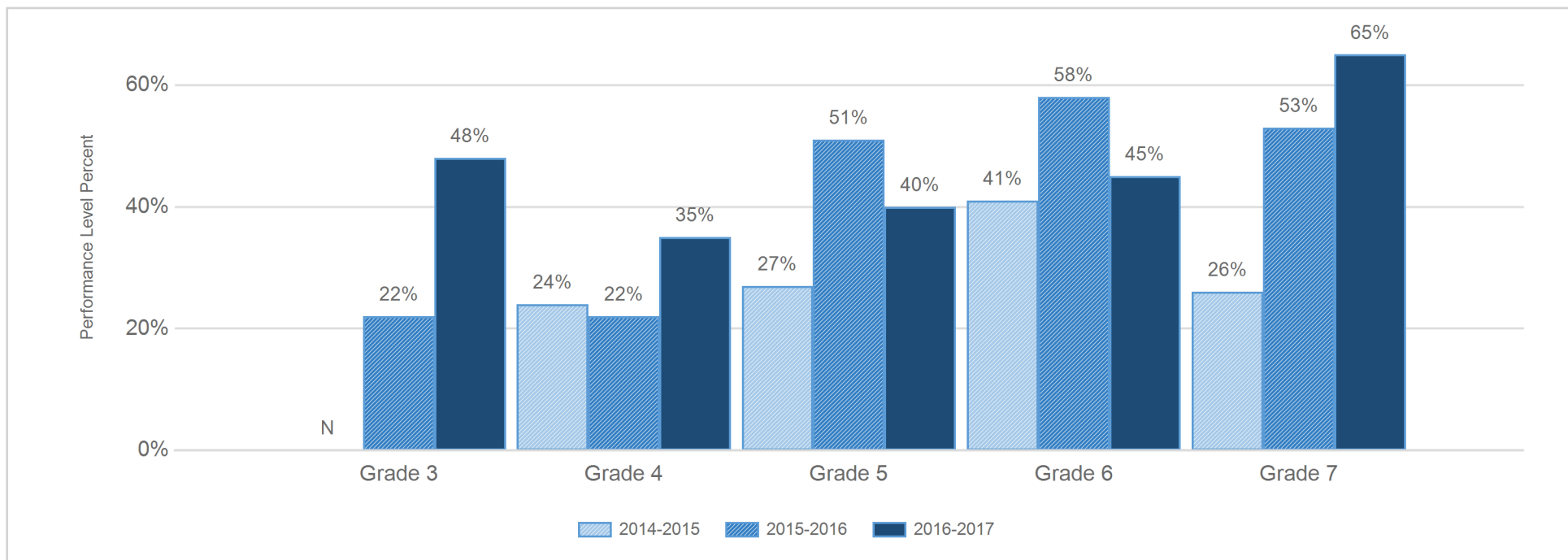


**FOREST STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-080  
 ESSEX  
 CITY OF ORANGE TWP  
 651 FOREST ST  
 ORANGE, NJ 07050

**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





## FOREST STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-080

ESSEX

CITY OF ORANGE TWP

651 FOREST ST

ORANGE, NJ 07050

## 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	203	100.0	22.70	19.20	43.50	22.7	25.1	Met Target†
White	N	N	N	33.30	52.40	N	**	**
Hispanic	73	100.0	21.90	21.10	27.60	21.9	25	Met Target†
Black or African American	130	100.0	23.10	*	21.70	23.1	25.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	30.00	75.60	N	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	14.30	44.90	N	**	**
Female	97	100.0	21.60	21.50	44.10	21.6		
Male	106	100.0	23.60	17.30	42.90	23.6		
Economically Disadvantaged Students	143	100.0	21.00	20.00	25.10	21	24.9	Met Target†
Non-Economically Disadvantaged Students	60	100.0	26.70	17.70	54.30	26.7		
Students with Disabilities	*	*	*	*	16.50	*	**	**
Students without Disabilities	*	*	*	*	48.80	*		
English Learners	62	100.0	22.60	14.90	23.30	22.6	25.1	Met Target†
Non-English Learners	141	100.0	22.70	20.90	45.20	22.7		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



**FOREST STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-080  
 ESSEX  
 CITY OF ORANGE TWP  
 651 FOREST ST  
 ORANGE, NJ 07050

**Mathematics Assessment - Performance by Grade: Grade 3**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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
<b>Schoolwide</b>	44	730	728	751	*	36%	30%	25%	*	25%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	14	735	732	738	*	*	*	*	0%	36%	37%
Black or African American	30	728	727	733	*	40%	33%	*	0%	20%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	21	737	*	751	*	*	*	*	0%	33%	52%
Male	23	724	*	751	*	*	*	*	0%	17%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	729	N	N	N	N	N	N	29%
Students without Disabilities	44	730	731	755	*	36%	30%	25%	*	25%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	44	730	730	753	*	36%	30%	25%	*	25%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



**FOREST STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-080  
 ESSEX  
 CITY OF ORANGE TWP  
 651 FOREST ST  
 ORANGE, NJ 07050

**Mathematics Assessment - Performance by Grade: Grade 4**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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
<b>Schoolwide</b>	50	724	726	747	22%	26%	28%	24%	0%	24%	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	23	719	729	734	*	*	*	*	0%	17%	30%
Black or African American	27	729	724	729	*	*	*	*	0%	30%	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	22	724	726	747	*	*	*	*	0%	27%	47%
Male	28	724	725	747	*	*	*	*	0%	21%	48%
Economically Disadvantaged Students	32	721	*	732	*	*	*	*	0%	16%	27%
Non-Economically Disadvantaged Students	18	730	*	757	*	*	*	*	0%	39%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



## FOREST STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-080

ESSEX

CITY OF ORANGE TWP

651 FOREST ST

ORANGE, NJ 07050

## Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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
<b>Schoolwide</b>	45	732	726	747	*	31%	44%	*	0%	20%	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	12	727	725	735	*	*	*	*	0%	17%	30%
Black or African American	33	733	725	729	*	*	49%	*	0%	21%	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	25	734	*	747	*	*	*	*	0%	20%	47%
Male	20	730	*	746	*	*	*	*	0%	20%	46%
Economically Disadvantaged Students	29	734	*	732	*	*	*	*	0%	21%	27%
Non-Economically Disadvantaged Students	16	728	*	756	*	*	*	*	0%	19%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



**FOREST STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-080  
 ESSEX  
 CITY OF ORANGE TWP  
 651 FOREST ST  
 ORANGE, NJ 07050

**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
<b>Schoolwide</b>	42	728	722	743	*	29%	43%	*	0%	17%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	18	729	724	731	*	*	*	*	0%	17%	27%
Black or African American	24	726	722	724	*	*	*	*	0%	17%	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	18	727	*	745	*	*	*	*	0%	11%	45%
Male	24	728	*	742	*	*	*	*	0%	21%	43%
Economically Disadvantaged Students	28	727	*	728	*	*	*	*	0%	11%	24%
Non-Economically Disadvantaged Students	14	730	*	752	*	*	*	*	0%	29%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
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	743	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.



## FOREST STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-080

ESSEX

CITY OF ORANGE TWP

651 FOREST ST

ORANGE, NJ 07050

## Mathematics Assessment - Performance by Grade: Grade 7\*\*

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
<b>Schoolwide</b>	33	735	724	741	*	*	36%	*	*	27%	40%
White	N	N	N	748	N	N	N	N	N	N	49%
Hispanic	11	735	725	730	0%	*	*	*	0%	27%	23%
Black or African American	22	735	724	726	*	*	*	*	*	27%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	764	N	N	N	N	N	N	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	15	729	728	743	*	*	*	*	*	*	41%
Male	18	741	721	740	*	*	*	*	*	*	38%
Economically Disadvantaged Students	21	738	726	729	*	*	*	*	*	33%	22%
Non-Economically Disadvantaged Students	12	730	722	749	*	*	*	*	*	17%	50%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	11%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	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.

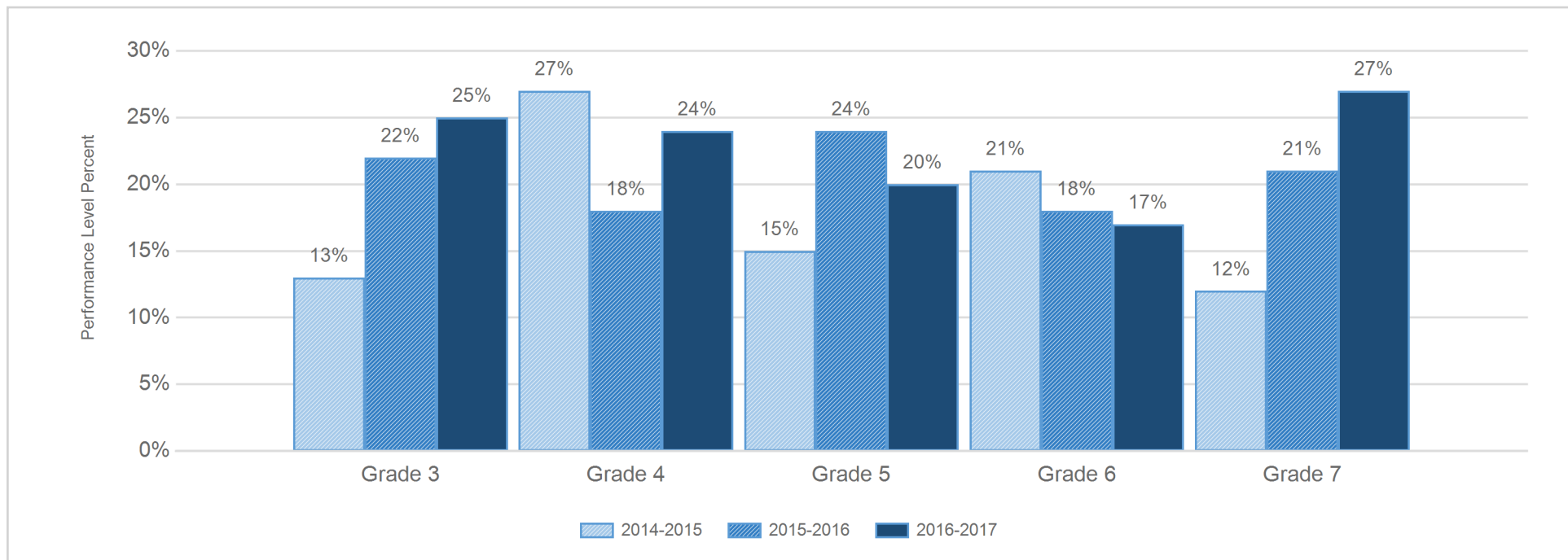


**FOREST STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-080  
 ESSEX  
 CITY OF ORANGE TWP  
 651 FOREST ST  
 ORANGE, NJ 07050

**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



## FOREST STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-080

ESSEX

CITY OF ORANGE TWP

651 FOREST ST

ORANGE, NJ 07050

## 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
3	N	N
4	N	N
5	N	N
6	N	N
7	N	N

## 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	13	*	*
4	*	*	*
5+	*	*	*



## FOREST STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-080

ESSEX

CITY OF ORANGE TWP

651 FOREST ST

ORANGE, NJ 07050

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.

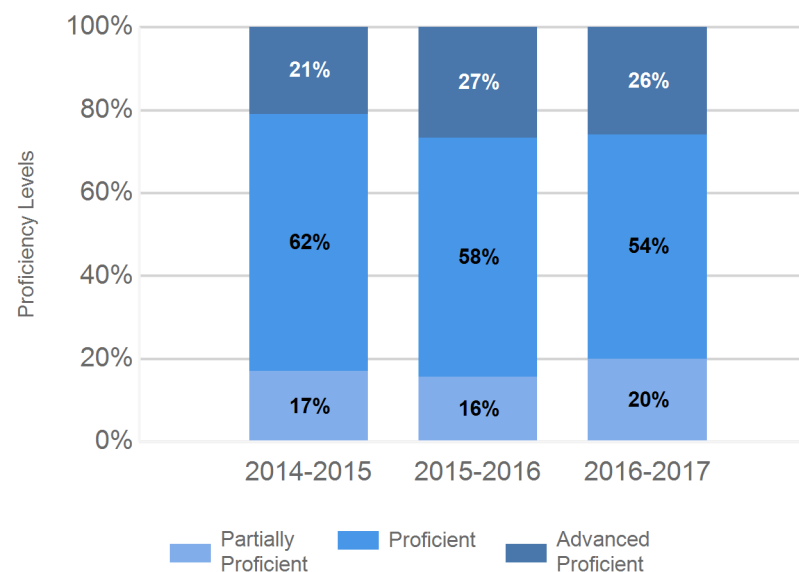
## NJASK Science Assessment Performance: Grade 4

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	45%	40%	14%
Schoolwide	26%	54%	20%
White	N	N	N
Hispanic	17%	65%	17%
Black or African American	33%	44%	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	20%	63%	17%
Students with Disabilities	N	N	N
English Learners	N	*	*

## NJASK Science Assessment Performance Trends: Grade 4

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





**FOREST STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-080  
 ESSEX  
 CITY OF ORANGE TWP  
 651 FOREST ST  
 ORANGE, NJ 07050

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	73	54	50	Exceeds Target	62	50	50	Exceeds Target
White	N	N	N	N	N	N	N	N
Hispanic	75	59	49	Exceeds Target	65.5	*	47	Exceeds Target
Black or African American	70	*	45	Exceeds Target	55	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	71.5	55	47	Exceeds Target	62	51	46	Exceeds Target
Students with Disabilities	*	55	41	**	*	48	43	**
English Learners	80	*	53	Exceeds Target	62	50	51	Exceeds Target

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



**FOREST STREET ELEMENTARY SCHOOL  
2016-2017**

13-3880-080  
ESSEX  
CITY OF ORANGE TWP  
651 FOREST ST  
ORANGE, NJ 07050

**Grade Span PK-07**

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:

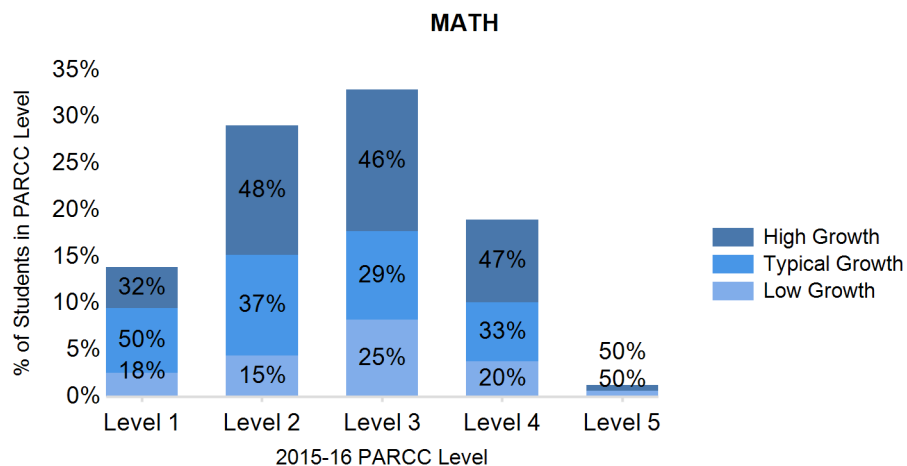
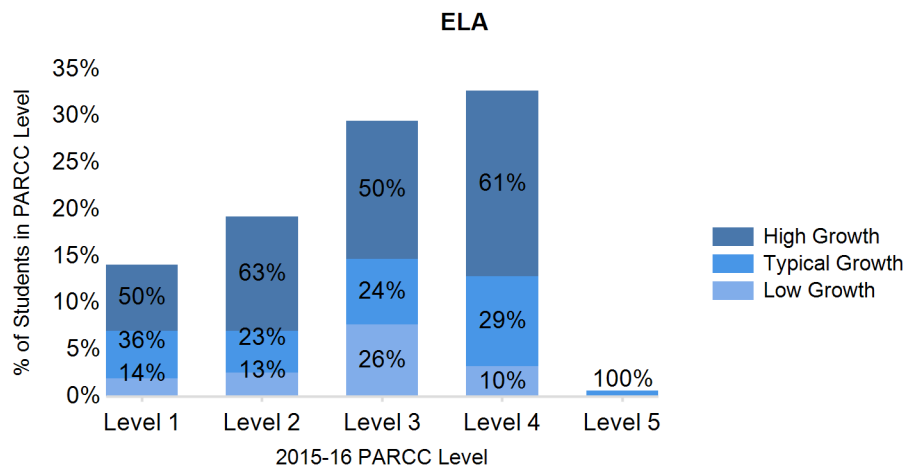
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

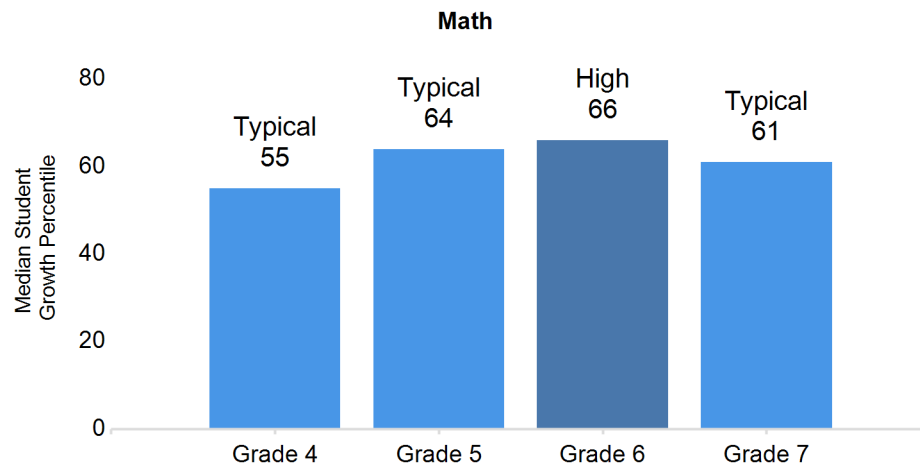
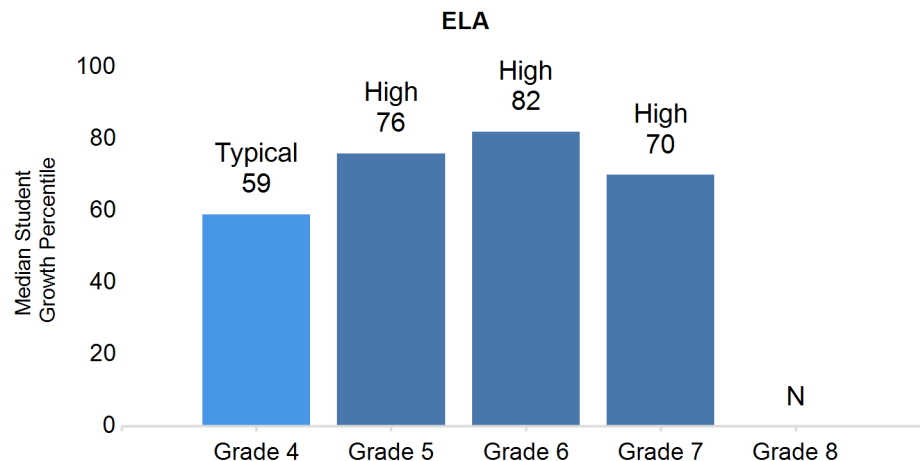
**Student Growth by Performance Level**

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



## FOREST STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-080

ESSEX

CITY OF ORANGE TWP

651 FOREST ST

ORANGE, NJ 07050

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	0	0	46
7	0	0	34
Schoolwide	0	0	80

## 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	0	0	0	0	0	0	24
7	0	0	0	0	0	0	34
Schoolwide	0	0	0	0	0	0	58
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



**FOREST STREET ELEMENTARY SCHOOL**  
 2016-2017  
 Grade Span PK-07

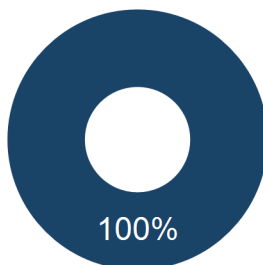
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 ORANGE, NJ 07050

Visual and Performing Arts – Course Participation

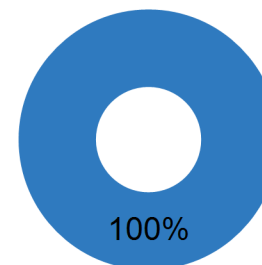
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

**Grades 6-8:**

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

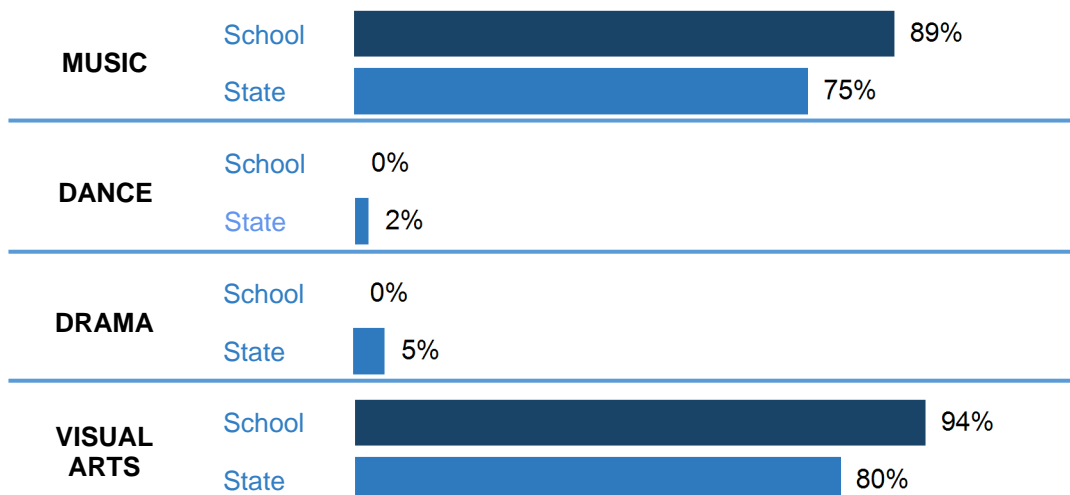


School



State

Students enrolled in one or more classes by discipline:





**FOREST STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-080  
 ESSEX  
 CITY OF ORANGE TWP  
 651 FOREST ST  
 ORANGE, NJ 07050

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.

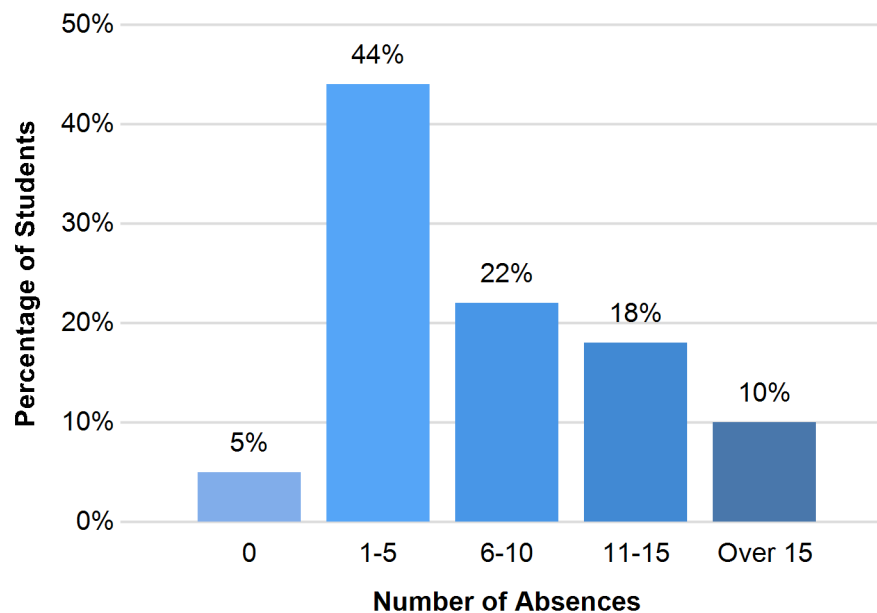
**Chronic Absenteeism**

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	6.40	8.40	Met Target
White	N	**	**
Hispanic	5.10	8.40	Met Target
Black or African American	7.20	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.80	8.40	Met Target
Students with Disabilities	4.20	8.40	Met Target
English Learners	3.30	8.40	Met Target

**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.



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

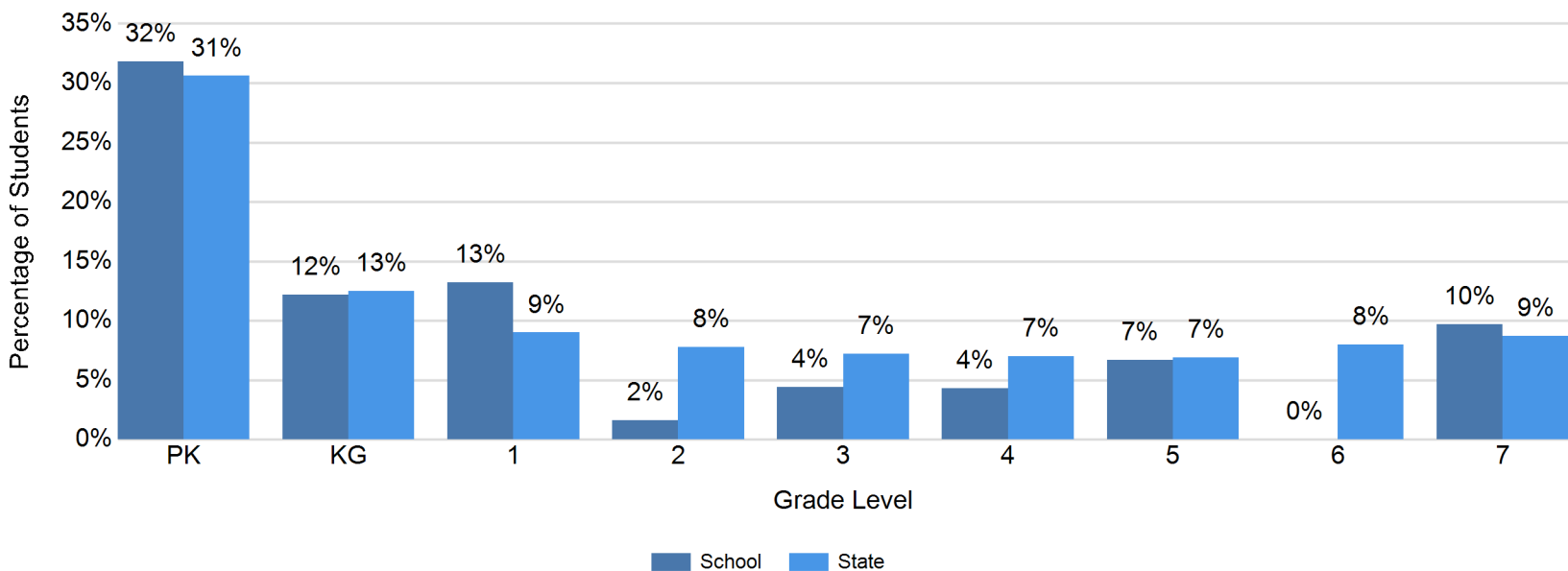


**FOREST STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-080  
 ESSEX  
 CITY OF ORANGE TWP  
 651 FOREST ST  
 ORANGE, NJ 07050

**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.





## FOREST STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-080

ESSEX

CITY OF ORANGE TWP

651 FOREST ST

ORANGE, NJ 07050

## 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	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	7 Hrs. 0 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	3
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.00

## 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	0.8%
Out-of-School Suspensions	5.3%
Any Suspension	6.0%

## 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



## FOREST STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-080

ESSEX

CITY OF ORANGE TWP

651 FOREST ST

ORANGE, NJ 07050

## 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	1.7:1	176.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

## 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 (2015-2016)	\$990	\$15,718	\$16,708



## FOREST STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-080

ESSEX

CITY OF ORANGE TWP

651 FOREST ST

ORANGE, NJ 07050

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

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	34	120,724
Average years experience in public schools	6.7	11.8
Average years experience in district	6.1	10.5
Teachers in district for 4 or more years	56%	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	54	9,506
Average years experience in public schools	13.1	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	74%	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	12:1	12:1
Administrators	200:1	105:1
Librarian/Media Specialists		710:1
Nurses		516:1
Counselors		516:1
Child Study Team		210:1



**FOREST STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-080  
 ESSEX  
 CITY OF ORANGE TWP  
 651 FOREST ST  
 ORANGE, NJ 07050

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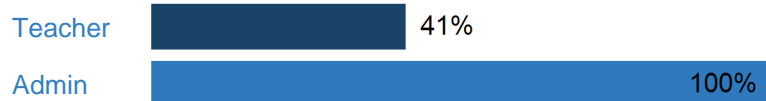
**Teachers and Administrators - Level of Education**

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	81%	89%
2015-16 Administrators: Same district 2016-17	91%	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	97%



## FOREST STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-080

ESSEX

CITY OF ORANGE TWP

651 FOREST ST

ORANGE, NJ 07050

## 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	41.6	17.5%
Mathematics Proficiency	16.7	17.5%
English Language Arts Growth	98.5	25.0%
Mathematics Growth	86.8	25.0%
Chronic Absenteeism	70.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		67.0
<b>Summative Rating:</b> Percentile rank of Summative Score		75.9
<b>Requires Comprehensive Support:</b> 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.



## FOREST STREET ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-080

ESSEX

CITY OF ORANGE TWP

651 FOREST ST

ORANGE, NJ 07050

## 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	67.0	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	72.5	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
Black or African American	78.6	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	74.6	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
Students with Disabilities	**	**	No	**	**	Met Target	**	**	No
English Learners	78.8	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No

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

† Target was met within a confidence interval.



**FOREST STREET ELEMENTARY SCHOOL**  
2016-2017

**Grade Span PK-07**



13-3880-080  
ESSEX  
CITY OF ORANGE TWP  
651 FOREST ST  
ORANGE, NJ 07050

School General Info

<b>Principal:</b>	Ms. COOKE	<b>Email Address:</b>	<a href="mailto:cookeyan@mail.orange.k12.nj.us">cookeyan@mail.orange.k12.nj.us</a>
<b>Address:</b>	651 FOREST ST ORANGE, NJ 07050	<b>Website:</b>	<a href="http://www.orange.k12.nj.us">www.orange.k12.nj.us</a>
<b>Phone:</b>	(973)677-4120		

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.

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Disney Grant Recipients</li> <li>• Middle States Accredited</li> <li>• Common Sense Technology Accredited</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>To ensure that Forest Street School produces lifelong learners and leaders, we must provide a safe environment that educates the mind, motivate the body, cultivate the spirit, as we teach with our heart. Through the full collaboration of school personnel, parents, and the community, Forest Street School is committed to nurturing a generation of formidable global competitors and leaders.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Superintendent of Schools Achievement Award for exceeding the PARCC State Average on the 16-17 ELA on sixth grade level, attained the highest student growth percentile in the district on the 16-17 PARCC, placing 1st and 3rd in the district's Game 24 Competition and 1st in the district's MS Math Olympics and ten 4th-7th grade students participate in the NJIT Center for Pre College STEM Camp in 15-16 and 16-17.</p>







**FOREST STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-080  
 ESSEX  
 CITY OF ORANGE TWP  
 651 FOREST ST  
 ORANGE, NJ 07050

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>All students participate in a 90 min. block for ELA and Math. For ELA grades K-2 utilize the Read Aloud Project, Message Time Plus and Units of Study (Lucy Calkins) for grades 3-7 we utilize Expeditionary Learning. For Math grades K-7 utilize Math in Focus, Moby Max and Ten Marks. Foss is the science program used for gr. K-4 and Pearson Series is used for SS K-7.</p>
 <p><b>Sports and Athletics:</b></p>	<p>2016-17 6th/7th District Basketball Champions. Sponsored a Girls on the Run program from 2015 to present.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Cheerleading, band, chorus, robotics, art club, book club, Disney Kids Theater Club.</p>
 <p><b>Before and After School Programs:</b></p>	<p>In the mornings during our "zero period" we provided an intervention program for English Language Arts and Mathematics. Students in the fourth (ELA only) through seventh grade were identified based on an initial screening and teacher recommendation. In addition, there was a mandatory MicroSociety after-school entrepreneurial program where all students in grades kindergarten through seventh grade owned and operated their own businesses.</p>







**FOREST STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-080  
 ESSEX  
 CITY OF ORANGE TWP  
 651 FOREST ST  
 ORANGE, NJ 07050

**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Administration and instructional staff receive on-going district and building level PD. In addition, instructional staff members are provided with opportunities to participate in collegial walkthroughs to support teacher practice. Staff members are encouraged to participate in external professional development opportunities.</p>
 <p><b>Student Supports and Services:</b></p>	<p>The supports and services that have been provided are: ESL services, Special Education services, Intervention and Referral Services, Speech, counseling.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>We currently a Healthy Eating Breakfast and Lunch Program. We have had a two year partnership with Foodcorp. Our students participate in a min. of 180 minutes per week in physical activity consisting of physical education and recess.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>We have hosted several parent and community events to ensure there is an on-going relationship with all stakeholders: Open House, Back to School Kick-Off, Shadow Day, Grandparents Day, Hispanic Heritage Fiesta, Thanksgiving Feast, Forest Cares Drives, Winter/Spring Concert, Career Day, College Week, Mother/Son Brunch, Daddy Daughter Dance, Multicultural Day and Community Agency Events.</p>



**FOREST STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-080  
 ESSEX  
 CITY OF ORANGE TWP  
 651 FOREST ST  
 ORANGE, NJ 07050

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers

The school climate survey is a New Jersey State tool completed in the fall and the spring. The results of the survey are shared with the School Management Team and action plans are developed to address any areas in need of improvement.



**FOREST STREET ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-080  
 ESSEX  
 CITY OF ORANGE TWP  
 651 FOREST ST  
 ORANGE, NJ 07050

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School Highlights: The school day begins at 8:30 am and ends at 3:00 pm for all Kindergarten through second grade students. Our third through seventh grade students participate in our mandatory Achieve Program which provides interventions and enrichment. There is a sibling class available for kindergarten through second grade siblings where homework support and interventions are provided. With a balance of small group instruction, whole group instruction and individual student choice our academic day and Achieve program have been successfully meeting student needs. The school has a School Safety Team that meets once a quarter to ensure that the building, students and staff are safe. Each classroom has a Smart Board, Mimo, Chromebook access, sand desk top computers. We communicate with the community and families in multiple languages using weekly phone blast, staff webpages, letters, surveys, parent meetings, class dojo, email, flyers, etc.



Other Information:



## HEYWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-090

ESSEX

CITY OF ORANGE TWP


421 HEYWOOD AVE

ORANGE, NJ 07050-2006

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](#) or the [district-level 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](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



## HEYWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-090

ESSEX

CITY OF ORANGE TWP

421 HEYWOOD AVE

ORANGE, NJ 07050-2006

### Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



**HEYWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-090  
 ESSEX  
 CITY OF ORANGE TWP  
 421 HEYWOOD AVE  
 ORANGE, NJ 07050-2006

### 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
PK	30	29	26
KG	24	41	51
1	38	34	40
2	39	42	29
3	53	41	38
4	45	47	42
5	38	37	39
6	46	42	29
7	43	36	35
Ungraded	30	26	31
Total	386	375	360

### 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%	50%	49%
Male	49%	50%	51%
Economically Disadvantaged Students	79%	62%	63%
Students with Disabilities	18%	15%	18%
English Learners	5%	8%	7%
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
Black or African American	85.6%
Hispanic	13.3%
American Indian or Alaska Native	0.0%
Asian	0.0%
Native Hawaiian or Pacific Islander	0.0%
White	0.0%
Two or More Races	1.1%

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	29	29	26
KG - Half Day	0	0	0
KG - Full Day	22	41	51

### 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	68.1%
Haitian	16.7%
Spanish	8.6%
Creoles and pidgins, French-based	3.1%
Other	3.6%



## HEYWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-090

ESSEX

CITY OF ORANGE TWP

421 HEYWOOD AVE

ORANGE, NJ 07050-2006

## 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	192	99.5	37.50	31.40	54.90	37.5	39	Met Target†
White	N	N	N	33.30	63.90	N	**	**
Hispanic	25	100.0	32.00	*	39.80	32	20.5	Met Target
Black or African American	167	99.4	38.30	*	35.20	38.3	41	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	42.90	80.70	N	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	50.00	54.90	N	**	**
Female	95	100.0	45.30	*	62.20	45.3		
Male	97	99.0	29.90	*	48.10	29.9		
Economically Disadvantaged Students	129	100.0	36.50	*	36.20	36.5	37.4	Met Target†
Non-Economically Disadvantaged Students	63	98.6	39.70	*	65.80	39.7		
Students with Disabilities	46	100.0	*	*	20.50	*	11.3	Not Met
Students without Disabilities	146	99.4	*	*	61.90	*		
English Learners	32	100.0	28.10	20.50	25.20	28.1	N	N
Non-English Learners	160	99.4	39.40	35.40	57.40	39.4		
Homeless Students	N	N	N	19.30	26.40	N		
Students In Foster Care	N	N	N	14.20	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



## HEYWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-090

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CITY OF ORANGE TWP

421 HEYWOOD AVE

ORANGE, NJ 07050-2006

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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
<b>Schoolwide</b>	38	727	726	749	26%	26%	*	34%	*	34%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	30	725	725	731	*	*	*	*	0%	30%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	14	719	*	754	*	*	*	*	0%	29%	55%
Male	24	732	*	745	*	*	*	*	0%	38%	46%
Economically Disadvantaged Students	26	729	726	731	*	*	*	*	0%	35%	31%
Non-Economically Disadvantaged Students	12	723	725	762	*	*	*	*	0%	33%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



## HEYWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-090

ESSEX

CITY OF ORANGE TWP

421 HEYWOOD AVE

ORANGE, NJ 07050-2006

## English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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
<b>Schoolwide</b>	44	742	732	753	*	*	34%	46%	0%	46%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	39	743	732	737	*	*	33%	49%	0%	49%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	28	748	735	758	*	*	*	*	0%	54%	61%
Male	16	732	728	749	*	*	*	*	0%	31%	51%
Economically Disadvantaged Students	34	744	*	737	*	*	*	*	0%	44%	36%
Non-Economically Disadvantaged Students	10	738	*	764	*	*	*	*	0%	50%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



## HEYWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-090

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CITY OF ORANGE TWP

421 HEYWOOD AVE

ORANGE, NJ 07050-2006

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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
<b>Schoolwide</b>	45	737	735	756	*	*	33%	31%	*	36%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	41	739	736	740	*	*	37%	32%	*	37%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	19	742	*	761	*	*	*	*	*	47%	66%
Male	26	734	*	750	*	*	*	*	*	27%	53%
Economically Disadvantaged Students	22	737	*	740	*	*	*	*	*	32%	40%
Non-Economically Disadvantaged Students	23	737	*	765	*	*	*	*	*	39%	71%
Students with Disabilities	11	704	709	725	*	*	*	*	*	*	22%
Students without Disabilities	34	748	738	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



**HEYWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-090  
 ESSEX  
 CITY OF ORANGE TWP  
 421 HEYWOOD AVE  
 ORANGE, NJ 07050-2006

**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
<b>Schoolwide</b>	34	741	740	752	*	*	*	29%	*	38%	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	32	741	740	736	*	*	*	31%	*	41%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	18	750	*	758	*	*	*	*	*	50%	61%
Male	16	730	*	746	*	*	*	*	*	25%	46%
Economically Disadvantaged Students	17	737	*	737	*	*	*	*	*	41%	34%
Non-Economically Disadvantaged Students	17	744	*	761	*	*	*	*	*	35%	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
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	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



## HEYWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-090

ESSEX

CITY OF ORANGE TWP

421 HEYWOOD AVE

ORANGE, NJ 07050-2006

## 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
<b>Schoolwide</b>	45	741	736	756	*	22%	27%	31%	*	40%	59%
White	N	N	N	764	N	N	N	N	N	N	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	37	742	738	737	*	*	30%	30%	*	41%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	784	N	N	N	N	N	N	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	24	752	746	764	*	*	*	*	*	54%	68%
Male	21	729	727	749	*	*	*	*	*	24%	51%
Economically Disadvantaged Students	35	741	*	739	*	*	*	*	*	37%	40%
Non-Economically Disadvantaged Students	10	743	*	766	*	*	*	*	*	50%	70%
Students with Disabilities	13	720	708	719	*	*	*	*	*	15%	19%
Students without Disabilities	32	750	742	763	*	*	*	*	*	50%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	45	741	739	758	*	22%	27%	31%	*	40%	*
Homeless Students	N	N	N	731	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	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

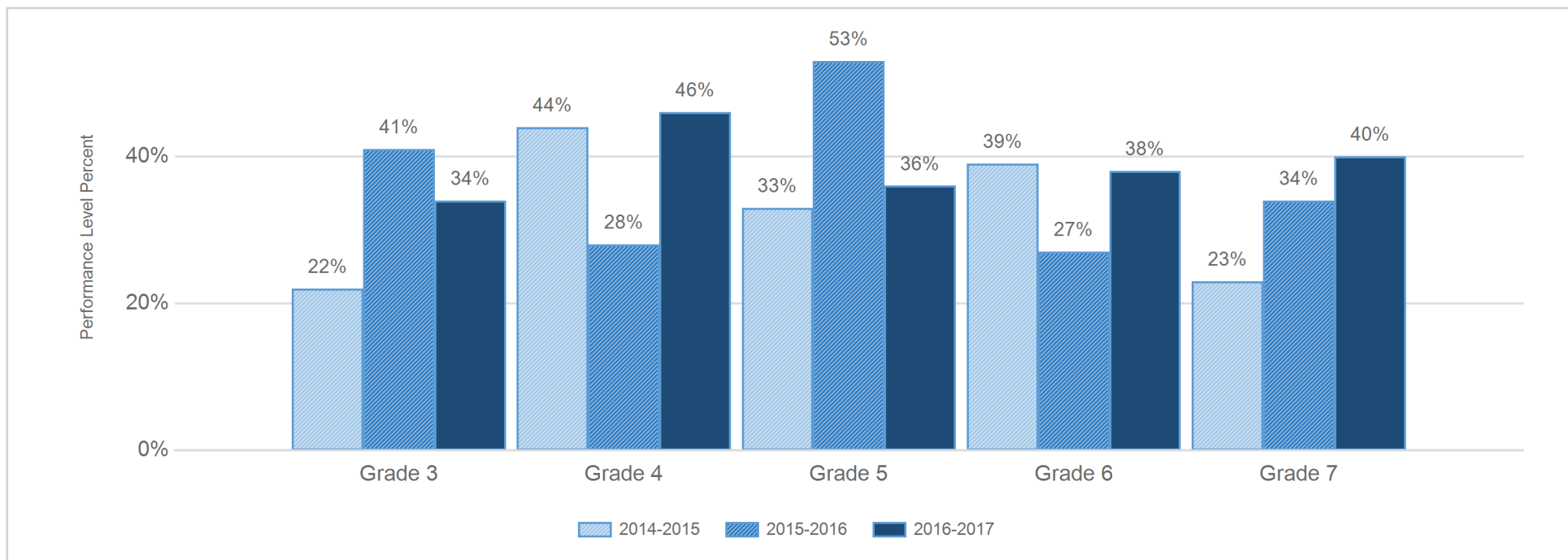


**HEYWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-090  
 ESSEX  
 CITY OF ORANGE TWP  
 421 HEYWOOD AVE  
 ORANGE, NJ 07050-2006

**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





**HEYWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-090  
 ESSEX  
 CITY OF ORANGE TWP  
 421 HEYWOOD AVE  
 ORANGE, NJ 07050-2006

**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	192	99.5	26.10	19.20	43.50	26.1	30.9	Met Target†
White	N	N	N	33.30	52.40	N	**	**
Hispanic	25	100.0	20.00	21.10	27.60	20	28.8	Met Target†
Black or African American	167	99.4	26.90	*	21.70	26.9	31.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	30.00	75.60	N	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	14.30	44.90	N	**	**
Female	95	100.0	25.30	21.50	44.10	25.3		
Male	97	99.0	26.80	17.30	42.90	26.8		
Economically Disadvantaged Students	129	100.0	26.30	20.00	25.10	26.3	29	Met Target†
Non-Economically Disadvantaged Students	63	98.6	25.40	17.70	54.30	25.4		
Students with Disabilities	46	100.0	*	*	16.50	*	11.3	Not Met
Students without Disabilities	146	99.4	*	*	48.80	*		
English Learners	32	100.0	28.10	14.90	23.30	28.1	N	N
Non-English Learners	160	99.4	25.70	20.90	45.20	25.7		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	13.30	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



## HEYWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-090

ESSEX

CITY OF ORANGE TWP

421 HEYWOOD AVE

ORANGE, NJ 07050-2006

## Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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
<b>Schoolwide</b>	38	733	728	751	*	*	34%	29%	0%	29%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	30	734	727	733	*	*	37%	*	0%	27%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	14	725	*	751	*	*	*	*	0%	21%	52%
Male	24	738	*	751	*	*	*	*	0%	33%	53%
Economically Disadvantaged Students	26	731	730	736	*	*	*	*	0%	27%	34%
Non-Economically Disadvantaged Students	12	738	725	761	*	*	*	*	0%	33%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



**HEYWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-090  
 ESSEX  
 CITY OF ORANGE TWP  
 421 HEYWOOD AVE  
 ORANGE, NJ 07050-2006

**Mathematics Assessment - Performance by Grade: Grade 4**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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
<b>Schoolwide</b>	44	737	726	747	*	27%	30%	34%	*	36%	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	39	738	724	729	*	26%	28%	36%	*	39%	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	28	739	726	747	*	*	*	*	*	39%	47%
Male	16	733	725	747	*	*	*	*	*	31%	48%
Economically Disadvantaged Students	34	740	*	732	*	*	*	*	*	41%	27%
Non-Economically Disadvantaged Students	10	725	*	757	*	*	*	*	*	20%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



**HEYWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-090  
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 CITY OF ORANGE TWP  
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 ORANGE, NJ 07050-2006

**Mathematics Assessment - Performance by Grade: Grade 5**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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
<b>Schoolwide</b>	45	730	726	747	*	29%	29%	29%	*	29%	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	41	731	725	729	*	27%	32%	29%	*	29%	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	19	732	*	747	*	*	*	*	0%	32%	47%
Male	26	729	*	746	*	*	*	*	0%	27%	46%
Economically Disadvantaged Students	22	727	*	732	*	*	*	*	0%	23%	27%
Non-Economically Disadvantaged Students	23	733	*	756	*	*	*	*	0%	35%	59%
Students with Disabilities	11	716	715	725	*	*	*	*	0%	18%	19%
Students without Disabilities	34	735	727	751	*	*	*	*	0%	32%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



HEYWOOD AVENUE ELEMENTARY SCHOOL  
2016-2017

Grade Span PK-07

13-3880-090

ESSEX

CITY OF ORANGE TWP

421 HEYWOOD AVE

ORANGE, NJ 07050-2006

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
<b>Schoolwide</b>	34	724	722	743	32%	*	29%	*	*	21%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	32	725	722	724	31%	*	*	*	*	22%	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	18	725	*	745	*	*	*	*	*	17%	45%
Male	16	724	*	742	*	*	*	*	*	25%	43%
Economically Disadvantaged Students	17	727	*	728	*	*	*	*	*	24%	24%
Non-Economically Disadvantaged Students	17	722	*	752	*	*	*	*	*	18%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
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	743	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.



**HEYWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-090  
 ESSEX  
 CITY OF ORANGE TWP  
 421 HEYWOOD AVE  
 ORANGE, NJ 07050-2006

**Mathematics Assessment - Performance by Grade: Grade 7\*\***

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
<b>Schoolwide</b>	45	729	724	741	*	36%	44%	*	0%	13%	40%
White	N	N	N	748	N	N	N	N	N	N	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	37	730	724	726	*	27%	49%	*	0%	16%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	764	N	N	N	N	N	N	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	24	732	728	743	*	*	*	*	*	*	41%
Male	21	724	721	740	*	*	*	*	*	*	38%
Economically Disadvantaged Students	35	730	726	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	10	724	722	749	*	*	*	*	*	*	50%
Students with Disabilities	13	708	704	716	*	*	*	*	*	*	11%
Students without Disabilities	32	737	728	746	*	*	*	*	*	*	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	45	729	726	742	*	36%	44%	*	0%	13%	*
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	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	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.

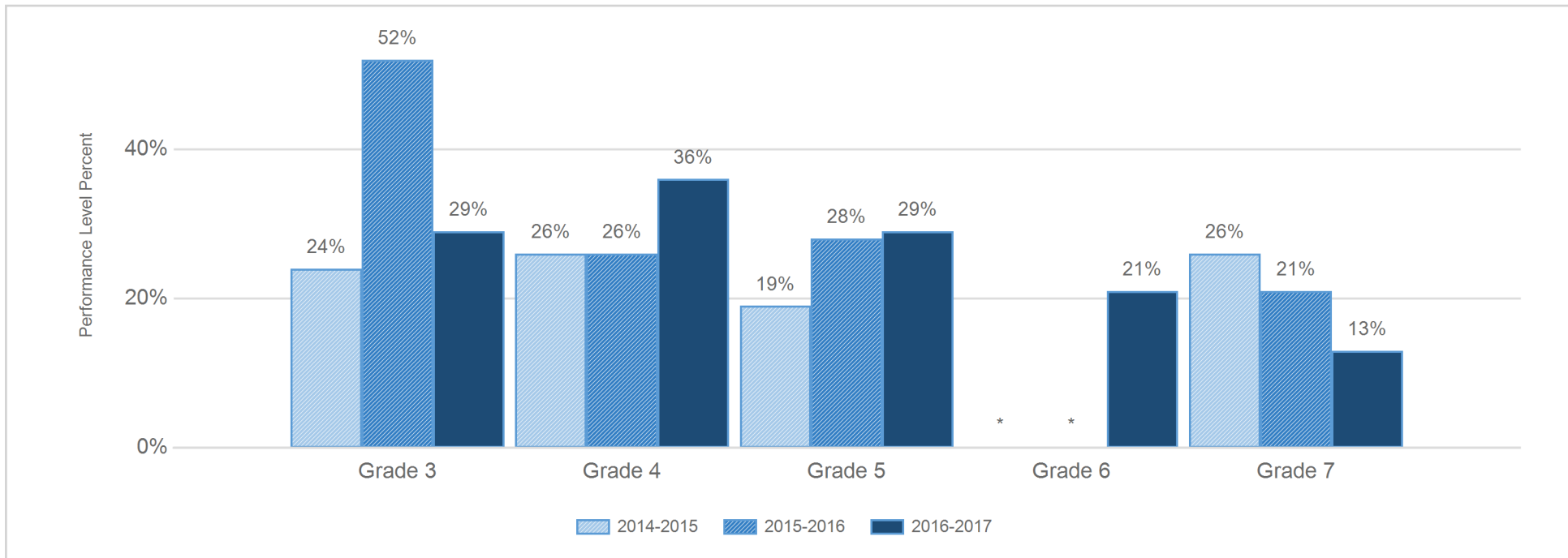


**HEYWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-090  
 ESSEX  
 CITY OF ORANGE TWP  
 421 HEYWOOD AVE  
 ORANGE, NJ 07050-2006

**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



## HEYWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-090

ESSEX

CITY OF ORANGE TWP

421 HEYWOOD AVE

ORANGE, NJ 07050-2006

## 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
3	*	*
4	N	N
5	N	N
6	N	N
7	N	N

## 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	*	*	*
5+	*	*	*



## HEYWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-090

ESSEX

CITY OF ORANGE TWP

421 HEYWOOD AVE

ORANGE, NJ 07050-2006

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.

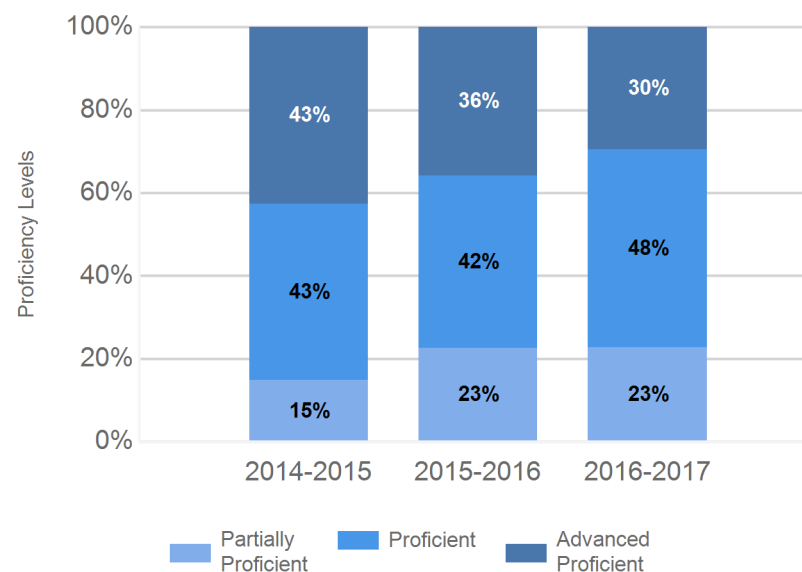
## NJASK Science Assessment Performance: Grade 4

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	45%	40%	14%
Schoolwide	30%	48%	23%
White	N	N	N
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	29%	50%	21%
Students with Disabilities	N	*	*
English Learners	N	N	*

## NJASK Science Assessment Performance Trends: Grade 4

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





**HEYWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-090  
 ESSEX  
 CITY OF ORANGE TWP  
 421 HEYWOOD AVE  
 ORANGE, NJ 07050-2006

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	52	54	50	Met Target	50.5	50	50	Met Target
White	N	N	N	N	N	N	N	N
Hispanic	61.5	59	49	**	55	*	47	**
Black or African American	49.5	*	45	Met Target	48	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	52	55	47	Met Target	52	51	46	Met Target
Students with Disabilities	58	55	41	Met Target	52	48	43	Met Target
English Learners	56	*	53	Met Target	48.5	50	51	Met Target

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



**HEYWOOD AVENUE ELEMENTARY SCHOOL**  
2016-2017

13-3880-090  
ESSEX  
CITY OF ORANGE TWP  
421 HEYWOOD AVE  
ORANGE, NJ 07050-2006

**Grade Span PK-07**

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:

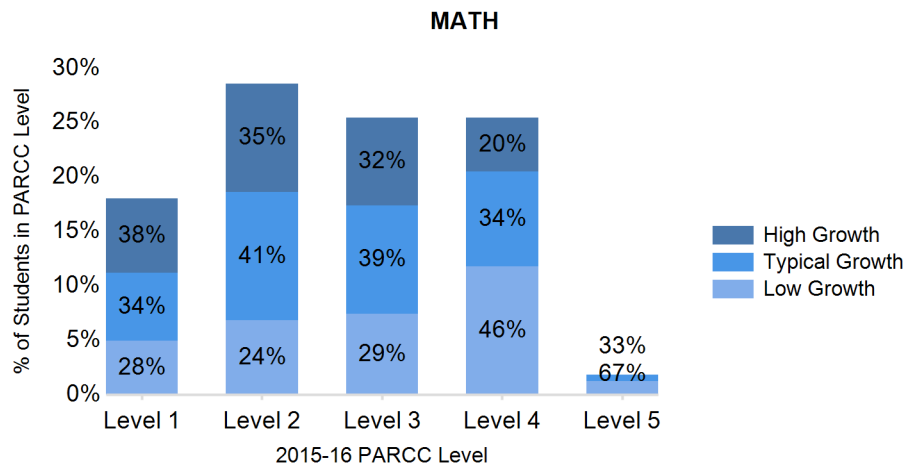
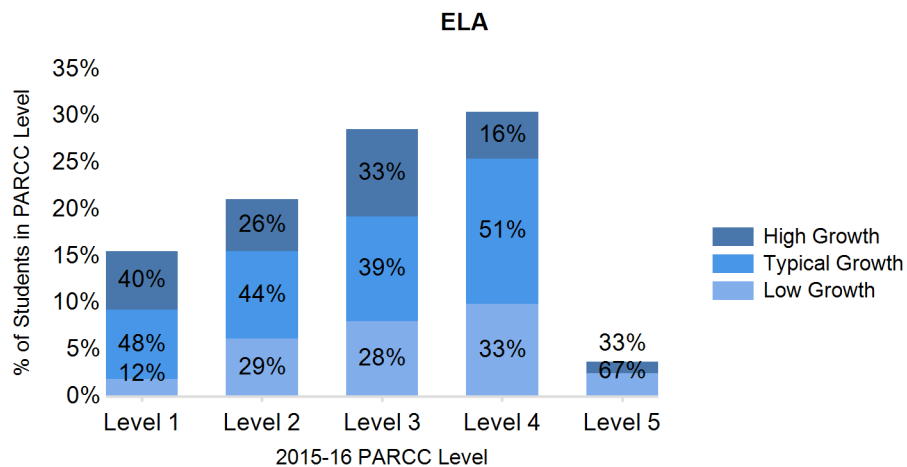
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

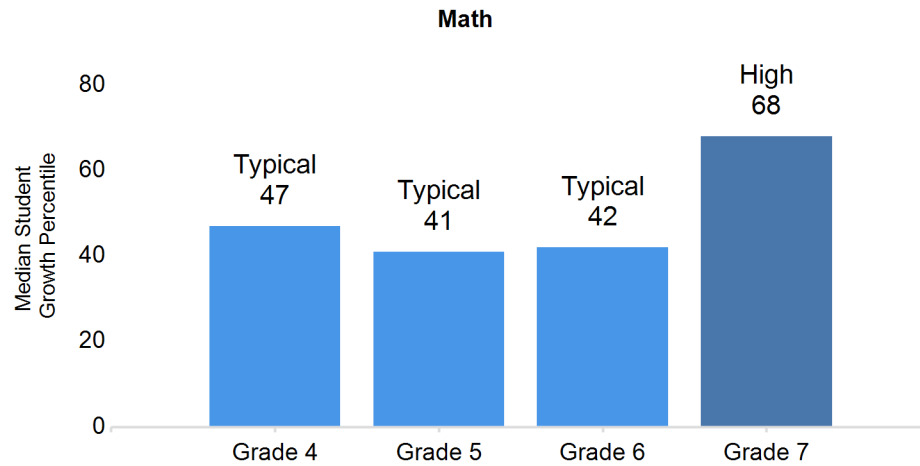
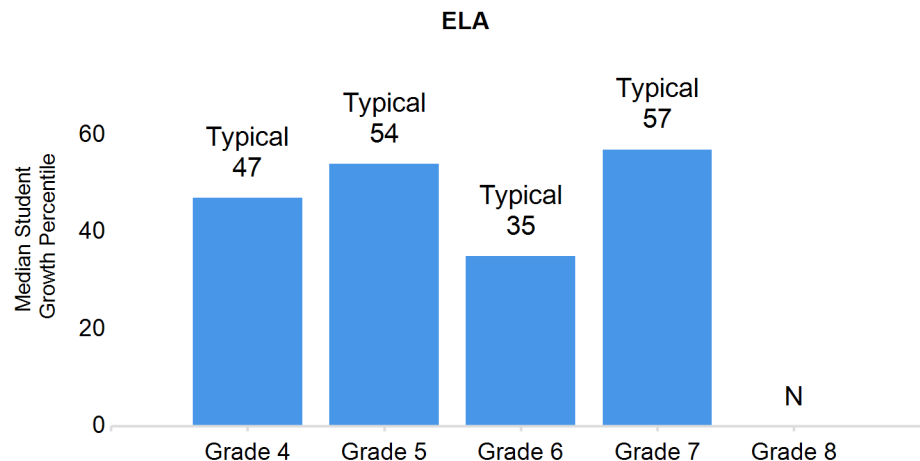
**Student Growth by Performance Level**

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.





## HEYWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-090

ESSEX

CITY OF ORANGE TWP

421 HEYWOOD AVE

ORANGE, NJ 07050-2006

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	0	0	34
7	0	0	48
Schoolwide	0	0	83

## 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	0	0	0	0	0	0	34
7	0	0	0	0	0	0	48
Schoolwide	0	0	0	0	0	0	83
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



HEYWOOD AVENUE ELEMENTARY SCHOOL  
2016-2017  
Grade Span PK-07

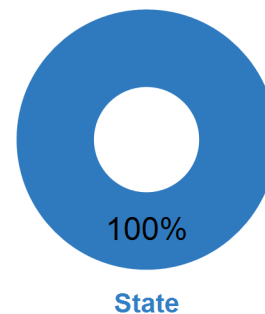
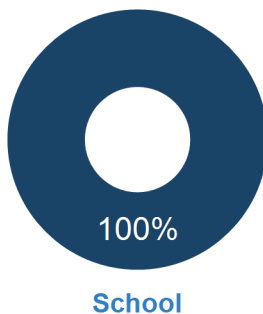
13-3880-090  
ESSEX  
CITY OF ORANGE TWP  
421 HEYWOOD AVE  
ORANGE, NJ 07050-2006

Visual and Performing Arts – Course Participation

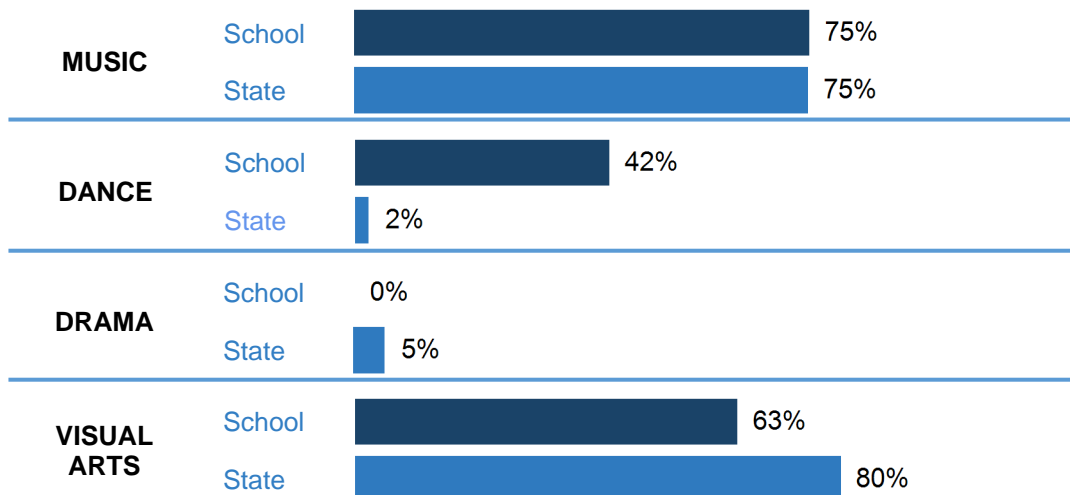
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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





## HEYWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-090

ESSEX

CITY OF ORANGE TWP

421 HEYWOOD AVE

ORANGE, NJ 07050-2006

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.

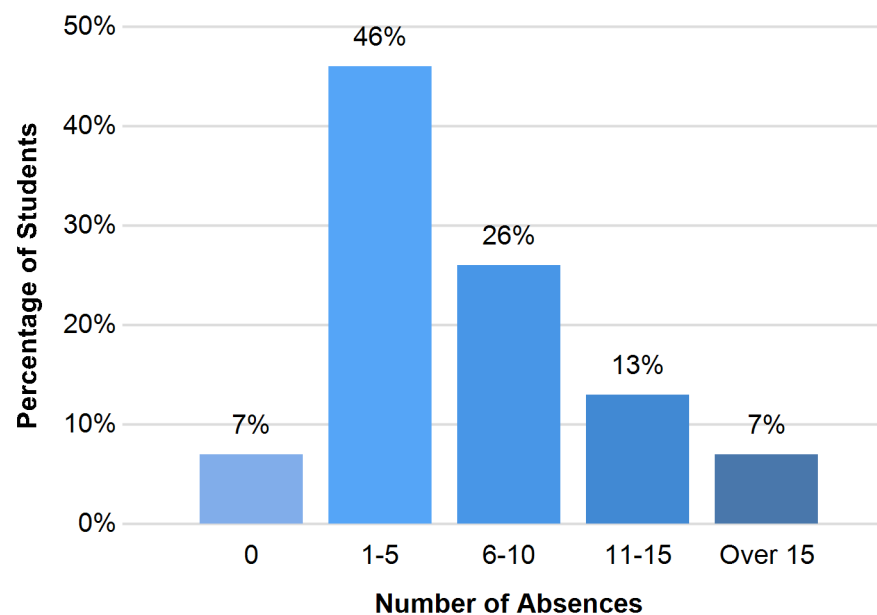
## Chronic Absenteeism

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	5.80	8.40	Met Target
White	N	**	**
Hispanic	10.20	8.40	Not Met
Black or African American	5.20	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.90	8.40	Met Target
Students with Disabilities	4.50	8.40	Met Target
English Learners	N	**	**

## 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.



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

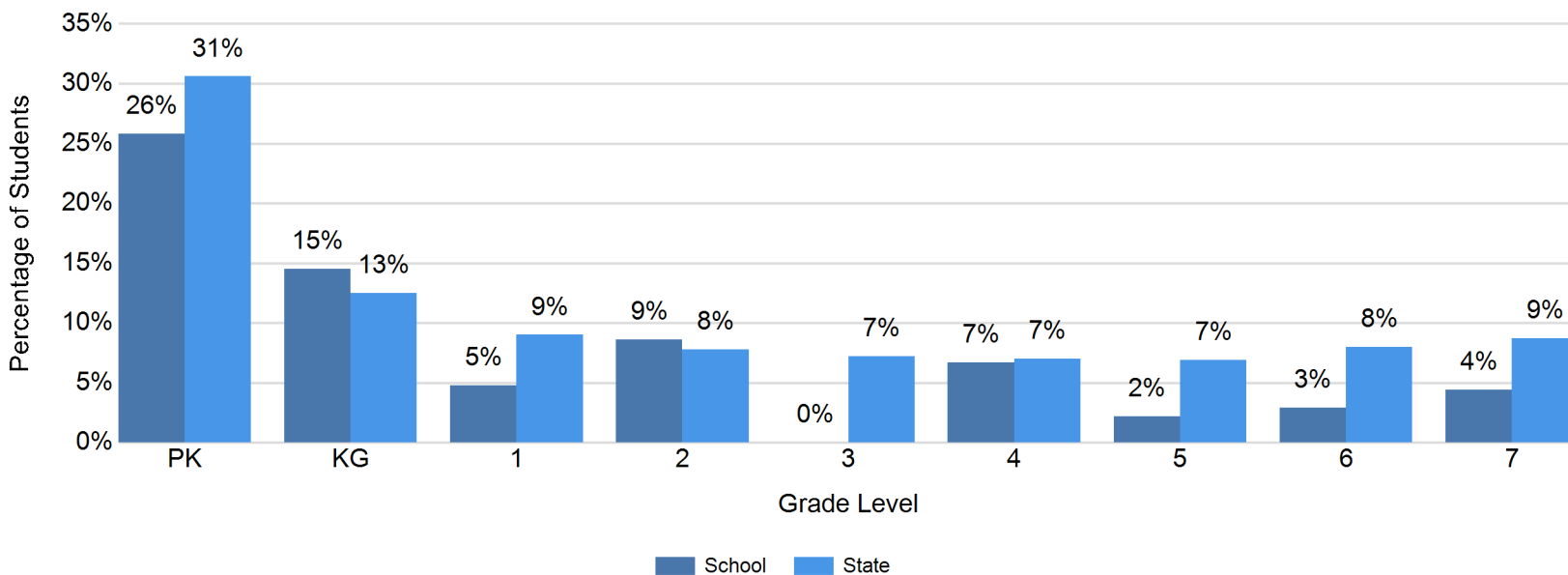


HEYWOOD AVENUE ELEMENTARY SCHOOL  
2016-2017  
Grade Span PK-07

13-3880-090  
ESSEX  
CITY OF ORANGE TWP  
421 HEYWOOD AVE  
ORANGE, NJ 07050-2006

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.





## HEYWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-090

ESSEX

CITY OF ORANGE TWP

421 HEYWOOD AVE

ORANGE, NJ 07050-2006

## 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	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 0 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	1
Vandalism	0
Weapons	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.11

## 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	0.3%
Out-of-School Suspensions	5.3%
Any Suspension	5.6%

## 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



**HEYWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-090  
 ESSEX  
 CITY OF ORANGE TWP  
 421 HEYWOOD AVE  
 ORANGE, NJ 07050-2006

**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	1.4:1	176.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**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 (2015-2016)	\$990	\$15,718	\$16,708



**HEYWOOD AVENUE ELEMENTARY SCHOOL  
2016-2017**

**Grade Span PK-07**

13-3880-090

ESSEX

CITY OF ORANGE TWP

421 HEYWOOD AVE

ORANGE, NJ 07050-2006

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

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	35	120,724
Average years experience in public schools	5.9	11.8
Average years experience in district	5.7	10.5
Teachers in district for 4 or more years	57%	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	54	9,506
Average years experience in public schools	13.1	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	74%	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	10:1	12:1
Administrators	180:1	105:1
Librarian/Media Specialists		710:1
Nurses		516:1
Counselors		516:1
Child Study Team		210:1



**HEYWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-090  
 ESSEX  
 CITY OF ORANGE TWP  
 421 HEYWOOD AVE  
 ORANGE, NJ 07050-2006

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 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	81%	89%
2015-16 Administrators: Same district 2016-17	91%	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%



## HEYWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-090

ESSEX

CITY OF ORANGE TWP

421 HEYWOOD AVE

ORANGE, NJ 07050-2006

## 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	21.4	17.5%
Mathematics Proficiency	20.2	17.5%
English Language Arts Growth	64.7	25.0%
Mathematics Growth	56.4	25.0%
Chronic Absenteeism	68.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		47.8
<b>Summative Rating:</b> Percentile rank of Summative Score		46.1
<b>Requires Comprehensive Support:</b> 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.



**HEYWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-090  
 ESSEX  
 CITY OF ORANGE TWP  
 421 HEYWOOD AVE  
 ORANGE, NJ 07050-2006

### 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	47.8	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	**	**	No	Met Target	Met Target†	Not Met	**	**	No
Black or African American	67.2	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	60.8	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	58.3	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
English Learners	56.0	11.9	No	N	N	**	Met Target	Met Target	No

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

† Target was met within a confidence interval.



**HEYWOOD AVENUE ELEMENTARY SCHOOL**  
2016-2017

**Grade Span PK-07**

13-3880-090  
ESSEX  
CITY OF ORANGE TWP  
421 HEYWOOD AVE  
ORANGE, NJ 07050-2006

School General Info

<b>Principal:</b>	Ms. Alcantara	<b>Email Address:</b>	<a href="mailto:alcantfa@mail.orange.k12.nj.us">alcantfa@mail.orange.k12.nj.us</a>
<b>Address:</b>	421 HEYWOOD AVE ORANGE, NJ 07050-2006	<b>Website:</b>	<a href="http://www.orange.k12.nj.us">www.orange.k12.nj.us</a>
<b>Phone:</b>	(973)677-4105		

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.

<p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Middle States Accreditation.</li> <li>• Middle School STEAM Focus with Coding and PLTW Engineering Courses.</li> <li>• 21st Century Learning Grant Recipient.</li> </ul>
<p><b>Mission, Vision, Theme:</b></p>	<p>We will create an academically challenging and nurturing environment with high expectations that promotes individual differences and learning styles. We will advocate and collaborate as active partners with each other, students, parents and the community to be directly involved in the educational process.</p>
<p><b>Awards, Recognition, Accomplishments:</b></p>	<p>We are one of all district schools that received Middle States Accreditation and designation as a Common Sense Media certified school.</p>







**HEYWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-090  
 ESSEX  
 CITY OF ORANGE TWP  
 421 HEYWOOD AVE  
 ORANGE, NJ 07050-2006

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>In ELA, our K - 2 classes utilize the Read Aloud Project and our Grades 3 - 7 classes utilize the Expeditionary Learning curriculum receiving instruction aligned to the Common Core state standards. Students in grade 5 are offered a full year of Coding and students in grade 6 - 7 receive two pre-Engineering Courses utilizing Project Lead The Way curriculum. In Mathematics, Math In Focus is utilized for grades K - 7 supplemented with Engage NY resources.</p>
 <p><b>Sports and Athletics:</b></p>	<p>In collaboration with our town's recreation department, we offered Basketball clubs for students in grades 4 - 7, who competed against other district schools. In addition, Cheerleading was offered to students in grades 3 - 7. Through our 21st Century program, students in grades 4 - 7 were offered experiences in Martial Arts and Archery.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Our students participated in a program in collaboration with the New Jersey Performing Arts Center, M.A.N.Y. (Music Advancement for Newark Area Youth) in the NJPAC Symphonic Band Program/NJ Symphony Orchestra (NJSO) Youth Orchestra Training Ensemble culminating with a performance in the Victoria Theater at NJPAC.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Students in grades 4 - 7 are eligible to participate in our 21st Century Learning After School program engaging in a number of STEAM related activities to include Robotics, Martial Arts, Ballet, Musical Theater, Mural Creation, Archery, Bridge and Science Exploration.</p>







**HEYWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-090  
 ESSEX  
 CITY OF ORANGE TWP  
 421 HEYWOOD AVE  
 ORANGE, NJ 07050-2006

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 <p><b>Staff and Professional Learning:</b></p>	<p>Select teaching staff participated in the WIPRO Science Education Fellows program through Montclair State University. All Mathematics staff continued to receive intensive training in Math In Focus and our new ELA curriculum Expeditionary Learning. All staff participated in Common Core PLCs in their respective content areas</p>
 <p><b>Student Supports and Services:</b></p>	<p>English Language Learners (ELLs) receive support from assigned ESL teachers and Students with Disabilities receive support in resource and self contained settings with related services. Intervention programs such as READ180 and Math180 are offered for targeted students. After school tutoring programs are provided for students who need additional support in grades 1 - 7. Intervention and referral services are offered to provide support for students with academic and/or behavioral concerns.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>All students engage in Physical activity via Physical Education and/or Dance classes. Breakfast and lunch programs are offered. 21st Century program participants also receive dinner. We are partners with the Community Food Bank participating in their "Backpack" program offering identified students with food items to take home over the weekend for their families. All students receive daily recess.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>We have an established PTO that works collaboratively with our leadership team to engage parents in our school program. Events are planned such as Family Literacy Night, PARCC parent night, MySchool Color Run to inform and engage our parents. Parents gain access to their child's grades via Parent Portal offered through Genesis, our student database system.</p>





**HEYWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-090  
 ESSEX  
 CITY OF ORANGE TWP  
 421 HEYWOOD AVE  
 ORANGE, NJ 07050-2006

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents</p> <p>Parents complete two surveys each year in September and in February. This survey helps us to assess parent satisfaction with the academic program offered, school climate and safety for their child and provide our parents the opportunity to offer suggestions on what they would like to see changed or offered in our school. Over 90% of our parents are satisfied with the academic program offered and feel that Heywood offers a safe and supportive learning environment for their child(ren).</p>
 <p>Facilities:</p>	<p>Our school was built in 1930 with an addition added in 1998. Our school offers a library, computer lab, art room and a gym that doubles as our cafeteria. Our school currently uses window units for air conditioning in our original building and has central air conditioning in our addition.</p>



HEYWOOD AVENUE ELEMENTARY SCHOOL  
2016-2017  
Grade Span PK-07

13-3880-090  
ESSEX  
CITY OF ORANGE TWP  
421 HEYWOOD AVE  
ORANGE, NJ 07050-2006

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.

Our school serves students in grades Pre-K through Grade 7. All classrooms are equipped with interactive Smartboards and students have access to chromebooks to access various online programs to support blended learning in ELA and Math. Students attend school everyday from 8:30 - 3:00 pm, with after care provided by the YWCA at cost. We have a School Safety Team that meets regularly to address any concerns with school safety to maintain a safe environment for learning. We ensure timely and regular communication with our parents via correspondence, monthly school calendars, phone blasts and Class DoJo. All students are required to wear school uniforms daily.



Other Information:



## LINCOLN AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-100

ESSEX

CITY OF ORANGE TWP


216 LINCOLN AVE

ORANGE, NJ 07050-2605

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](#) or the [district-level 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](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



## LINCOLN AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-100

ESSEX

CITY OF ORANGE TWP

216 LINCOLN AVE

ORANGE, NJ 07050-2605

### Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



LINCOLN AVENUE ELEMENTARY SCHOOL  
2016-2017

Grade Span PK-07

13-3880-100

ESSEX

CITY OF ORANGE TWP  
216 LINCOLN AVE  
ORANGE, NJ 07050-2605

### 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
PK	1	3	1
KG	99	65	87
1	82	105	70
2	79	75	96
3	93	81	71
4	78	89	77
5	86	74	88
6	61	78	73
7	66	68	78
Ungraded	56	78	85
Total	701	716	726

### 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	48%	48%	49%
Male	52%	52%	51%
Economically Disadvantaged Students	84%	70%	61%
Students with Disabilities	18%	20%	19%
English Learners	17%	22%	18%
Homeless Students			1%
Students in Foster Care			1%
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
Black or African American	56.2%
Hispanic	42.1%
White	0.8%
Asian	0.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.3%

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	3	1
KG - Half Day	0	0	0
KG - Full Day	98	65	87

### 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	44.5%
Spanish	35.5%
Haitian	13.5%
Creoles and pidgins, French-based	1.7%
Twi	1.7%
Other	3.0%



**LINCOLN AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-100  
 ESSEX  
 CITY OF ORANGE TWP  
 216 LINCOLN AVE  
 ORANGE, NJ 07050-2605

**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	390	98.6	33.30	31.40	54.90	33.3	28.2	Met Target
White	*	*	*	*	63.90	*	**	**
Hispanic	156	100.0	35.30	*	39.80	35.3	24.7	Met Target
Black or African American	229	97.6	31.90	*	35.20	31.9	29.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	50.00	54.90	N	**	**
Female	185	98.0	42.20	*	62.20	42.2		
Male	205	99.1	25.30	*	48.10	25.3		
Economically Disadvantaged Students	244	98.4	32.40	*	36.20	32.4	27.5	Met Target
Non-Economically Disadvantaged Students	146	98.8	34.90	*	65.80	34.9		
Students with Disabilities	104	98.1	*	*	20.50	*	10	Met Target†
Students without Disabilities	286	98.7	*	*	61.90	*		
English Learners	158	100.0	29.80	20.50	25.20	29.8	11.8	Met Target
Non-English Learners	232	97.7	35.80	35.40	57.40	35.8		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



**LINCOLN AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-100  
 ESSEX  
 CITY OF ORANGE TWP  
 216 LINCOLN AVE  
 ORANGE, NJ 07050-2605

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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
<b>Schoolwide</b>	81	719	726	749	31%	25%	24%	*	*	21%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	31	725	728	734	*	*	*	*	*	26%	35%
Black or African American	49	716	725	731	33%	25%	25%	*	*	18%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	36	723	*	754	*	*	*	*	*	25%	55%
Male	45	716	*	745	*	*	*	*	*	18%	46%
Economically Disadvantaged Students	53	714	726	731	*	*	*	*	*	15%	31%
Non-Economically Disadvantaged Students	28	728	725	762	*	*	*	*	*	32%	63%
Students with Disabilities	22	688	696	720	*	*	*	*	*	*	24%
Students without Disabilities	59	731	730	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



## LINCOLN AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-100

ESSEX

CITY OF ORANGE TWP

216 LINCOLN AVE

ORANGE, NJ 07050-2605

## English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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
<b>Schoolwide</b>	83	725	732	753	21%	36%	*	23%	*	24%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	32	728	732	740	*	*	*	31%	0%	31%	40%
Black or African American	50	722	732	737	20%	42%	20%	*	*	18%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	41	726	735	758	*	29%	*	*	*	27%	61%
Male	42	723	728	749	*	43%	*	*	*	21%	51%
Economically Disadvantaged Students	54	726	*	737	*	*	*	*	*	26%	36%
Non-Economically Disadvantaged Students	29	722	*	764	*	*	*	*	*	21%	69%
Students with Disabilities	22	707	703	725	*	*	*	*	*	*	25%
Students without Disabilities	61	731	736	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



## LINCOLN AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-100

ESSEX

CITY OF ORANGE TWP

216 LINCOLN AVE

ORANGE, NJ 07050-2605

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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
<b>Schoolwide</b>	91	733	735	756	*	28%	21%	35%	*	36%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	40	729	732	743	*	35%	*	30%	0%	30%	44%
Black or African American	49	735	736	740	*	22%	22%	37%	*	39%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	48	737	*	761	*	*	*	44%	*	44%	66%
Male	43	729	*	750	*	*	*	26%	*	28%	53%
Economically Disadvantaged Students	53	734	*	740	*	*	*	30%	*	32%	40%
Non-Economically Disadvantaged Students	38	732	*	765	*	*	*	42%	*	42%	71%
Students with Disabilities	19	707	709	725	*	*	*	*	*	*	22%
Students without Disabilities	72	740	738	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



**LINCOLN AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

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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
<b>Schoolwide</b>	81	743	740	752	*	19%	24%	37%	*	46%	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	31	746	741	740	*	*	*	48%	*	55%	38%
Black or African American	49	742	740	736	*	20%	25%	31%	*	41%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	36	744	*	758	*	*	*	36%	*	50%	61%
Male	45	743	*	746	*	*	*	38%	*	42%	46%
Economically Disadvantaged Students	52	744	*	737	*	*	*	*	*	52%	34%
Non-Economically Disadvantaged Students	29	743	*	761	*	*	*	*	*	35%	65%
Students with Disabilities	24	714	713	722	*	*	*	*	*	*	17%
Students without Disabilities	57	756	746	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



## LINCOLN AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

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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
<b>Schoolwide</b>	72	733	736	756	24%	22%	*	26%	*	36%	59%
White	*	*	*	764	*	*	*	*	*	*	69%
Hispanic	30	732	733	742	*	*	*	*	*	30%	44%
Black or African American	41	735	738	737	*	24%	*	29%	*	42%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	784	N	N	N	N	N	N	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	34	748	746	764	*	*	*	*	*	56%	68%
Male	38	719	727	749	*	*	*	*	*	18%	51%
Economically Disadvantaged Students	34	740	*	739	*	*	*	*	*	35%	40%
Non-Economically Disadvantaged Students	38	726	*	766	*	*	*	*	*	37%	70%
Students with Disabilities	13	704	708	719	*	*	*	*	*	*	19%
Students without Disabilities	59	739	742	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

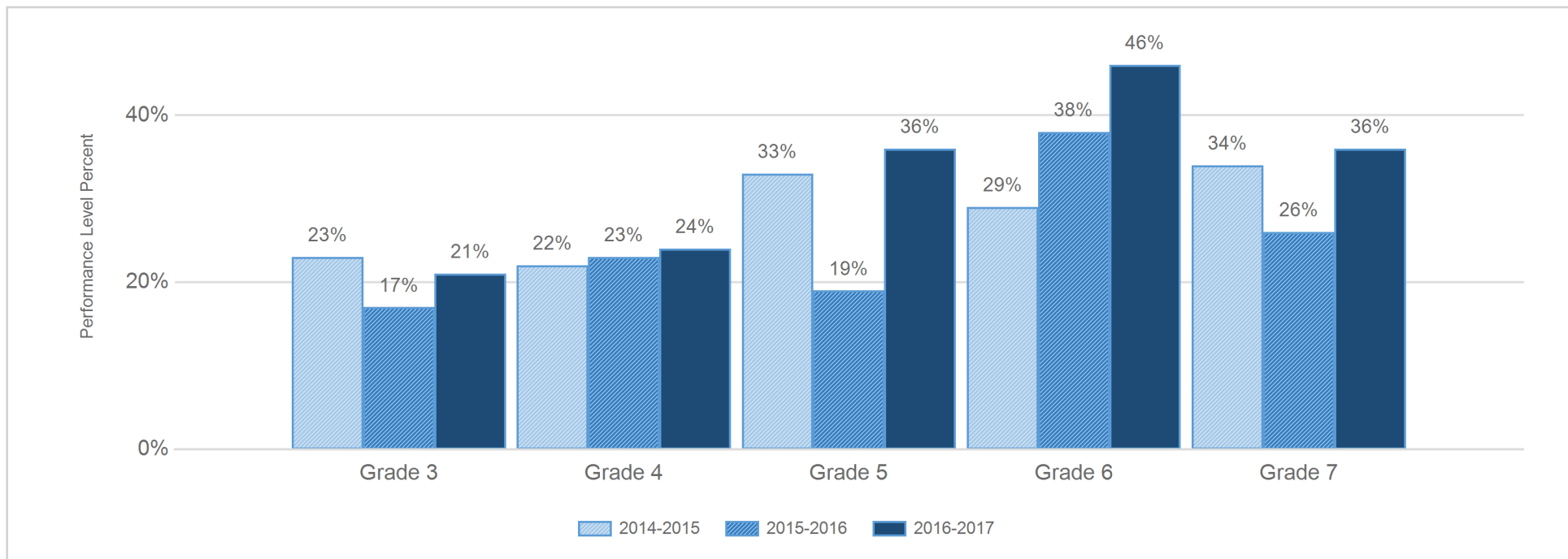


**LINCOLN AVENUE ELEMENTARY SCHOOL**  
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**Grade Span PK-07**

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**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





## LINCOLN AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-100

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ORANGE, NJ 07050-2605

## 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	416	98.9	13.00	19.20	43.50	13	17.5	Not Met
White	*	*	*	*	52.40	*	**	**
Hispanic	169	100.0	10.70	21.10	27.60	10.7	14.9	Not Met
Black or African American	238	98.1	14.30	*	21.70	14.3	18.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	198	98.2	*	21.50	44.10	*		
Male	218	99.6	*	17.30	42.90	*		
Economically Disadvantaged Students	246	98.8	12.20	20.00	25.10	12.2	18.2	Not Met
Non-Economically Disadvantaged Students	170	99.0	14.10	17.70	54.30	14.1		
Students with Disabilities	104	98.1	*	*	16.50	*	5.7	Not Met
Students without Disabilities	312	99.1	*	*	48.80	*		
English Learners	182	100.0	10.40	14.90	23.30	10.4	13.5	Met Target†
Non-English Learners	234	98.1	15.00	20.90	45.20	15		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



**LINCOLN AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

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**Mathematics Assessment - Performance by Grade: Grade 3**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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
<b>Schoolwide</b>	86	714	728	751	34%	30%	24%	*	*	12%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	33	722	732	738	*	33%	30%	*	*	12%	37%
Black or African American	50	711	727	733	38%	28%	22%	*	*	12%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	38	719	*	751	*	*	*	*	*	*	52%
Male	48	710	*	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	53	713	730	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	33	716	725	761	*	*	*	*	*	*	65%
Students with Disabilities	22	696	708	729	*	*	*	*	*	*	29%
Students without Disabilities	64	720	731	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



**LINCOLN AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-100  
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 ORANGE, NJ 07050-2605

**Mathematics Assessment - Performance by Grade: Grade 4**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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
<b>Schoolwide</b>	92	709	726	747	*	*	*	*	*	*	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	36	714	729	734	33%	28%	*	*	0%	14%	30%
Black or African American	53	706	724	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	46	709	726	747	*	*	*	*	*	*	47%
Male	46	710	725	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	54	716	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	38	699	*	757	*	*	*	*	*	*	61%
Students with Disabilities	22	700	701	724	*	*	*	*	*	*	22%
Students without Disabilities	70	712	729	751	*	*	*	*	*	*	52%
English Learners	11	682	691	716	*	*	*	*	*	*	12%
Non-English Learners	81	713	728	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



## LINCOLN AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

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## Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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
<b>Schoolwide</b>	95	723	726	747	16%	37%	32%	*	*	16%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	41	718	725	735	*	*	*	*	*	*	30%
Black or African American	52	725	725	729	*	37%	35%	*	*	17%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	49	723	*	747	*	31%	33%	*	*	16%	47%
Male	46	723	*	746	*	44%	30%	*	*	15%	46%
Economically Disadvantaged Students	54	723	*	732	*	39%	26%	*	*	17%	27%
Non-Economically Disadvantaged Students	41	723	*	756	*	34%	39%	*	*	15%	59%
Students with Disabilities	19	712	715	725	*	*	*	*	*	*	19%
Students without Disabilities	76	726	727	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



**LINCOLN AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-100  
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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
<b>Schoolwide</b>	88	718	722	743	31%	26%	28%	*	*	15%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	36	717	724	731	36%	*	36%	*	*	11%	27%
Black or African American	51	720	722	724	26%	33%	24%	*	*	18%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	40	716	*	745	40%	*	*	*	*	20%	45%
Male	48	720	*	742	23%	*	*	*	*	10%	43%
Economically Disadvantaged Students	54	719	*	728	32%	22%	*	*	*	15%	24%
Non-Economically Disadvantaged Students	34	718	*	752	29%	32%	*	*	*	15%	56%
Students with Disabilities	24	691	694	717	*	*	*	*	*	*	13%
Students without Disabilities	64	728	728	748	*	*	*	*	*	*	50%
English Learners	10	693	693	710	*	*	*	*	*	*	*
Non-English Learners	78	722	725	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	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.



## LINCOLN AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-100

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## Mathematics Assessment - Performance by Grade: Grade 7\*\*

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
<b>Schoolwide</b>	81	722	724	741	20%	32%	35%	14%	0%	14%	40%
White	*	*	*	748	*	*	*	*	*	*	49%
Hispanic	35	721	725	730	*	*	*	*	*	*	23%
Black or African American	45	723	724	726	22%	31%	29%	*	*	18%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	764	N	N	N	N	N	N	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	38	728	728	743	*	*	*	*	*	*	41%
Male	43	717	721	740	*	*	*	*	*	*	38%
Economically Disadvantaged Students	34	727	726	729	*	29%	41%	*	*	15%	22%
Non-Economically Disadvantaged Students	47	718	722	749	*	34%	30%	*	*	13%	50%
Students with Disabilities	13	700	704	716	*	*	*	*	*	*	11%
Students without Disabilities	68	726	728	746	*	*	*	*	*	*	45%
English Learners	15	701	705	712	*	*	*	*	*	*	*
Non-English Learners	66	727	726	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	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.

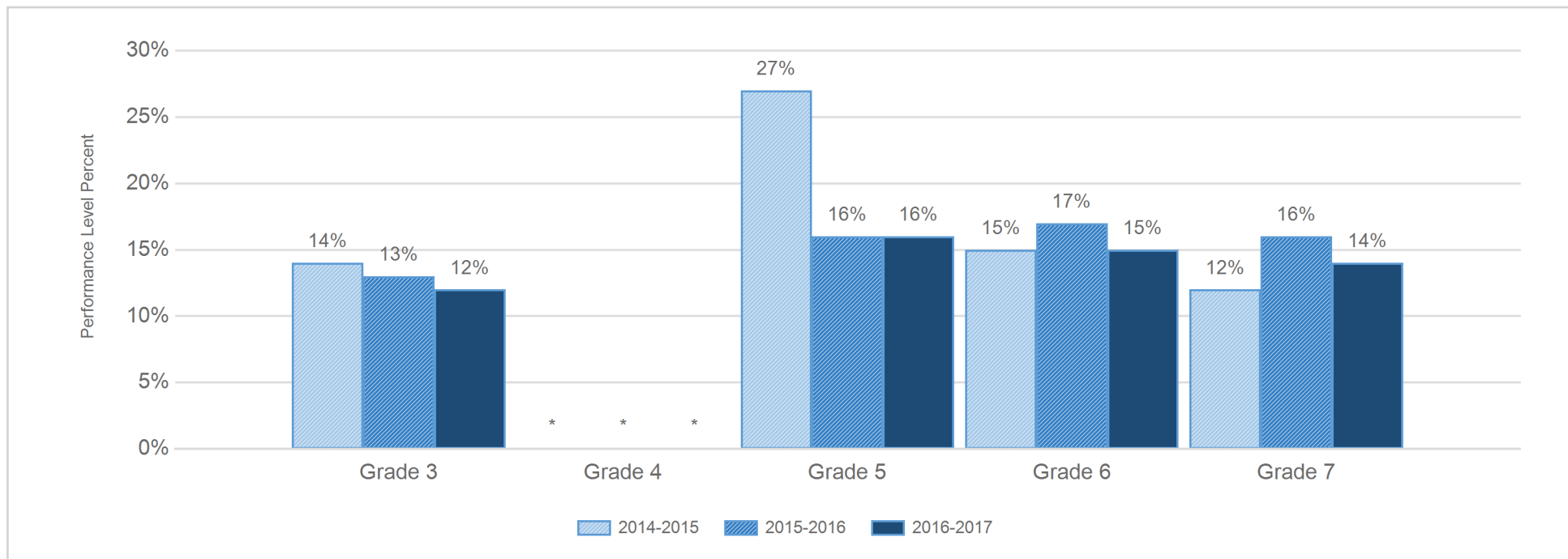


**LINCOLN AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

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 CITY OF ORANGE TWP  
 216 LINCOLN AVE  
 ORANGE, NJ 07050-2605

**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



## LINCOLN AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-100

ESSEX

CITY OF ORANGE TWP

216 LINCOLN AVE

ORANGE, NJ 07050-2605

## 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
3	N	N
4	N	N
5	*	*
6	*	*
7	*	*

## 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	42	*	*
2	10	80%	20%
3	30	86.7%	13.3%
4	*	*	*
5+	11	*	*



## LINCOLN AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-100

ESSEX

CITY OF ORANGE TWP

216 LINCOLN AVE

ORANGE, NJ 07050-2605

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.

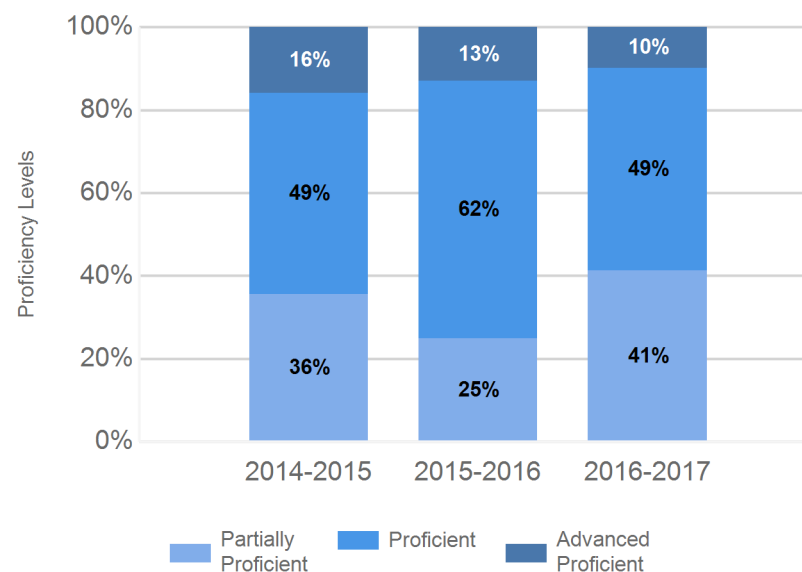
## NJASK Science Assessment Performance: Grade 4

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	45%	40%	14%
Schoolwide	10%	49%	41%
White	*	N	N
Hispanic	*	47%	42%
Black or African American	7%	51%	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	6%	52%	42%
Students with Disabilities	*	N	*
English Learners	N	18%	82%

## NJASK Science Assessment Performance Trends: Grade 4

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





LINCOLN AVENUE ELEMENTARY SCHOOL  
2016-2017  
Grade Span PK-07

13-3880-100  
ESSEX  
CITY OF ORANGE TWP  
216 LINCOLN AVE  
ORANGE, NJ 07050-2605

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	53.5	54	50	Met Target	50.5	50	50	Met Target
White	*	*	50	**	*	*	52	**
Hispanic	58.5	59	49	Met Target	50.5	*	47	Met Target
Black or African American	49	*	45	Met Target	50	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	58	55	47	Met Target	53	51	46	Met Target
Students with Disabilities	55	55	41	Met Target	51	48	43	Met Target
English Learners	61.5	*	53	Exceeds Target	47	50	51	Met Target

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



LINCOLN AVENUE ELEMENTARY SCHOOL  
2016-2017

13-3880-100  
ESSEX  
CITY OF ORANGE TWP  
216 LINCOLN AVE  
ORANGE, NJ 07050-2605

Grade Span PK-07

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:

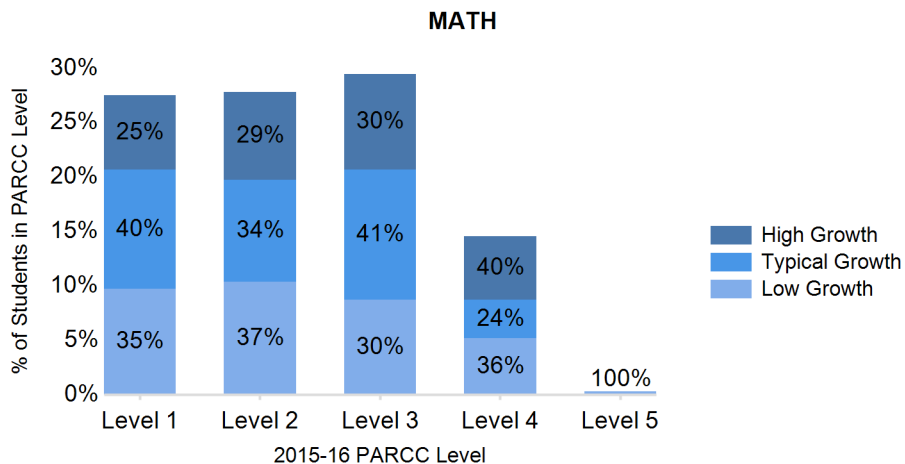
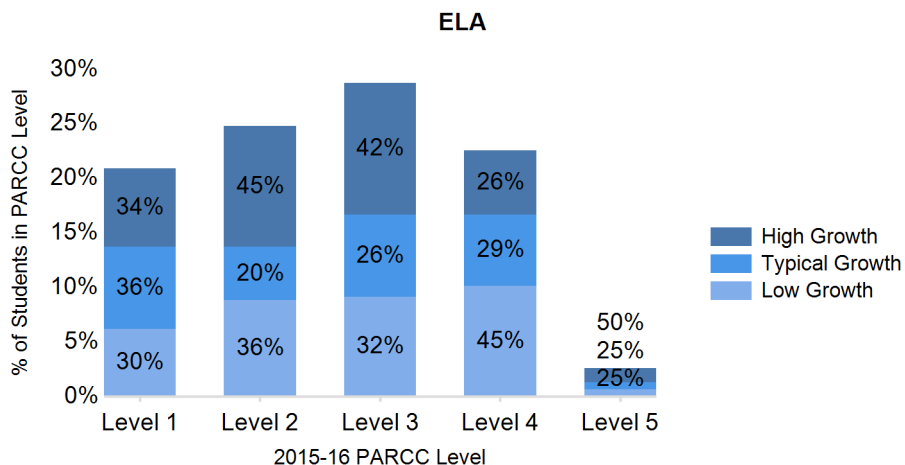
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

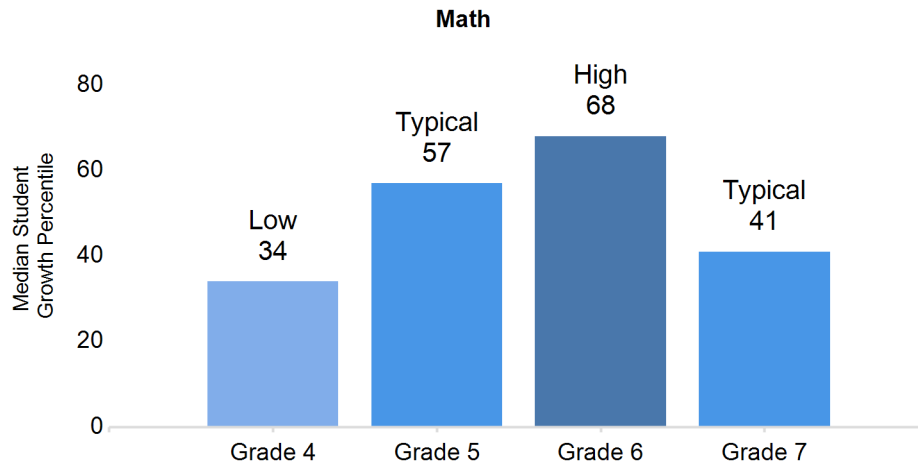
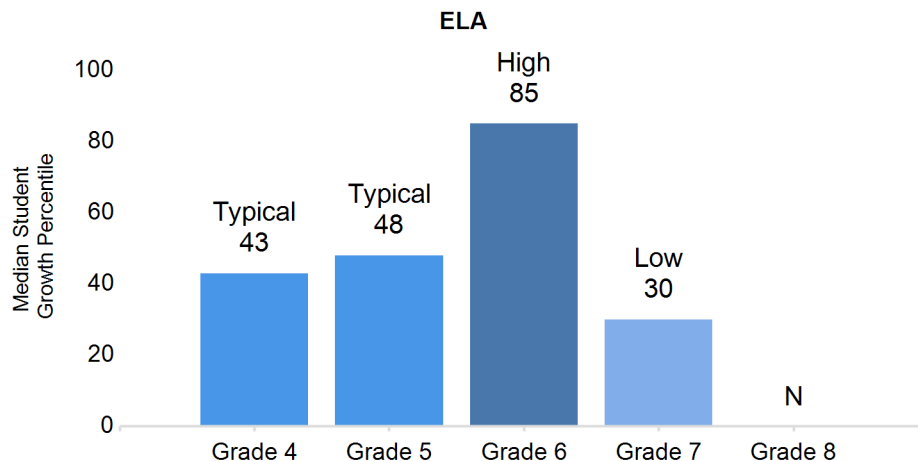
Student Growth by Performance Level

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



## LINCOLN AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-100

ESSEX

CITY OF ORANGE TWP

216 LINCOLN AVE

ORANGE, NJ 07050-2605

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	0	0	103
7	0	0	98
Schoolwide	0	0	201

## 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	0	0	0	0	0	0	90
7	0	0	0	0	0	0	80
Schoolwide	0	0	0	0	0	0	170
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



LINCOLN AVENUE ELEMENTARY SCHOOL  
2016-2017  
Grade Span PK-07

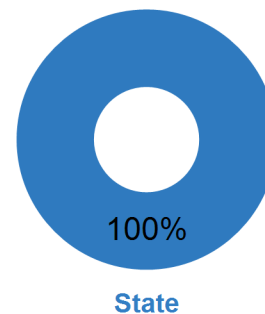
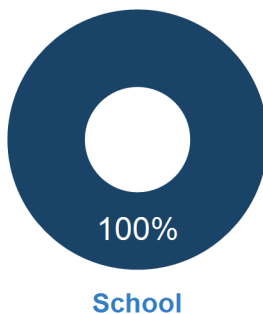
13-3880-100  
ESSEX  
CITY OF ORANGE TWP  
216 LINCOLN AVE  
ORANGE, NJ 07050-2605

Visual and Performing Arts – Course Participation

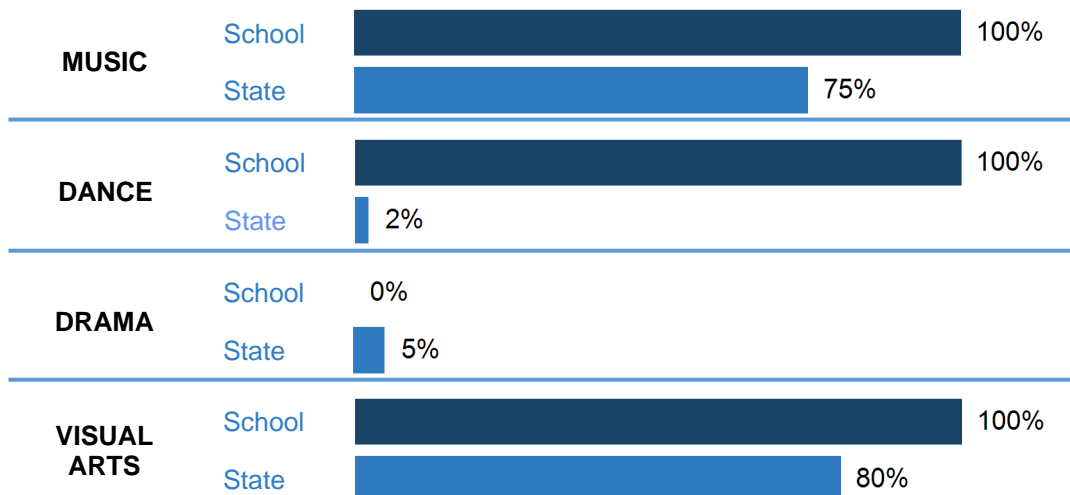
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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





**LINCOLN AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-100  
 ESSEX  
 CITY OF ORANGE TWP  
 216 LINCOLN AVE  
 ORANGE, NJ 07050-2605

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**

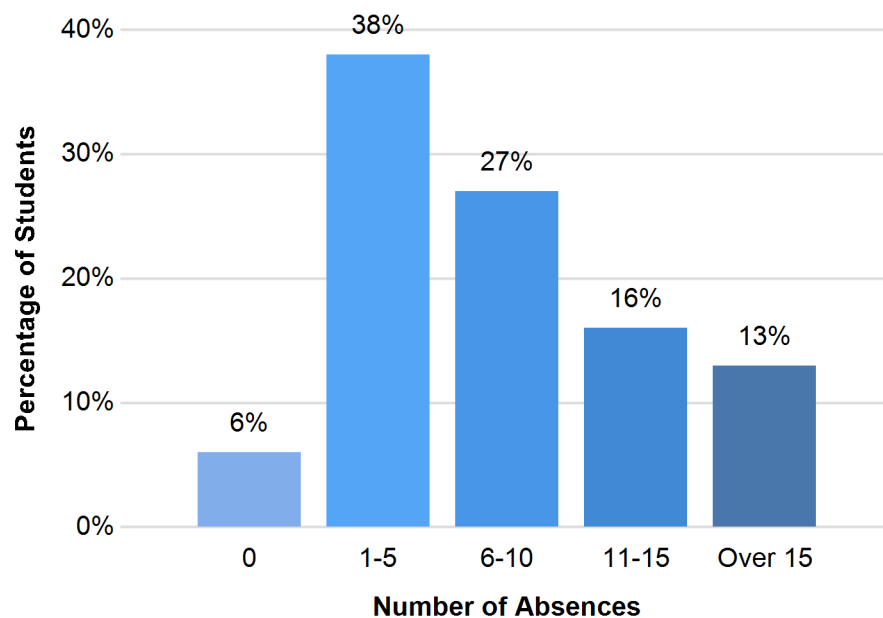
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.90	8.40	Not Met
White	N	**	**
Hispanic	8.60	8.40	Not Met
Black or African American	11.10	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.70	8.40	Not Met
Students with Disabilities	16.90	8.40	Not Met
English Learners	8.20	8.40	Met Target

\*\* 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.



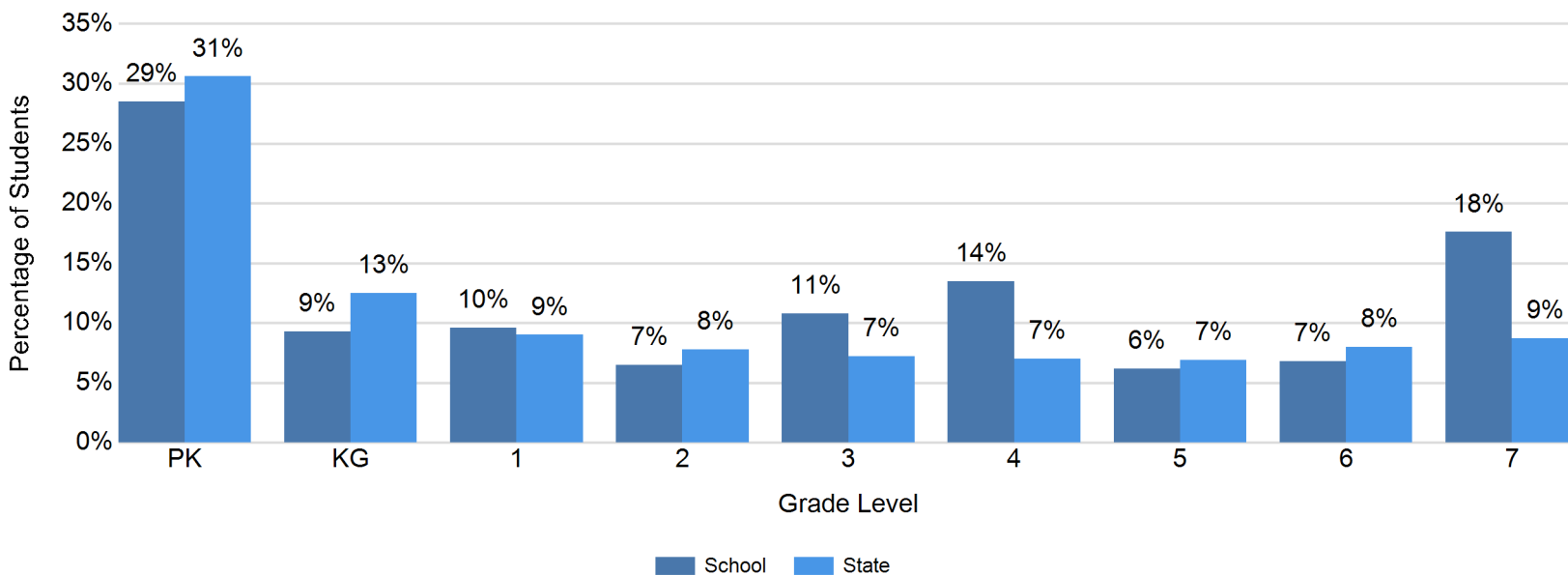


LINCOLN AVENUE ELEMENTARY SCHOOL  
2016-2017  
Grade Span PK-07

13-3880-100  
ESSEX  
CITY OF ORANGE TWP  
216 LINCOLN AVE  
ORANGE, NJ 07050-2605

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.





## LINCOLN AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-100

ESSEX

CITY OF ORANGE TWP

216 LINCOLN AVE

ORANGE, NJ 07050-2605

## 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	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 0 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	2
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.55

## 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	0.0%
Out-of-School Suspensions	6.2%
Any Suspension	6.2%

## 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



## LINCOLN AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-100

ESSEX

CITY OF ORANGE TWP

216 LINCOLN AVE

ORANGE, NJ 07050-2605

## 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	1.5:1	176.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

## 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 (2015-2016)	\$990	\$15,718	\$16,708



## LINCOLN AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-100

ESSEX

CITY OF ORANGE TWP

216 LINCOLN AVE

ORANGE, NJ 07050-2605

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

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	58	120,724
Average years experience in public schools	7.3	11.8
Average years experience in district	6.4	10.5
Teachers in district for 4 or more years	55%	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	54	9,506
Average years experience in public schools	13.1	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	74%	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	13:1	12:1
Administrators	242:1	105:1
Librarian/Media Specialists		710:1
Nurses		516:1
Counselors		516:1
Child Study Team		210:1



**LINCOLN AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-100  
 ESSEX  
 CITY OF ORANGE TWP  
 216 LINCOLN AVE  
 ORANGE, NJ 07050-2605

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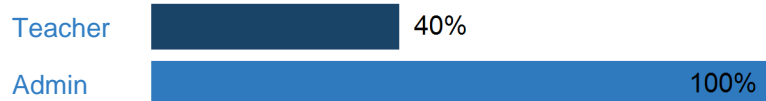
**Teachers and Administrators - Level of Education**

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	81%	89%
2015-16 Administrators: Same district 2016-17	91%	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	97%



**LINCOLN AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-100  
 ESSEX  
 CITY OF ORANGE TWP  
 216 LINCOLN AVE  
 ORANGE, NJ 07050-2605

**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	18.1	17.5%
Mathematics Proficiency	5.3	17.5%
English Language Arts Growth	72.2	25.0%
Mathematics Growth	56.2	25.0%
Chronic Absenteeism	32.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		41.0
<b>Summative Rating:</b> Percentile rank of Summative Score		35.5
<b>Requires Comprehensive Support:</b> 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.



**LINCOLN AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-100  
 ESSEX  
 CITY OF ORANGE TWP  
 216 LINCOLN AVE  
 ORANGE, NJ 07050-2605

### 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	41.0	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	49.0	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
Black or African American	53.5	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	55.9	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
Students with Disabilities	47.9	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
English Learners	49.8	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No

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

† Target was met within a confidence interval.



**LINCOLN AVENUE ELEMENTARY SCHOOL**  
 2016-2017  
 Grade Span PK-07




13-3880-100  
 ESSEX  
 CITY OF ORANGE TWP  
 216 LINCOLN AVE  
 ORANGE, NJ 07050-2605

School General Info

<b>Principal:</b>	Mrs. White	<b>Email Address:</b>	<a href="mailto:whiteden@orange.k12.nj.us">whiteden@orange.k12.nj.us</a>
<b>Address:</b>	216 LINCOLN AVE ORANGE, NJ 07050-2605	<b>Website:</b>	<a href="http://www.orange.k12.nj.us">www.orange.k12.nj.us</a>
<b>Phone:</b>	(973)677-4130		

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Curriculum includes Math in Focus, Engage NY, Discovery Science and Next Generation Science Standards.</li> <li>• Families and Math Education Event - Family Night to learn how to make math fun at home.</li> <li>• Technology in use. All classrooms have smartboards Students use Chromebooks, IPADs, and Smart Tables.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Lincoln Avenue School is the second largest school in Orange, NJ serving students in Pre-K through 7th Grade. We are a diverse school community who values all stakeholders. We believe in the innate ability of students to grow intellectually and to develop positive character traits through robust learning experiences.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>For three years consecutively our 7th grade Language Arts Teacher has been awarded recognition for achieving the highest SGP in the district. Family events are well attended with over approximately 200 participants. Annual Hispanic Heritage Night, STEAM night and Literacy Night are just a few events that provide an opportunity to bring families together for fun and learning.</p>







**LINCOLN AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-100  
 ESSEX  
 CITY OF ORANGE TWP  
 216 LINCOLN AVE  
 ORANGE, NJ 07050-2605

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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.

 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Students in grades K-7 implement the Math in Focus Curriculum and we have piloted classes in Eureka and Illustrative Math. In English Language Arts we combine Engage NY and elements of best practices to build fluency, and reading comprehension in our curriculum.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Basketball (Boys &amp; Girls), Volleyball (Girls)</p> <p>We offer boys and girls basketball program and are part of the City and District recreation Program. We also offer volleyball for girls, and cheerleading.</p>
 <p><b>Clubs and Activities:</b></p>	<p>We offer a wide variety of clubs and activities for students including Student Council chess, debate, Robotics, Bridge, math enrichment, as well as dance, vocal, and instrumental music club.</p>
 <p><b>Before and After School Programs:</b></p>	<p>We offer an after school program for students in grades 1-7 that runs 3 days a week Tuesday through Thursday and our clubs run on Mondays and/or Fridays.</p>




**LINCOLN AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-100  
 ESSEX  
 CITY OF ORANGE TWP  
 216 LINCOLN AVE  
 ORANGE, NJ 07050-2605

**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.

 <p><b>Student Supports and Services:</b></p>	<p>We offer a bilingual Kindergarten program and ESL services in grades K-7 for all students who qualify. We also provide Individualized Educational Plans to support students in grades K-7.</p>
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LINCOLN AVENUE ELEMENTARY SCHOOL
2016-2017
Grade Span PK-07

13-3880-100
ESSEX
CITY OF ORANGE TWP
216 LINCOLN AVE
ORANGE, NJ 07050-2605

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.

School Highlights: School begins at 8:30 am and ends at 3:00 pm with a balance of small group instruction, whole group instruction. The school has a School Safety Team that meets once per month to ensure that the building, children and staff are safe. Each classroom has a Smart Board, iPads, laptops and desk top computers. We communicate with the community and families in multiple languages using newsletters, websites, letters, surveys, parent meetings, class dojo, email, flyers, etc. We have an active PTO who are members of the National Associations of PTO's.



Other Information:



OAKWOOD AVENUE ELEMENTARY SCHOOL  
2016-2017

Grade Span PK-07

13-3880-110


ESSEX

CITY OF ORANGE TWP  
135 OAKWOOD AVE  
ORANGE, NJ 07050-3909

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](#) or the [district-level 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](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



## OAKWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-110

ESSEX

CITY OF ORANGE TWP

135 OAKWOOD AVE

ORANGE, NJ 07050-3909

### Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



## OAKWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-110

ESSEX

CITY OF ORANGE TWP

135 OAKWOOD AVE

ORANGE, NJ 07050-3909

## 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
PK	29	29	26
KG	39	26	28
1	27	28	28
2	31	25	27
3	21	27	23
4	16	22	27
5	28	13	19
6	28	28	14
7	22	23	30
Ungraded	31	37	26
Total	272	258	248

## 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	43%	44%	42%
Male	57%	56%	58%
Economically Disadvantaged Students	88%	73%	79%
Students with Disabilities	21%	17%	18%
English Learners	8%	11%	13%
Homeless Students			1%
Students in Foster Care			1%
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
Black or African American	74.6%
Hispanic	24.2%
White	0.8%
American Indian or Alaska Native	0.0%
Asian	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.4%

## PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	30	29	26
KG - Half Day	0	0	0
KG - Full Day	32	26	28

## 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	68.1%
Spanish	18.1%
Haitian	10.1%
Other	3.6%



**OAKWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-110  
 ESSEX  
 CITY OF ORANGE TWP  
 135 OAKWOOD AVE  
 ORANGE, NJ 07050-3909

**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	119	100.0	28.50	31.40	54.90	28.5	34.1	Met Target†
White	*	*	*	*	63.90	*	**	**
Hispanic	24	100.0	37.50	*	39.80	37.5	N	N
Black or African American	93	100.0	26.90	*	35.20	26.9	30.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	42.90	80.70	N	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	48	100.0	35.50	*	62.20	35.5		
Male	71	100.0	23.90	*	48.10	23.9		
Economically Disadvantaged Students	98	100.0	30.60	*	36.20	30.6	33.9	Met Target†
Non-Economically Disadvantaged Students	21	100.0	19.10	*	65.80	19.1		
Students with Disabilities	22	100.0	45.40	*	20.50	45.4	65.6	Not Met
Students without Disabilities	97	100.0	24.70	*	61.90	24.7		
English Learners	20	100.0	15.00	20.50	25.20	15	N	N
Non-English Learners	99	100.0	31.40	35.40	57.40	31.4		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	14.20	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



## OAKWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-110

ESSEX

CITY OF ORANGE TWP

135 OAKWOOD AVE

ORANGE, NJ 07050-3909

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	22	733	726	749	*	*	46%	*	0%	27%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	15	735	725	731	*	*	*	*	0%	33%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	*	*	*	754	*	*	*	*	*	*	55%
Male	*	*	*	745	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



**OAKWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-110  
 ESSEX  
 CITY OF ORANGE TWP  
 135 OAKWOOD AVE  
 ORANGE, NJ 07050-3909

**English Language Arts/Literacy Assessment - Performance by Grade: Grade 4**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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
<b>Schoolwide</b>	26	728	732	753	*	*	*	*	*	27%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	21	724	732	737	*	*	*	*	0%	24%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	15	720	735	758	*	*	*	*	*	20%	61%
Male	11	739	728	749	*	*	*	*	*	36%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	25%
Students without Disabilities	26	728	736	759	*	*	*	*	*	27%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



## OAKWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-110

ESSEX

CITY OF ORANGE TWP

135 OAKWOOD AVE

ORANGE, NJ 07050-3909

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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
<b>Schoolwide</b>	19	734	735	756	*	*	*	*	0%	26%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	17	729	736	740	*	*	*	*	0%	18%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	*	*	*	761	*	*	*	*	*	*	66%
Male	*	*	*	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	22%
Students without Disabilities	19	734	738	762	*	*	*	*	0%	26%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	19	734	735	757	*	*	*	*	0%	26%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



**OAKWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-110  
 ESSEX  
 CITY OF ORANGE TWP  
 135 OAKWOOD AVE  
 ORANGE, NJ 07050-3909

**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
<b>Schoolwide</b>	13	724	740	752	*	*	*	*	0%	15%	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	10	726	740	736	*	*	*	*	0%	20%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	*	*	*	758	*	*	*	*	*	*	61%
Male	*	*	*	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



## OAKWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-110

ESSEX

CITY OF ORANGE TWP

135 OAKWOOD AVE

ORANGE, NJ 07050-3909

## 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
<b>Schoolwide</b>	28	733	736	756	*	*	43%	*	*	21%	59%
White	N	N	N	764	N	N	N	N	N	N	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	26	730	738	737	*	*	42%	*	*	19%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	784	N	N	N	N	N	N	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	11	750	746	764	*	*	*	*	*	*	68%
Male	17	721	727	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	70%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

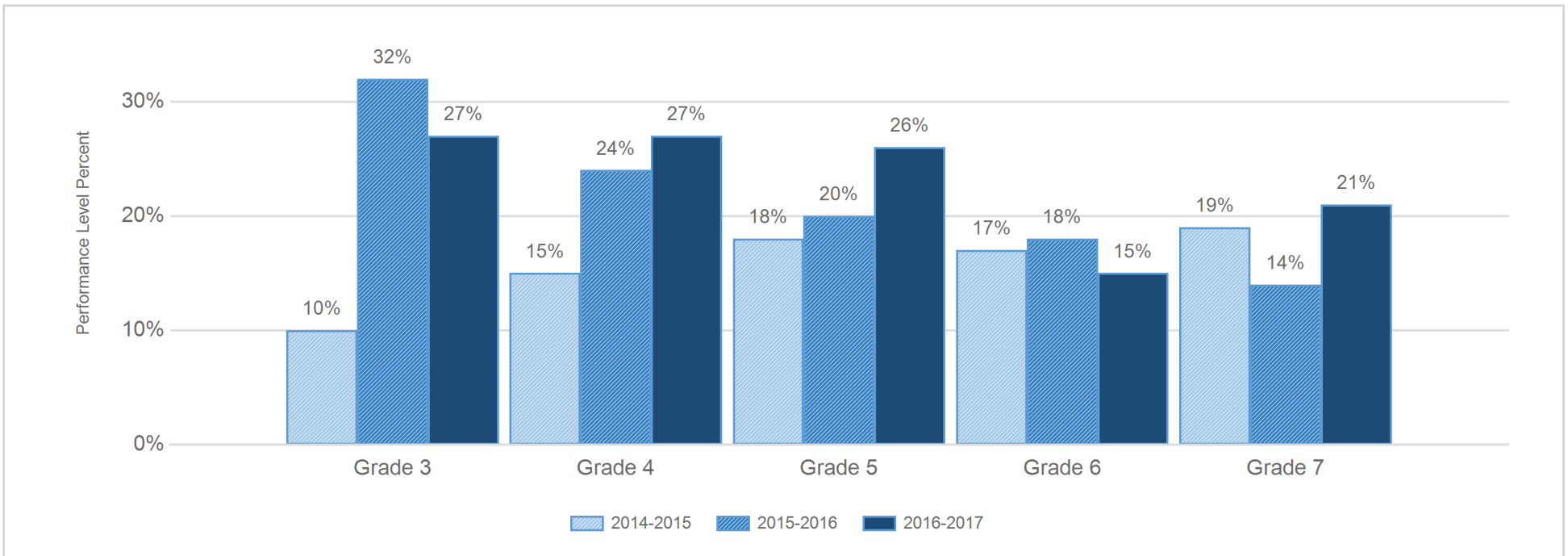


**OAKWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-110  
 ESSEX  
 CITY OF ORANGE TWP  
 135 OAKWOOD AVE  
 ORANGE, NJ 07050-3909

**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





**OAKWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-110  
 ESSEX  
 CITY OF ORANGE TWP  
 135 OAKWOOD AVE  
 ORANGE, NJ 07050-3909

**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	120	100.0	19.20	19.20	43.50	19.2	24.4	Met Target†
White	*	*	*	*	52.40	*	**	**
Hispanic	24	100.0	29.20	21.10	27.60	29.2	N	N
Black or African American	94	100.0	17.00	*	21.70	17	21.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	30.00	75.60	N	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	48	100.0	20.90	21.50	44.10	20.9		
Male	72	100.0	18.00	17.30	42.90	18		
Economically Disadvantaged Students	99	100.0	*	20.00	25.10	*	24	Met Target†
Non-Economically Disadvantaged Students	21	100.0	*	17.70	54.30	*		
Students with Disabilities	23	100.0	39.10	*	16.50	39.1	57.9	Not Met
Students without Disabilities	97	100.0	14.40	*	48.80	14.4		
English Learners	20	100.0	15.00	14.90	23.30	15	N	N
Non-English Learners	100	100.0	20.00	20.90	45.20	20		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	13.30	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



## OAKWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

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## Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	732	728	751	*	*	*	*	0%	35%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	15	734	727	733	*	*	*	*	0%	47%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	*	*	*	751	*	*	*	*	*	*	52%
Male	*	*	*	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



## OAKWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-110

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## Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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
<b>Schoolwide</b>	26	717	726	747	39%	*	*	*	*	12%	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	21	714	724	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	15	715	726	747	*	*	*	*	*	*	47%
Male	11	719	725	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	N	N	N	724	N	N	N	N	N	N	22%
Students without Disabilities	26	717	729	751	39%	*	*	*	*	12%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



## OAKWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-110

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## Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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
<b>Schoolwide</b>	19	724	726	747	*	*	*	*	0%	11%	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	17	722	725	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	*	*	*	747	*	*	*	*	*	*	47%
Male	*	*	*	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	19%
Students without Disabilities	19	724	727	751	*	*	*	*	0%	11%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	19	724	726	748	*	*	*	*	0%	11%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



**OAKWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-110  
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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
<b>Schoolwide</b>	14	695	722	743	*	*	*	*	*	*	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	11	695	722	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	*	*	*	745	*	*	*	*	*	*	45%
Male	*	*	*	742	*	*	*	*	*	*	43%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	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.



**OAKWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-110  
 ESSEX  
 CITY OF ORANGE TWP  
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**Mathematics Assessment - Performance by Grade: Grade 7\*\***

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
<b>Schoolwide</b>	29	714	724	741	*	*	*	*	*	*	40%
White	N	N	N	748	N	N	N	N	N	N	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	27	712	724	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	764	N	N	N	N	N	N	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	11	721	728	743	*	*	*	*	*	*	41%
Male	18	710	721	740	*	*	*	*	*	*	38%
Economically Disadvantaged Students	19	717	726	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	10	709	722	749	*	*	*	*	*	*	50%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	11%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	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.

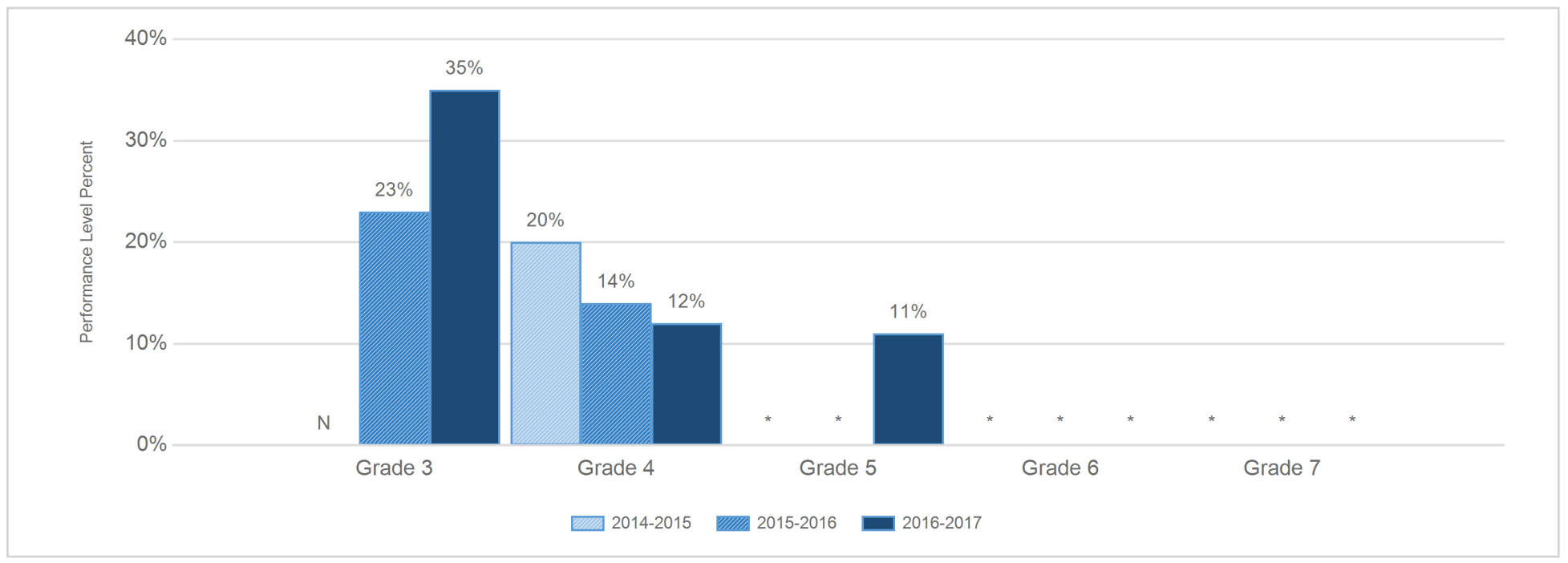


OAKWOOD AVENUE ELEMENTARY SCHOOL  
2016-2017  
Grade Span PK-07

13-3880-110  
ESSEX  
CITY OF ORANGE TWP  
135 OAKWOOD AVE  
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



## OAKWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-110

ESSEX

CITY OF ORANGE TWP

135 OAKWOOD AVE

ORANGE, NJ 07050-3909

## 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
3	*	*
4	*	*
5	*	*
6	*	*
7	*	*

## 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	10	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



**OAKWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-110  
 ESSEX  
 CITY OF ORANGE TWP  
 135 OAKWOOD AVE  
 ORANGE, NJ 07050-3909

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.

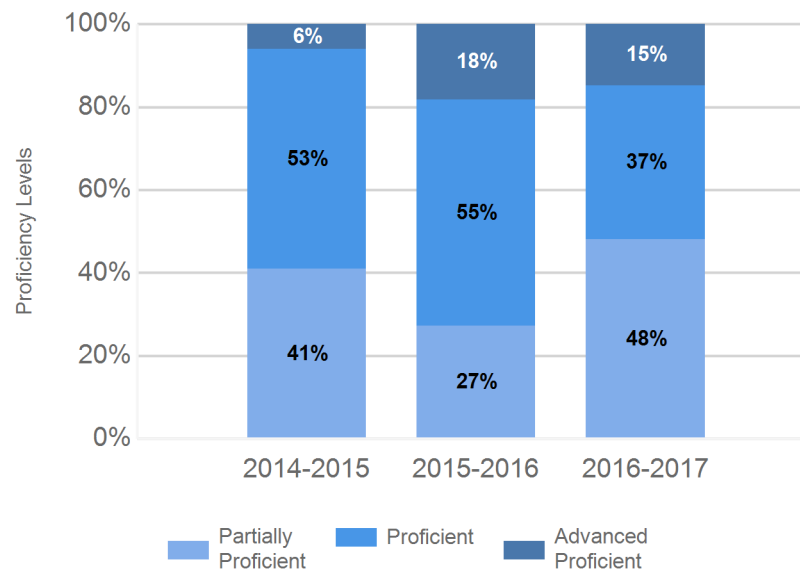
**NJASK Science Assessment Performance: Grade 4**

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	45%	40%	14%
Schoolwide	15%	37%	48%
White	N	N	N
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	14%	41%	46%
Students with Disabilities	N	N	N
English Learners	N	N	*

**NJASK Science Assessment Performance Trends: Grade 4**

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





## OAKWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-110

ESSEX

CITY OF ORANGE TWP

135 OAKWOOD AVE

ORANGE, NJ 07050-3909

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	55	54	50	Met Target	31	50	50	Not Met
White	N	N	N	N	N	N	N	N
Hispanic	*	59	49	**	*	*	47	**
Black or African American	55	*	45	Met Target	35.5	*	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	55	55	47	Met Target	31	51	46	Not Met
Students with Disabilities	*	55	41	**	*	48	43	**
English Learners	*	*	53	**	27	50	51	**

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



OAKWOOD AVENUE ELEMENTARY SCHOOL  
2016-2017

13-3880-110  
ESSEX  
CITY OF ORANGE TWP  
135 OAKWOOD AVE  
ORANGE, NJ 07050-3909

Grade Span PK-07

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**

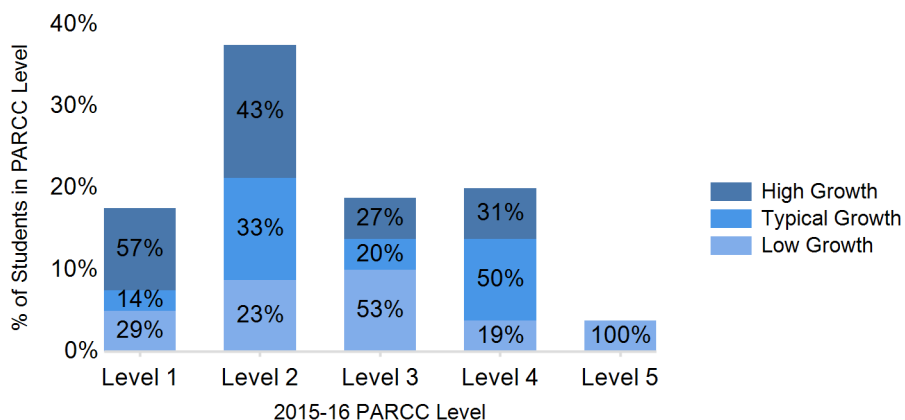
**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

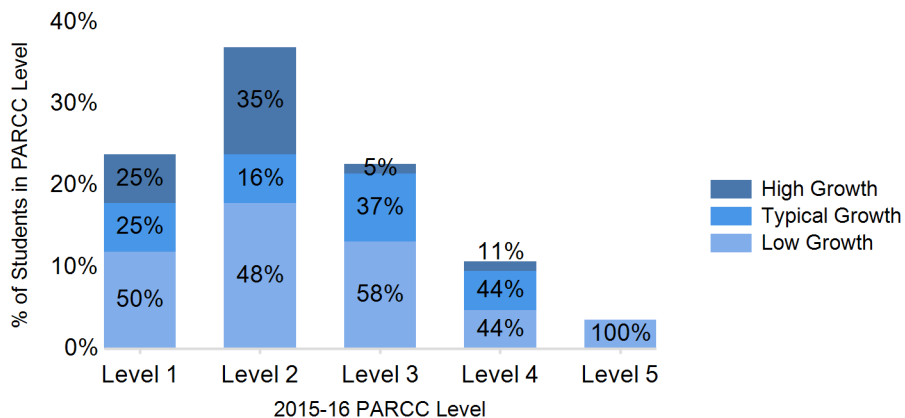
**Student Growth by Performance Level**

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.

**ELA**



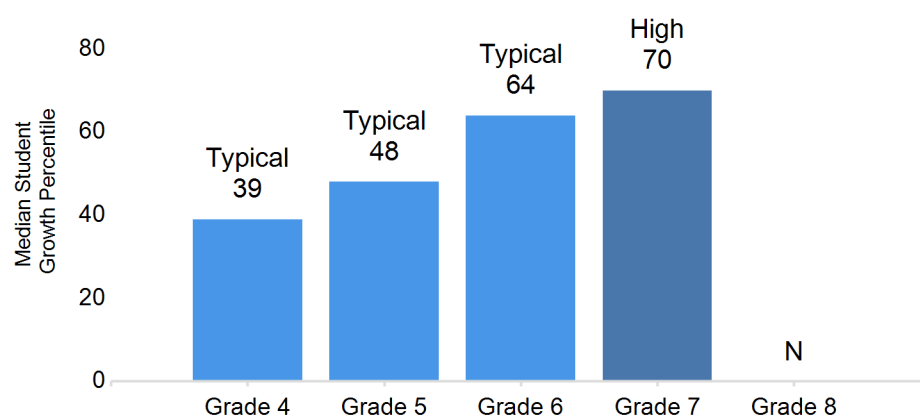
**MATH**



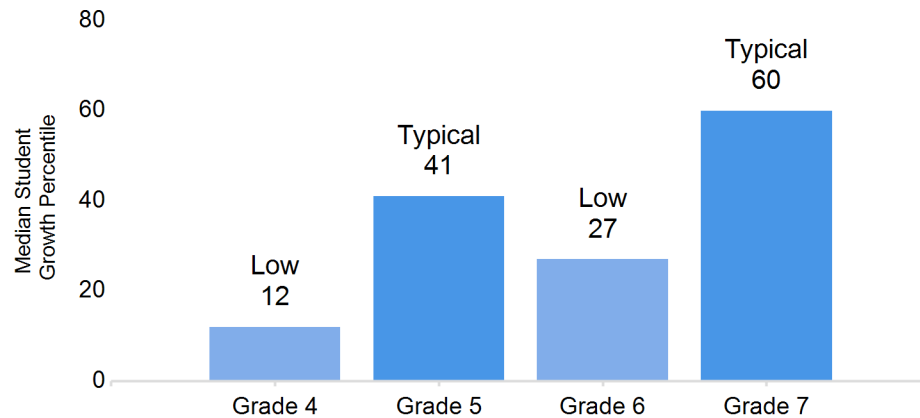
**Student Growth by Grade**

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

**ELA**



**Math**





## OAKWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-110

ESSEX

CITY OF ORANGE TWP

135 OAKWOOD AVE

ORANGE, NJ 07050-3909

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	0	0	19
7	0	0	38
Schoolwide	0	0	57

## 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	0	0	0	0	0	0	19
7	0	0	0	0	0	0	37
Schoolwide	0	0	0	0	0	0	56
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



OAKWOOD AVENUE ELEMENTARY SCHOOL  
2016-2017  
Grade Span PK-07

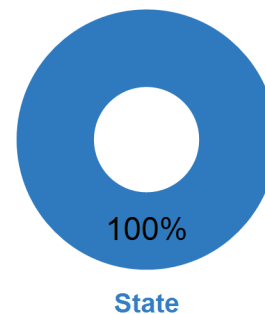
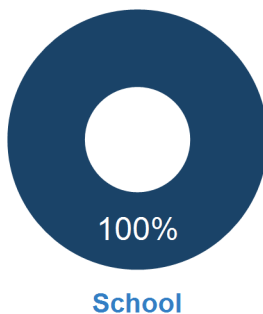
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Visual and Performing Arts – Course Participation

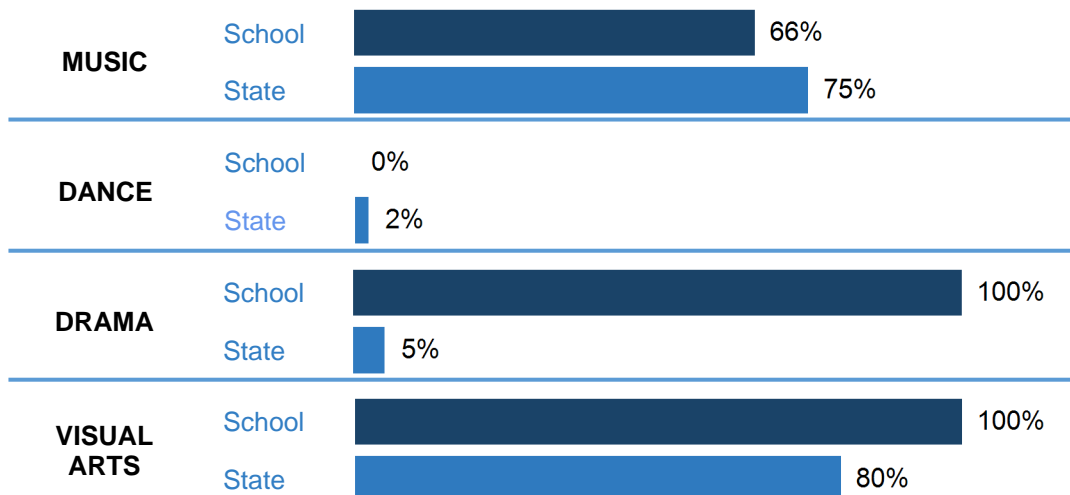
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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





## OAKWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-110

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CITY OF ORANGE TWP

135 OAKWOOD AVE

ORANGE, NJ 07050-3909

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.

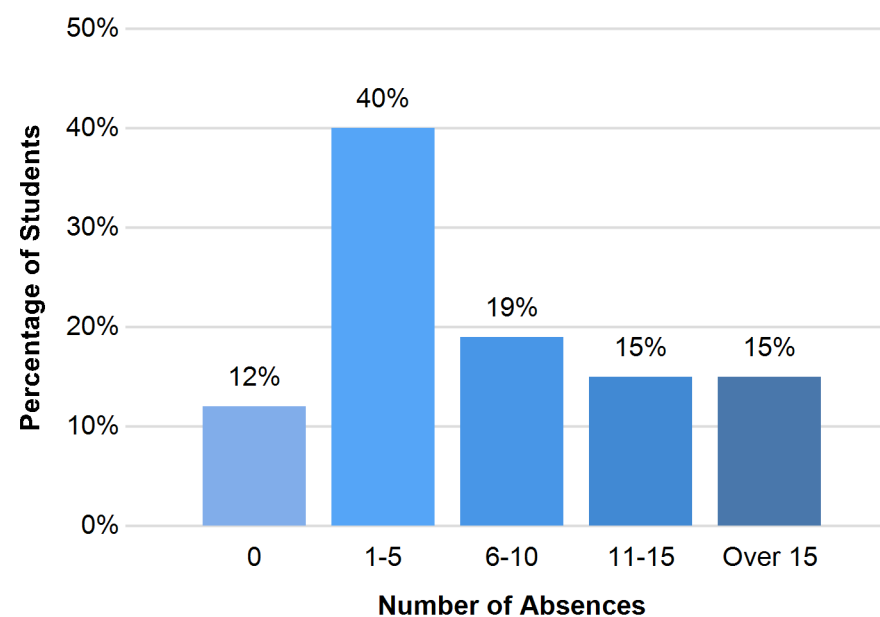
## Chronic Absenteeism

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	9.70	8.40	Not Met
White	N	**	**
Hispanic	12.50	8.40	Not Met
Black or African American	9.00	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.20	8.40	Not Met
Students with Disabilities	6.50	8.40	Met Target
English Learners	8.30	8.40	Met Target

## 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.



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

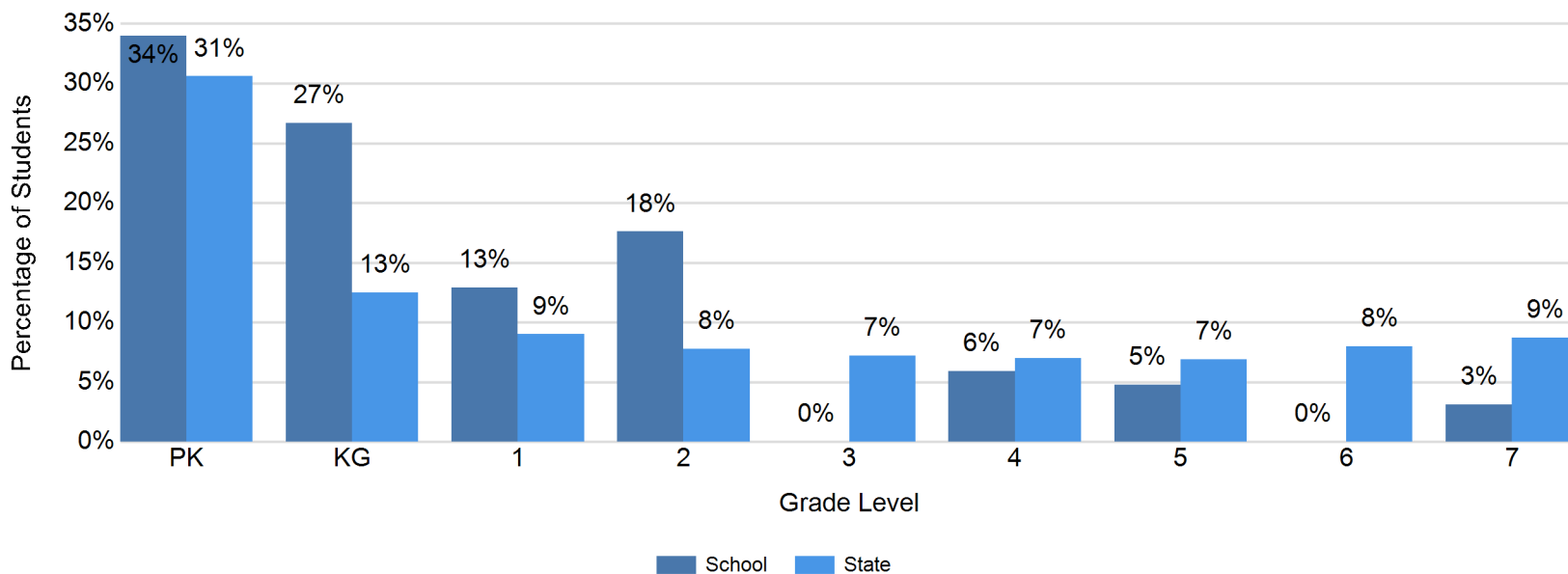


OAKWOOD AVENUE ELEMENTARY SCHOOL  
2016-2017  
Grade Span PK-07

13-3880-110  
ESSEX  
CITY OF ORANGE TWP  
135 OAKWOOD AVE  
ORANGE, NJ 07050-3909

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.





## OAKWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-110

ESSEX

CITY OF ORANGE TWP

135 OAKWOOD AVE

ORANGE, NJ 07050-3909

## 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	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	7 Hrs. 0 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	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.40

## 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	2.0%
Out-of-School Suspensions	3.6%
Any Suspension	5.6%

## 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



## OAKWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-110

ESSEX

CITY OF ORANGE TWP

135 OAKWOOD AVE

ORANGE, NJ 07050-3909

## 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	1.8:1	176.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

## 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 (2015-2016)	\$990	\$15,718	\$16,708



## OAKWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-110

ESSEX

CITY OF ORANGE TWP

135 OAKWOOD AVE

ORANGE, NJ 07050-3909

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

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	31	120,724
Average years experience in public schools	10.2	11.8
Average years experience in district	8.9	10.5
Teachers in district for 4 or more years	58%	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	54	9,506
Average years experience in public schools	13.1	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	74%	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	8:1	12:1
Administrators	248:1	105:1
Librarian/Media Specialists		710:1
Nurses		516:1
Counselors		516:1
Child Study Team		210:1



OAKWOOD AVENUE ELEMENTARY SCHOOL  
2016-2017  
Grade Span PK-07

13-3880-110  
ESSEX  
CITY OF ORANGE TWP  
135 OAKWOOD AVE  
ORANGE, NJ 07050-3909

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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	81%	89%
2015-16 Administrators: Same district 2016-17	91%	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	97%



## OAKWOOD AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-07

13-3880-110

ESSEX

CITY OF ORANGE TWP

135 OAKWOOD AVE

ORANGE, NJ 07050-3909

## 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	18.4	17.5%
Mathematics Proficiency	19.0	17.5%
English Language Arts Growth	74.7	25.0%
Mathematics Growth	7.3	25.0%
Chronic Absenteeism	34.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		32.2
<b>Summative Rating:</b> Percentile rank of Summative Score		22.1
<b>Requires Comprehensive Support:</b> 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.



**OAKWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-110  
 ESSEX  
 CITY OF ORANGE TWP  
 135 OAKWOOD AVE  
 ORANGE, NJ 07050-3909

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	32.2	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
White	**	**	No	**	**	**	**	**	No
Hispanic	**	**	No	N	N	Not Met	**	**	No
Black or African American	47.2	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	38.8	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
Students with Disabilities	**	**	No	Not Met	Not Met	Met Target	**	**	No
English Learners	**	**	No	N	N	Met Target	**	**	No

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

† Target was met within a confidence interval.



**OAKWOOD AVENUE ELEMENTARY SCHOOL**  
 2016-2017  
 Grade Span PK-07




13-3880-110  
 ESSEX  
 CITY OF ORANGE TWP  
 135 OAKWOOD AVE  
 ORANGE, NJ 07050-3909

School General Info

<b>Principal:</b>	Mr. Pettit	<b>Email Address:</b>	<a href="mailto:pettitro@mail.orange.k12.nj.us">pettitro@mail.orange.k12.nj.us</a>
<b>Address:</b>	135 OAKWOOD AVE ORANGE, NJ 07050-3909	<b>Website:</b>	<a href="http://www.orange.k12.nj.us">www.orange.k12.nj.us</a>
<b>Phone:</b>	(973)677-4095	<b>Facebook:</b>	<a href="http://www.facebook.com/oakwoodavenuecommunityschool">www.facebook.com/oakwoodavenuecommunityschool</a>

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Our Bridge team has attended national competitions winning several awards.</li> <li>• Technology is infused throughout the curriculum from Pre-School to grade 7.</li> <li>• We offer parent workshops, maintain community partnerships and clinical and mental health services.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>With a results-driven focus on improving student achievement, Oakwood Avenue Community School will ensure that students, parents, teachers and the community receive rigorous, robust and rewarding 21st Century learning experiences by way of:</p> <ul style="list-style-type: none"> <li>• Professional collaboration</li> <li>• An ongoing commitment to explore and implement new instructional best practices</li> <li>• Mutual trust and respect</li> <li>• Sharing and acknowledging successes</li> <li>• Family and community engagement</li> </ul>
 <p>Awards, Recognition, Accomplishments:</p>	<p>City Basketball Champions</p>







**OAKWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-110  
 ESSEX  
 CITY OF ORANGE TWP  
 135 OAKWOOD AVE  
 ORANGE, NJ 07050-3909

**School Narrative**

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>We will continue to utilize the 90 minute, uninterrupted block of Language Arts Literacy (LAL.) We are also including small group instruction that is supported by the use of differentiated learning centers, such as reading, writing and technology. Our Math Program, which is aligned with the New Jersey Student Learning Standards (NJSLS) helps to develop Mathematical thinkers and problem solvers.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Basketball (Boys &amp; Girls)</p> <p>Oakwood Avenue Community School Basketball team has won the championship for 2 years in a row.</p>
 <p><b>Clubs and Activities:</b></p>	<p>We offer the following clubs and activities: Student Council, Debate, Math Club and El Sistema. Through our 21st Century Program, we offer Robotics, Bridge, Painting, and Dance. Our Bridge Club has attended competitions throughout the United States and has won many awards and recognitions.</p>
 <p><b>Before and After School Programs:</b></p>	<p>To help our students achieve academic success, we offer extended day programs for our ESL students and those students who are performing below grade level. Students receive tutoring in math and language arts as well as homework help.</p>







**OAKWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-110  
 ESSEX  
 CITY OF ORANGE TWP  
 135 OAKWOOD AVE  
 ORANGE, NJ 07050-3909

**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Our Professional Staff Development Plan promotes a multifaceted approach which addresses the NJSLS district/program objectives, the teacher evaluation instructional practices, pupil performance, instructional improvement, and professional growth of staff. Our teachers have received professional development in: Math, Data Analysis, Reading Plus, Math in Focus, Suicide Awareness, Best Practices in Teaching, Using Questioning and Discussion Techniques</p>
 <p><b>Student Supports and Services:</b></p>	<p>ive academic support. We offer an after school tutoring program for grades K-7.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>We have a fully functional Pediatric Health Clinic onsite, which offers general pediatric care, mental health, as well as dental and vision services. Additionally, we are a full service community school in partnership with Montclair State University, with a full time Community School Coordinator and Family Liaison.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>We have a PTO that meets once per month. We offer parent workshops, maintain community partnerships and clinical and mental health services. Parents have access to student academic performance through the parent portal. We also offer programs for our parents such as Family Math Night, Literacy Night, and a food and clothing drive. We also invite the Fire Dept every year for Fire Prevention Moth.</p>





**OAKWOOD AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-110  
 ESSEX  
 CITY OF ORANGE TWP  
 135 OAKWOOD AVE  
 ORANGE, NJ 07050-3909

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>The school climate survey is given twice a year in the fall and spring. Parents are given multiple choice questions regarding their experiences at the school level. Once we receive the data, it is reviewed first with our School Management Team and then communicated to all stakeholders. That information is then used to plan PTO meetings and activities that are relevant for our school population.</p>
 <p>Facilities:</p>	<p>Our building was built in 1888. The school received an addition to the building in the late 1990's. We have 2 computer labs, library, art room and a multi-purpose room.</p>



OAKWOOD AVENUE ELEMENTARY SCHOOL
2016-2017
Grade Span PK-07

13-3880-110
ESSEX
CITY OF ORANGE TWP
135 OAKWOOD AVE
ORANGE, NJ 07050-3909

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.

Technology is incorporated throughout the curriculum. A district-wide technology initiative has provided all of our classrooms with computers and Internet access. Our computer lab, where specific computer skills are taught, enables our students to conduct research projects under the guidance of our full-time technology coordinator and shared computer teacher. Students have access to over 100 Chromebooks and iPads to support instruction throughout the day. All technology software is aligned to the district curriculum in order to maximize the use of the technology provided to students in the classroom and other areas.



Other Information:



Orange Early Childhood Center  
2016-2017


Grade Span PK-PK

13-3880-300  
ESSEX  
CITY OF ORANGE TWP  
397 PARK AVENUE  
ORANGE, NJ 07050

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](#) or the [district-level 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](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



Orange Early Childhood Center  
2016-2017

Grade Span PK-PK

13-3880-300  
ESSEX  
CITY OF ORANGE TWP  
397 PARK AVENUE  
ORANGE, NJ 07050

### Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Orange Early Childhood Center  
2016-2017

Grade Span PK-PK

13-3880-300  
ESSEX  
CITY OF ORANGE TWP  
397 PARK AVENUE  
ORANGE, NJ 07050

### 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
PK	171	173	176
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	3	3	0
Total	174	176	176

### 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	60%	58%	49%
Male	40%	42%	51%
Economically Disadvantaged Students	70%	68%	72%
Students with Disabilities	5%	8%	4%
English Learners	0%	0%	0%
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
Black or African American	61.4%
Hispanic	35.8%
Asian	1.1%
White	1.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.6%

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	169	173	176
KG - Half Day	0	0	0
KG - Full Day	0	0	0

### 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	39.2%
Spanish	35.2%
Haitian	18.8%
French	1.7%
Igbo	1.7%
Other	3.4%



Orange Early Childhood Center  
2016-2017

Grade Span PK-PK

13-3880-300  
ESSEX  
CITY OF ORANGE TWP  
397 PARK AVENUE  
ORANGE, NJ 07050

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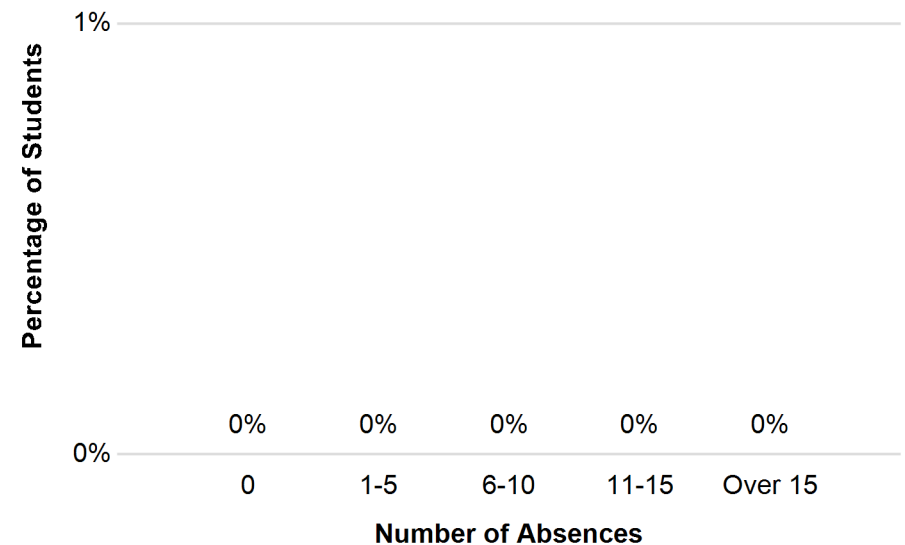
### Chronic Absenteeism

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	N	0	0
White	N	0	0
Hispanic	N	0	0
Black or African American	N	0	0
Asian, Native Hawaiian, or Pacific Islander	N	0	0
American Indian or Alaska Native	N	0	0
Two or More Races	N	0	0
Economically Disadvantaged Students	N	0	0
Students with Disabilities	N	0	0
English Learners	N	0	0

### 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.



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



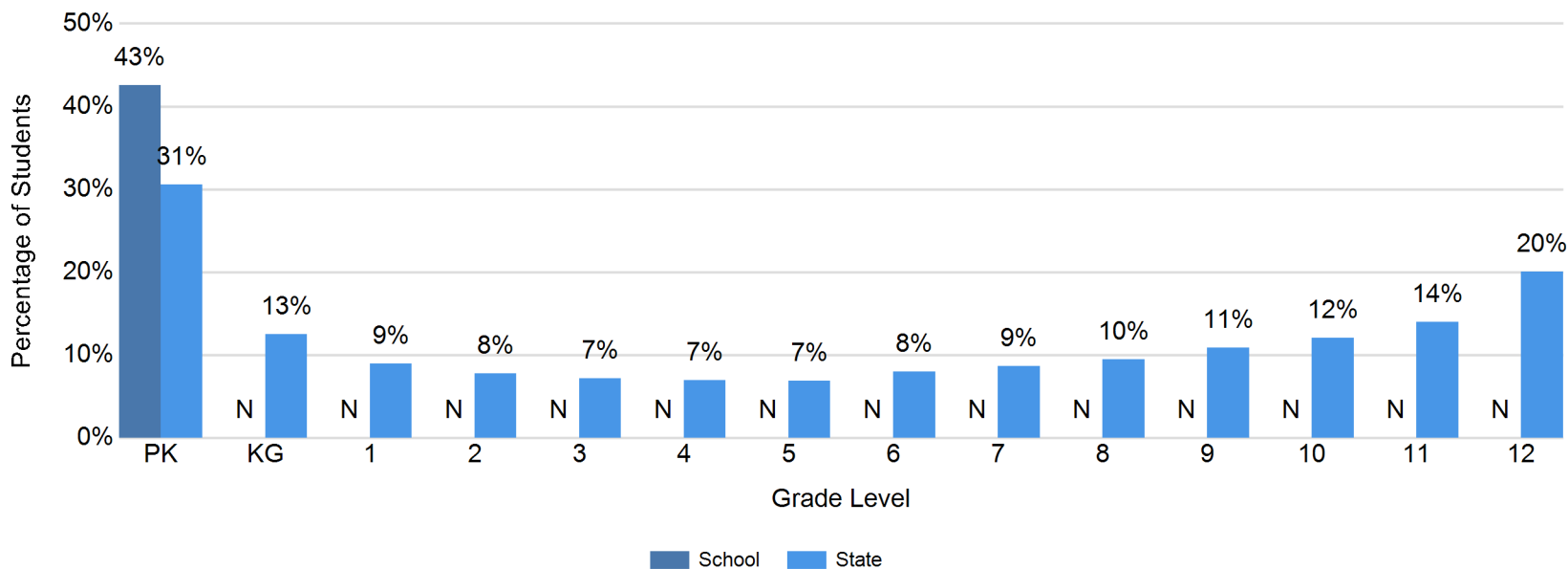
Orange Early Childhood Center  
2016-2017

Grade Span PK-PK

13-3880-300  
ESSEX  
CITY OF ORANGE TWP  
397 PARK AVENUE  
ORANGE, NJ 07050

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.





Orange Early Childhood Center  
2016-2017

Grade Span PK-PK

13-3880-300  
ESSEX  
CITY OF ORANGE TWP  
397 PARK AVENUE  
ORANGE, NJ 07050

### 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	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 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)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

### 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	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

### 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



**Orange Early Childhood Center  
2016-2017**

**Grade Span PK-PK**

13-3880-300  
ESSEX  
CITY OF ORANGE TWP  
397 PARK AVENUE  
ORANGE, NJ 07050

**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 (2015-2016)	\$990	\$15,718	\$16,708



Orange Early Childhood Center  
2016-2017

Grade Span PK-PK

13-3880-300  
ESSEX  
CITY OF ORANGE TWP  
397 PARK AVENUE  
ORANGE, NJ 07050

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

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	N	120,724
Average years experience in public schools	N	11.8
Average years experience in district	N	10.5
Teachers in district for 4 or more years	N	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	54	9,506
Average years experience in public schools	13.1	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	74%	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	N	12:1
Administrators	N	105:1
Librarian/Media Specialists		710:1
Nurses		516:1
Counselors		516:1
Child Study Team		210:1



Orange Early Childhood Center  
2016-2017

Grade Span PK-PK

13-3880-300  
ESSEX  
CITY OF ORANGE TWP  
397 PARK AVENUE  
ORANGE, NJ 07050

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**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 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

Teacher	N
Admin	N/A

#### Master's Degree

Teacher	N
Admin	N

#### Doctoral Degree

Teacher	N
Admin	N

### 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	81%	89%
2015-16 Administrators: Same district 2016-17	91%	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	97%



**Orange Early Childhood Center  
2016-2017**

**Grade Span PK-PK**




13-3880-300  
ESSEX  
CITY OF ORANGE TWP  
397 PARK AVENUE  
ORANGE, NJ 07050

### School General Info

<b>Principal:</b>	Mrs. Blanton	<b>Email Address:</b>	<a href="mailto:blantoja@orange.k12.nj.us">blantoja@orange.k12.nj.us</a>
<b>Address:</b>	397 PARK AVENUE ORANGE, NJ 07050	<b>Website:</b>	<a href="http://www.orange.k12.nj.us">www.orange.k12.nj.us</a>
<b>Phone:</b>	(973)677-4000		

### 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.

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Nutrition Month: Eat a Rainbow to encourage children/families to eat healthy.</li> <li>• Families and Math Education Event - Family Night to learn how to make math fun at home.</li> <li>• El Dia - Families celebrating culture, language and literacy.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>The Early Childhood endeavors to provide a quality educational opportunity for all children ages 3 &amp; 4 living in Orange. Our goal is to maximize their cognitive, physical, social/emotional potential by utilizing a developmentally appropriate approach to learning that is differentiated, meaningful, rigorous, fun and relevant. Our motto is "Beyond the Basics...Building a Colorful Future...One Block at a Time."</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Family events were well attended with over approximately 200 participants. Annual Real Men Cook competition which has grown tremendously over the years. Successful Fall Harvest and gave the donated food items to the local food banks. Collected socks, gloves, hats and scarves for families in need. Our Breast Cancer and American Heart Association fundraisers were very successful.</p>



**Orange Early Childhood Center  
2016-2017  
Grade Span PK-PK**

13-3880-300  
ESSEX  
CITY OF ORANGE TWP  
397 PARK AVENUE  
ORANGE, NJ 07050

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**Orange Early Childhood Center  
2016-2017**

**Grade Span PK-PK**

13-3880-300  
ESSEX  
CITY OF ORANGE TWP  
397 PARK AVENUE  
ORANGE, NJ 07050

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**Orange Early Childhood Center  
2016-2017**

**Grade Span PK-PK**

13-3880-300  
ESSEX  
CITY OF ORANGE TWP  
397 PARK AVENUE  
ORANGE, NJ 07050

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#### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers

The school climate survey is given twice a year (Fall and Spring). It attempts to gain knowledge about all aspects of our school (cleanliness, curriculum, meals, assessment, communication, homework, parent involvement, procedures, etc.). Highlights from the survey include: warm staff, great welcoming committee.



**Orange Early Childhood Center  
2016-2017**

**Grade Span PK-PK**

13-3880-300  
ESSEX  
CITY OF ORANGE TWP  
397 PARK AVENUE  
ORANGE, NJ 07050

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.

School Highlights: School begins at 8:30 am and ends at 3:00 pm with a balance of small group instruction, whole group instruction and individual child choice. The school has a School Safety Team that meets once per month to ensure that the building, children and staff are safe. The school population practice fire drills and safety drills each month. Each classroom has a Smart Board, iPads, laptops and desk top computers. We communicate with the community and families in multiple languages using newsletters, websites, letters, surveys, parent meetings, class dojo, email, flyers, etc. Admission in the preschool program basically requires that families live in Orange (they must show evidence of this), must have a child who is 3 or 4 by October 1st (must show proof) and proper immunization/physical records.



Other Information:



## ORANGE HIGH SCHOOL

2016-2017

Grade Span 09-12

13-3880-050

ESSEX

CITY OF ORANGE TWP


400 LINCOLN AVE

ORANGE, NJ 07050-2208

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](#) or the [district-level 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](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



ORANGE HIGH SCHOOL  
2016-2017

Grade Span 09-12

13-3880-050  
ESSEX  
CITY OF ORANGE TWP  
400 LINCOLN AVE  
ORANGE, NJ 07050-2208

### Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



**ORANGE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-3880-050  
 ESSEX  
 CITY OF ORANGE TWP  
 400 LINCOLN AVE  
 ORANGE, NJ 07050-2208

**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
9	2	0	4
10	277	288	302
11	236	265	269
12	268	247	268
Ungraded	51	23	30
Total	834	823	873

**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	48%	50%	47%
Male	52%	50%	53%
Economically Disadvantaged Students	75%	64%	42%
Students with Disabilities	21%	14%	16%
English Learners	11%	16%	16%
Homeless Students			1%
Students in Foster Care			1%
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
Black or African American	70.8%
Hispanic	28.3%
Asian	0.3%
White	0.3%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	0.0%

**Enrollment Trends by Full and Shared Time**

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

Enrollment Status	2016-17
Full Time Students	869
Shared Time Students	6
Full Time Equivalent	872

**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	57.8%
Spanish	23.7%
Haitian	14.0%
Creoles and pidgins, French-based	1.3%
Other	3.0%



**ORANGE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-3880-050  
 ESSEX  
 CITY OF ORANGE TWP  
 400 LINCOLN AVE  
 ORANGE, NJ 07050-2208

**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	273	96.5	23.80	31.40	54.90	23.8	30.6	Not Met
White	*	*	*	33.30	63.90	N	**	**
Hispanic	86	98.0	22.10	*	39.80	22.1	28.5	Met Target†
Black or African American	185	95.8	24.30	*	35.20	24.3	31.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	50.00	54.90	N	**	**
Female	114	94.2	29.80	*	62.20	29.6		
Male	159	98.3	19.50	*	48.10	19.5		
Economically Disadvantaged Students	126	96.4	30.90	*	36.20	30.9	30.5	Met Target
Non-Economically Disadvantaged Students	147	96.6	17.60	*	65.80	17.6		
Students with Disabilities	49	87.5	*	*	20.50	*	11.5	Not Met
Students without Disabilities	224	98.5	*	*	61.90	*		
English Learners	61	97.7	*	20.50	25.20	*	9.1	Met Target†
Non-English Learners	212	96.1	*	35.40	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



**ORANGE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-3880-050  
 ESSEX  
 CITY OF ORANGE TWP  
 400 LINCOLN AVE  
 ORANGE, NJ 07050-2208

**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 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
<b>Schoolwide</b>	*	*	*	749	*	*	*	*	*	*	52%
White	N	N	N	757	N	N	N	N	N	N	62%
Hispanic	*	*	*	733	*	*	*	*	*	*	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	*	*	*	756	*	*	*	*	*	*	60%
Male	*	*	*	741	*	*	*	*	*	*	43%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



**ORANGE HIGH SCHOOL**  
2016-2017  
Grade Span 09-12

13-3880-050  
ESSEX  
CITY OF ORANGE TWP  
400 LINCOLN AVE  
ORANGE, NJ 07050-2208

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 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
<b>Schoolwide</b>	294	710	710	743	45%	19%	15%	17%	4%	21%	46%
White	N	N	N	749	N	N	N	N	N	N	52%
Hispanic	95	707	707	728	54%	14%	14%	*	*	19%	34%
Black or African American	197	712	*	725	41%	21%	*	19%	*	22%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	127	714	*	752	41%	18%	*	*	*	26%	54%
Male	167	707	*	734	48%	19%	*	*	*	17%	39%
Economically Disadvantaged Students	128	724	*	726	34%	*	*	23%	*	30%	32%
Non-Economically Disadvantaged Students	166	700	*	751	54%	*	*	13%	*	15%	54%
Students with Disabilities	39	693	*	704	*	*	*	*	*	*	12%
Students without Disabilities	255	713	*	749	*	*	*	*	*	*	52%
English Learners	57	673	673	681	*	*	*	*	*	*	*
Non-English Learners	237	719	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



**ORANGE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-3880-050  
 ESSEX  
 CITY OF ORANGE TWP  
 400 LINCOLN AVE  
 ORANGE, NJ 07050-2208

**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 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
<b>Schoolwide</b>	271	728	728	736	25%	24%	20%	25%	5%	30%	38%
White	*	*	*	738	*	*	*	*	*	*	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	137	742	742	744	17%	20%	20%	33%	10%	43%	46%
Male	134	715	715	729	34%	29%	20%	17%	0%	17%	31%
Economically Disadvantaged Students	118	727	727	729	25%	26%	*	24%	*	27%	32%
Non-Economically Disadvantaged Students	153	730	730	740	25%	23%	*	26%	*	33%	42%
Students with Disabilities	38	708	708	709	*	*	*	*	*	*	12%
Students without Disabilities	233	732	732	741	*	*	*	*	*	*	43%
English Learners	39	688	688	699	*	*	*	*	*	*	*
Non-English Learners	232	735	735	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

\*\*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.

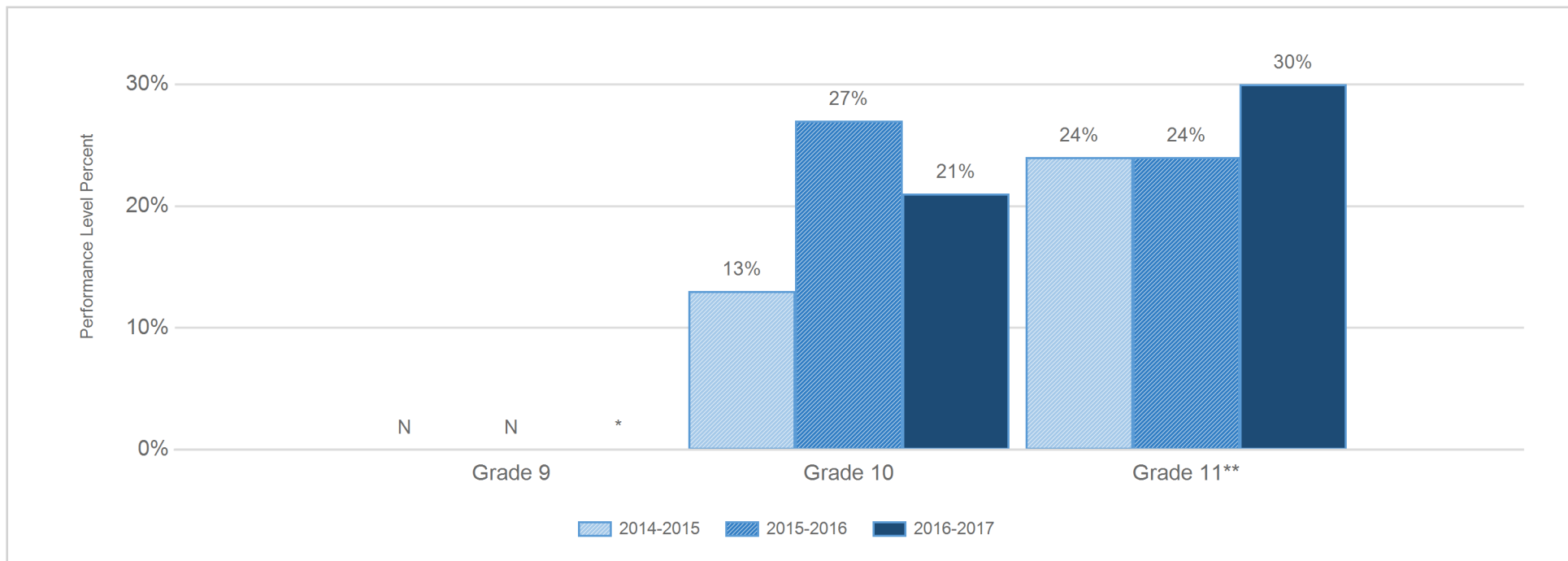


**ORANGE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-3880-050  
 ESSEX  
 CITY OF ORANGE TWP  
 400 LINCOLN AVE  
 ORANGE, NJ 07050-2208

**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



**ORANGE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-3880-050  
 ESSEX  
 CITY OF ORANGE TWP  
 400 LINCOLN AVE  
 ORANGE, NJ 07050-2208

**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	277	98.4	10.50	19.20	43.50	10.5	17	Not Met
White	*	*	*	33.30	52.40	N	**	**
Hispanic	87	97.0	*	21.10	27.60	*	16.3	Not Met
Black or African American	188	99.1	10.60	*	21.70	10.6	17.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	14.30	44.90	N	**	**
Female	116	97.1	*	21.50	44.10	*		
Male	161	99.4	*	17.30	42.90	*		
Economically Disadvantaged Students	128	99.3	*	20.00	25.10	*	17.3	Met Target†
Non-Economically Disadvantaged Students	149	97.7	*	17.70	54.30	*		
Students with Disabilities	51	100.0	*	*	16.50	*	6.5	Not Met
Students without Disabilities	226	98.1	*	*	48.80	*		
English Learners	62	97.7	*	14.90	23.30	*	N	N
Non-English Learners	215	98.7	*	20.90	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



**ORANGE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-3880-050  
 ESSEX  
 CITY OF ORANGE TWP  
 400 LINCOLN AVE  
 ORANGE, NJ 07050-2208

**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
<b>Schoolwide</b>	48	695	719	743	*	*	*	*	*	*	42%
White	N	N	N	751	N	N	N	N	N	N	52%
Hispanic	22	688	716	728	*	*	*	*	*	*	24%
Black or African American	26	702	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	19	699	724	744	*	*	*	*	*	*	43%
Male	29	693	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	29	691	697	708	*	*	*	*	*	*	*
Non-English Learners	19	702	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



**ORANGE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-3880-050  
 ESSEX  
 CITY OF ORANGE TWP  
 400 LINCOLN AVE  
 ORANGE, NJ 07050-2208

**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
<b>Schoolwide</b>	246	719	719	734	18%	43%	27%	12%	0%	12%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	63	715	715	722	29%	40%	19%	*	*	13%	14%
Black or African American	178	720	*	719	14%	44%	29%	12%	0%	12%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	121	720	*	735	*	*	*	*	*	*	31%
Male	125	718	718	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	116	719	719	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	130	719	*	740	*	*	*	*	*	*	39%
Students with Disabilities	29	707	*	711	*	*	*	*	*	*	*
Students without Disabilities	217	721	721	738	*	*	*	*	*	*	*
English Learners	32	697	697	710	*	*	*	*	*	*	*
Non-English Learners	214	722	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



**ORANGE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-3880-050  
 ESSEX  
 CITY OF ORANGE TWP  
 400 LINCOLN AVE  
 ORANGE, NJ 07050-2208

**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 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
<b>Schoolwide</b>	267	694	702	725	*	*	*	*	*	*	28%
White	N	N	N	731	N	N	N	N	N	N	33%
Hispanic	87	696	704	710	*	*	*	*	*	*	14%
Black or African American	178	693	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	113	695	*	725	*	*	*	*	*	*	27%
Male	154	693	*	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	122	702	710	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	145	687	*	733	*	*	*	*	*	*	35%
Students with Disabilities	43	686	686	692	*	*	*	*	*	*	*
Students without Disabilities	224	696	*	729	*	*	*	*	*	*	*
English Learners	41	673	673	692	*	*	*	*	*	*	*
Non-English Learners	226	698	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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

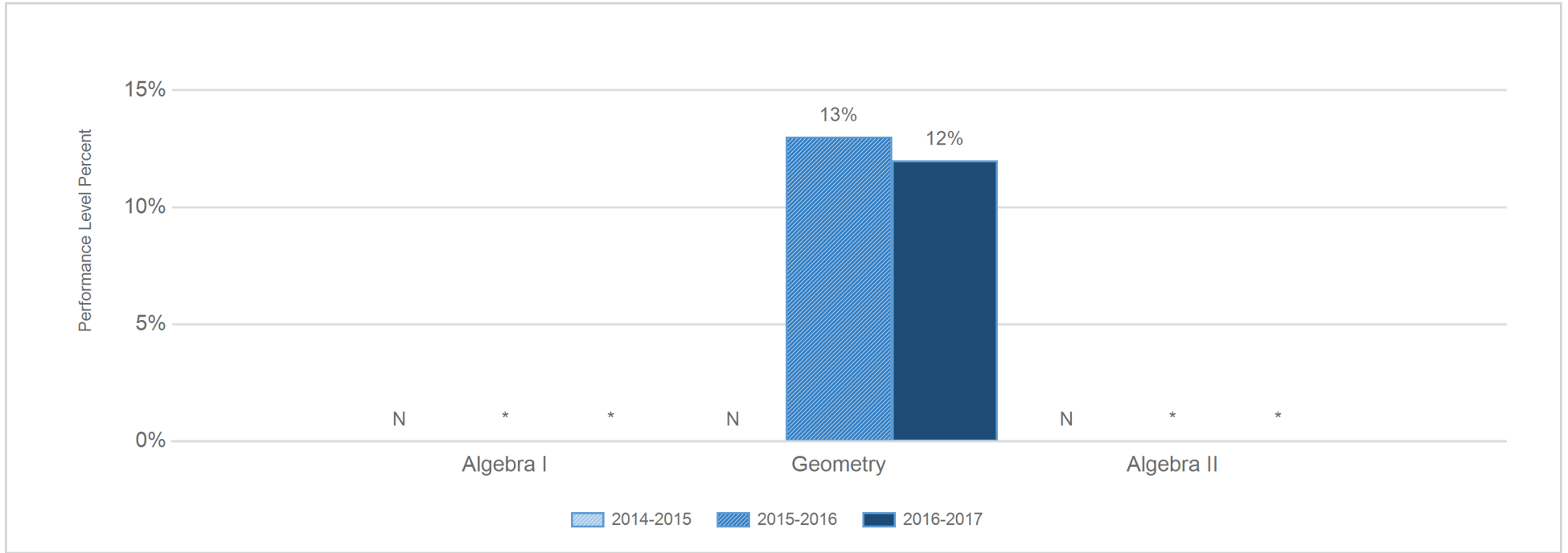


**ORANGE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-3880-050  
 ESSEX  
 CITY OF ORANGE TWP  
 400 LINCOLN AVE  
 ORANGE, NJ 07050-2208

**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





**ORANGE HIGH SCHOOL**  
2016-2017  
**Grade Span 09-12**

13-3880-050  
ESSEX  
CITY OF ORANGE TWP  
400 LINCOLN AVE  
ORANGE, NJ 07050-2208

### 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
9	N	N
10	N	N
11	*	*

### 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	48	*	*
2	34	*	*
3	25	*	*
4	12	*	*
5+	*	*	*



**ORANGE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-3880-050  
 ESSEX  
 CITY OF ORANGE TWP  
 400 LINCOLN AVE  
 ORANGE, NJ 07050-2208

This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

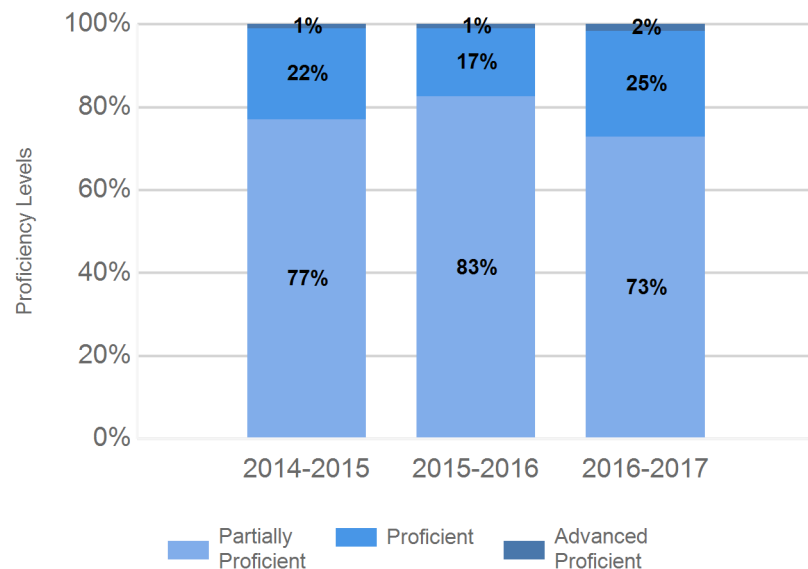
**Biology Assessment - Performance**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	2%	25%	73%
White	*	N	*
Hispanic	*	*	80%
Black or African American	1%	30%	70%
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	2%	21%	77%
Students with Disabilities	N	*	*
English Learners	N	*	*

**Biology Assessment - Proficiency Trends**

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





**ORANGE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-3880-050  
 ESSEX  
 CITY OF ORANGE TWP  
 400 LINCOLN AVE  
 ORANGE, NJ 07050-2208

This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

**PSAT/SAT/ACT - Participation**

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	91.4%	89.4%
Percentage of students taking the SAT	85.8%	70.0%
Percentage of students taking the ACT	11.6%	28.3%

**PSAT/SAT/ACT - Performance**

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	395	481	Varies By Grade	28%	67%
PSAT - Math	419	483	Varies By Grade	18%	49%
SAT - Reading and Writing	434	551	480	25%	77%
SAT - Math	427	552	530	12%	58%
ACT - Reading	17	24	22	13%	65%
ACT - English	17	24	18	39%	79%
ACT - Math	17	24	22	13%	65%
ACT - Science	17	23	23	10%	54%



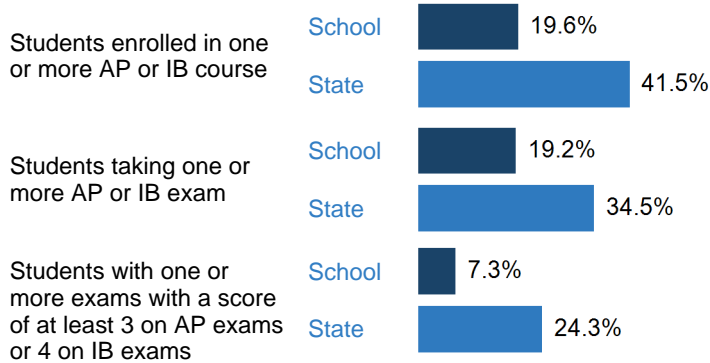
**ORANGE HIGH SCHOOL**  
2016-2017  
Grade Span 09-12

13-3880-050  
ESSEX  
CITY OF ORANGE TWP  
400 LINCOLN AVE  
ORANGE, NJ 07050-2208

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are 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.

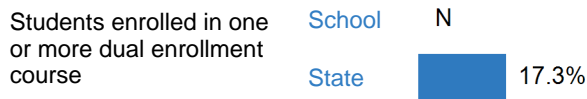
**AP/IB Coursework – Participation and Performance**

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



**Dual Enrollment Coursework - Participation**

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **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 students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	0	24
AP Chemistry	15	9
AP Computer Science A	4	1
AP Computer Science Principles	0	2
AP English Language and Composition	33	32
AP English Literature and Composition	26	23
AP French Language and Culture	7	6
AP Music Theory	0	5
AP Physics 1	0	4
AP Spanish Language	15	14
AP U.S. History	42	36
Total Exams Taken		156
Exams with scores of at least 3 on AP exams or 4 on IB exams		47



**ORANGE HIGH SCHOOL**  
2016-2017  
Grade Span 09-12

13-3880-050  
ESSEX  
CITY OF ORANGE TWP  
400 LINCOLN AVE  
ORANGE, NJ 07050-2208

This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

**Career and Technical Education Participation**

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

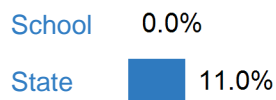
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

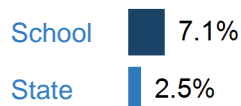
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**



**Industry-Valued Credentials Earned**

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

\*\*Students may earn credentials in more than one Career Cluster



**ORANGE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-3880-050  
 ESSEX  
 CITY OF ORANGE TWP  
 400 LINCOLN AVE  
 ORANGE, NJ 07050-2208

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](#). English course participation is not included because students are required to take four years of English in high school.

**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. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	9	0	0	0	0	0	9
10	53	36	250	0	0	0	11
11	8	229	54	1	16	0	21
12	2	62	28	81	9	0	130
Schoolwide	72	327	332	82	25	0	171
Enrolled in AP/IB Course					N	N	N

**Science - Course Participation**

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	0	0	0	5	15	0
10	26	266	0	41	7	7
11	182	109	0	13	0	33
12	36	34	0	27	5	127
Schoolwide	244	409	0	86	27	167
Enrolled in AP/IB Course	0	15		0	0	0



**ORANGE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-3880-050  
 ESSEX  
 CITY OF ORANGE TWP  
 400 LINCOLN AVE  
 ORANGE, NJ 07050-2208

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](#). English course participation is not included because students are required to take four years of English in high school.

**Social Studies and History - Course Participation**

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	9	9	0	0	0	0
10	33	306	3	0	0	30
11	1	300	8	0	0	66
12	3	93	13	0	0	104
Schoolwide	46	708	24	0	0	200
Enrolled in AP/IB Course	0	42	0	0	0	0

**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 rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	1	9	0	0	0	0	0
10	173	70	0	0	0	0	0
11	126	55	0	0	0	0	0
12	43	30	0	0	0	0	0
Schoolwide	343	164	0	0	0	0	0
Enrolled in AP/IB Course	15	7	0	0	0	0	0
Enrolled in Level 3 or Higher	27	26	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



**ORANGE HIGH SCHOOL**  
2016-2017  
Grade Span 09-12

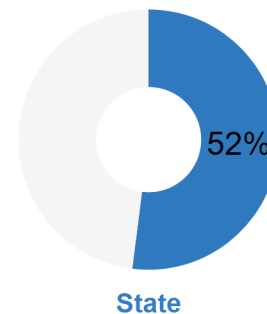
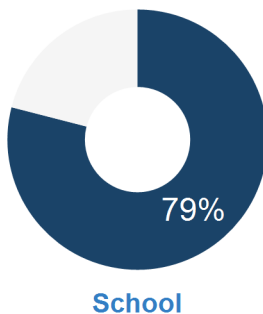
13-3880-050  
ESSEX  
CITY OF ORANGE TWP  
400 LINCOLN AVE  
ORANGE, NJ 07050-2208

Visual and Performing Arts – Course Participation

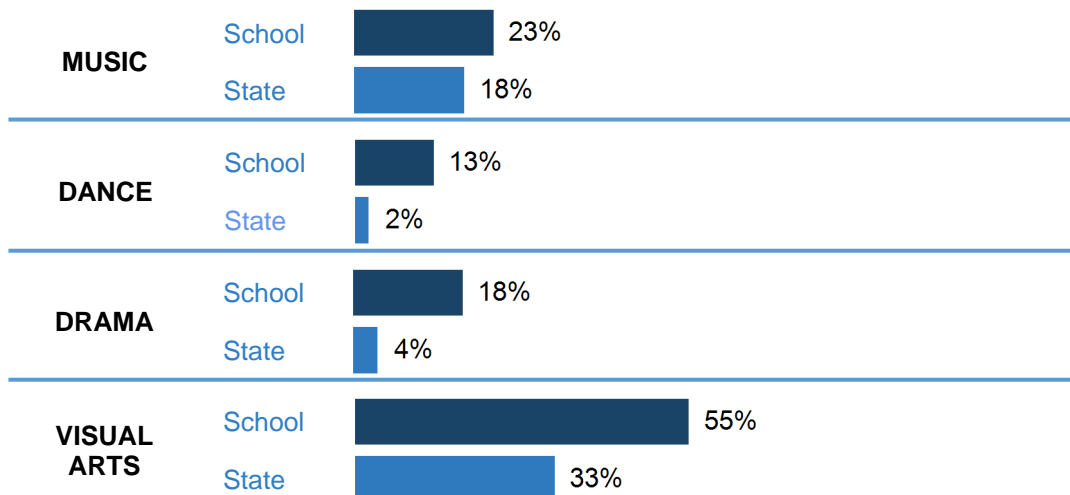
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:





**ORANGE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-3880-050  
 ESSEX  
 CITY OF ORANGE TWP  
 400 LINCOLN AVE  
 ORANGE, NJ 07050-2208

This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

**Graduation Rates**

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	91.2%	90.5%	93.6%	91.8%	91.0%	87.0%	Met Target	88.4%	92.4%	Not Met
White	*	94.5%	N	95.1%	N	N	N	N	**	**
Hispanic	*	84.3%	87.0%	86.3%	85.2%	84.3%	Met Target	82.4%	96.0%	Not Met
Black or African American	92.2%	83.4%	95.1%	85.3%	92.4%	87.9%	Met Target	89.6%	91.3%	Not Met
Asian, Native Hawaiian or Pacific Islander	N	96.6%	*	97.5%	*	**	**	N	N	N
American Indian or Alaska Native	N	92.3%	*	86.6%	*	**	**	N	**	**
Two or More Races	N	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	91.1%	83.9%	94.0%	85.6%	91.8%	88.7%	Met Target	89.5%	95.5%	Not Met
Students with Disabilities	87.8%	78.8%	86.1%	82.1%	79.6%	79.6%	Met Target	85.3%	74.3%	Met Target
English Learners	90.9%	76.1%	89.6%	79.7%	85.1%	80.3%	Met Target	83.8%	90.0%	Not Met
Homeless Students	*	73.2%	N	74.4%	N	N	N	*		

**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
2017	91.2%	-
2016	91.0%	93.6%
2015	86.6%	88.4%

**Dropout Rate Trends**

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

School Year	School Rate	State Rate
2016-2017	1%	1.1%
2015-2016	1.3%	1.1%
2014-2015	0.3%	1.1%

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



**ORANGE HIGH SCHOOL**  
2016-2017

**Grade Span 09-12**

13-3880-050  
ESSEX  
CITY OF ORANGE TWP  
400 LINCOLN AVE  
ORANGE, NJ 07050-2208

This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information 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 the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	47.2%	33.1%	67%
White	0%	0%	0%
Hispanic	35.9%	65.2%	34.8%
Black or African American	51.4%	25.3%	74.7%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	48.2%	32.1%	67.9%
Students with Disabilities	43.3%	38.5%	61.5%
English Learners	40.9%	100%	0%

**Postsecondary Enrollment Rates: 16 month**

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	56.7%	41.2%	58.8%	68.4%	31.6%	84.6%	15.4%
White	N	N	N	N	N	N	N
Hispanic	40%	38.9%	61.1%	66.7%	33.3%	83.3%	16.7%
Black or African American	60.6%	41.9%	58.1%	68.4%	31.6%	85.5%	14.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	59.1%	40.7%	59.3%	67%	33%	84.6%	15.4%
Students with Disabilities	50%	58.8%	41.2%	58.8%	41.2%	82.4%	17.7%
English Learners	25%	100%	0%	100%	0%	100%	0%

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



**ORANGE HIGH SCHOOL**  
2016-2017  
Grade Span 09-12

13-3880-050  
ESSEX  
CITY OF ORANGE TWP  
400 LINCOLN AVE  
ORANGE, NJ 07050-2208

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**

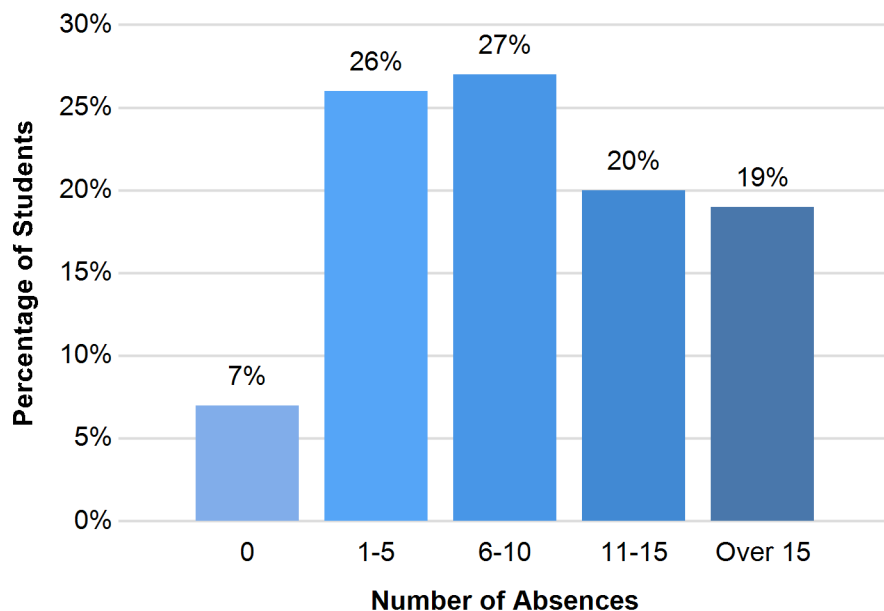
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	15.10	14.30	Not Met
White	N	**	**
Hispanic	17.70	14.30	Not Met
Black or African American	14.30	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.60	14.30	Not Met
Students with Disabilities	21.60	14.30	Not Met
English Learners	9.80	14.30	Met Target

\*\* 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.



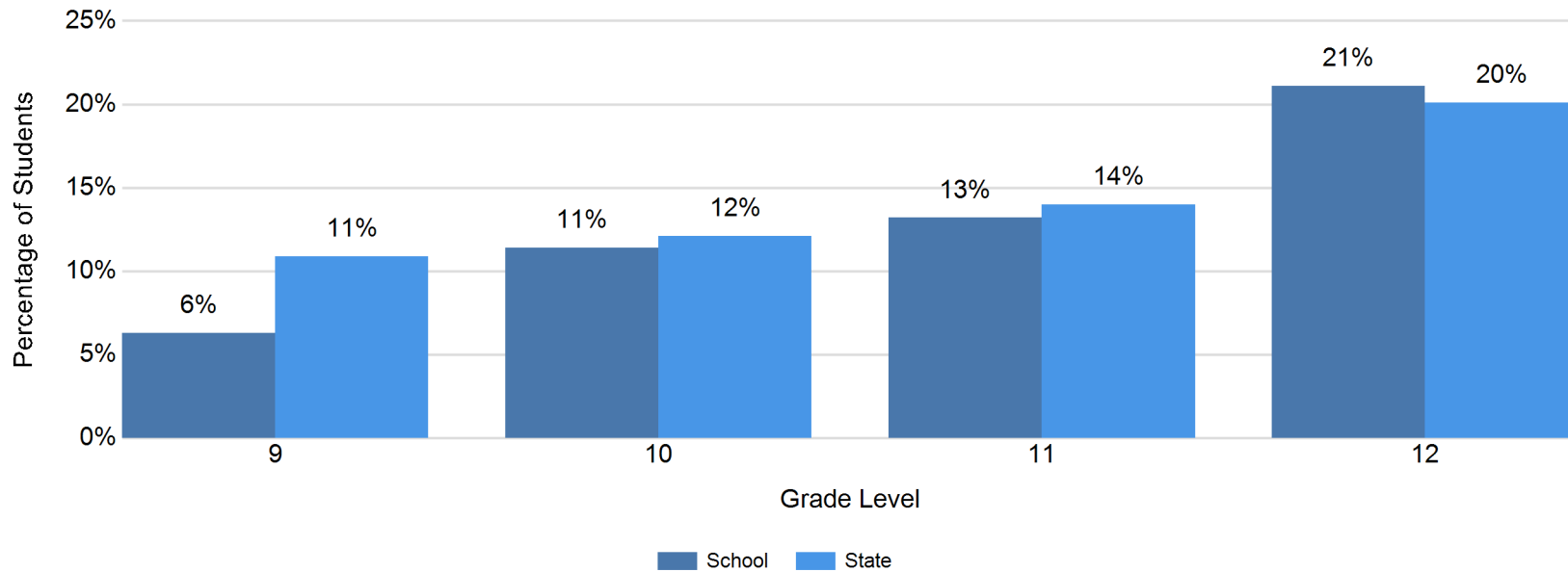


**ORANGE HIGH SCHOOL**  
2016-2017  
Grade Span 09-12

13-3880-050  
ESSEX  
CITY OF ORANGE TWP  
400 LINCOLN AVE  
ORANGE, NJ 07050-2208

**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.





## ORANGE HIGH SCHOOL

2016-2017

Grade Span 09-12

13-3880-050

ESSEX

CITY OF ORANGE TWP

400 LINCOLN AVE

ORANGE, NJ 07050-2208

## 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	8:20AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	3 Hrs. 13 Mins.

## 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	5
Vandalism	0
Weapons	1
Substances	8
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	1.72

## 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	0.1%
Out-of-School Suspensions	14.3%
Any Suspension	14.4%

## 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



**ORANGE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-3880-050  
 ESSEX  
 CITY OF ORANGE TWP  
 400 LINCOLN AVE  
 ORANGE, NJ 07050-2208

**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	1.2:1	176.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**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 (2015-2016)	\$990	\$15,718	\$16,708



**ORANGE HIGH SCHOOL**  
2016-2017  
Grade Span 09-12

13-3880-050  
ESSEX  
CITY OF ORANGE TWP  
400 LINCOLN AVE  
ORANGE, NJ 07050-2208

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**

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	84	120,724
Average years experience in public schools	6.6	11.8
Average years experience in district	5.9	10.5
Teachers in district for 4 or more years	56%	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	54	9,506
Average years experience in public schools	13.1	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	74%	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	10:1	12:1
Administrators	174:1	105:1
Librarian/Media Specialists		710:1
Nurses		516:1
Counselors		516:1
Child Study Team		210:1



**ORANGE HIGH SCHOOL**  
2016-2017  
Grade Span 09-12

13-3880-050  
ESSEX  
CITY OF ORANGE TWP  
400 LINCOLN AVE  
ORANGE, NJ 07050-2208

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**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 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.

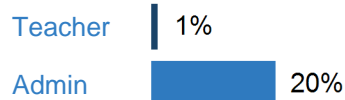
**Bachelor's Degree**



**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	81%	89%
2015-16 Administrators: Same district 2016-17	91%	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	98%



**ORANGE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-3880-050  
 ESSEX  
 CITY OF ORANGE TWP  
 400 LINCOLN AVE  
 ORANGE, NJ 07050-2208

**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	18.4	17.5%
Mathematics Proficiency	22.5	17.5%
Graduation - 4-Year	46.2	25.0%
Graduation - 5-Year	26.3	25.0%
Chronic Absenteeism	42.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		31.7
<b>Summative Rating:</b> Percentile rank of Summative Score		25.4
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		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.



**ORANGE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-3880-050  
 ESSEX  
 CITY OF ORANGE TWP  
 400 LINCOLN AVE  
 ORANGE, NJ 07050-2208

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	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	31.7	6.2	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
White	**	**	No	**	**	**	N	**	No
Hispanic	27.4	6.2	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
Black or African American	52.5	6.2	No	Not Met	Not Met	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	N	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	58.9	6.2	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Students with Disabilities	33.9	6.2	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
English Learners	59.2	6.2	No	Met Target†	N	Met Target	Met Target	Not Met	No

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

† Target was met within a confidence interval.



**ORANGE HIGH SCHOOL**  
 2016-2017  
 Grade Span 09-12




13-3880-050  
 ESSEX  
 CITY OF ORANGE TWP  
 400 LINCOLN AVE  
 ORANGE, NJ 07050-2208

School General Info

<b>Principal:</b>	Mr. Belton	<b>Email Address:</b>	<a href="mailto:beltonja@orange.k12.nj.us">beltonja@orange.k12.nj.us</a>
<b>Address:</b>	400 LINCOLN AVE ORANGE, NJ 07050-2208	<b>Website:</b>	<a href="http://www.orange.k12.nj.us">www.orange.k12.nj.us</a>
<b>Phone:</b>	(973)677-4050		

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Seton Hall University: select students participated in their Junior Master of Business program.</li> <li>• New Jersey Institute of Technology: students participated in their Real World Connections program.</li> <li>• College preparation programs offered through NJ SEEDS and Rutgers TRIO</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Orange High School strives to provide an academic program while offering students opportunities for growth through a wide-range of activities. Orange High School believes that all students can learn and is committed to providing educational environments that help students reach their full potential.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>OHS was invited to march in the St. Patrick's Day in NYC; OHS placed 2nd in the Congressional Art Show; OHS Band attended and received high awards in the NJ Concert Band Festival &amp; NJ Honor Band Consortium; OHS and OPA Drama Students performed "Sister Act"; OHS, along with Rosa Parks students performed for the Worldwide Orphan's Fundraiser in NYC; OHS, OPA and Rosa Parks Schools received a SOPAC grant for our Strings Program; OHS received the Spirit Award in the Music in the Parks' Competition.</p>







**ORANGE HIGH SCHOOL**  
 2016-2017  
 Grade Span 09-12

13-3880-050  
 ESSEX  
 CITY OF ORANGE TWP  
 400 LINCOLN AVE  
 ORANGE, NJ 07050-2208

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Orange High School features an array of core academic and elective courses. Honor courses are offered in all core academic subject areas, as well as select elective disciplines such as the arts. Advanced Placement courses are provided in English, Calculus, Physics, US History and World History.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Football (Boys), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Wrestling (Boys)</p> <p>OHS Girls Basketball Team was Super Essex Conference Div. Champs; Boys Basketball Team was Super Essex County Conference Div. Champs; Girls Softball Team was Super Essex Conference Div. Champs (1st time in History); OHS Senior was Essex County Heavy Weight Champ; and an OHS female Senior was a 1000 point basketball scorer.</p>
 <p><b>Clubs and Activities:</b></p>	<p>At Orange High School, our students had opportunities to participate in a number of clubs: Robotics, Debate, Portfolio/Advanced Illustration, School Newspaper, Health Occupations Students of America, Chess, Culinary, Industrial Arts, Dance Academy, Voices In Harmony, Strings, Marching Band, Rho Kappa Honor Society, and Poetry.</p>
 <p><b>Before and After School Programs:</b></p>	<p>OHS students were able to participate in a myriad of before and after school programs; including but not limited to: Credit Recovery, academic tutoring in Math and English, College and Career Readiness Program, Girls Mentoring, AM Library, and SAT Prep Program.</p>








**ORANGE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-3880-050  
 ESSEX  
 CITY OF ORANGE TWP  
 400 LINCOLN AVE  
 ORANGE, NJ 07050-2208

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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.

 <p><b>Staff and Professional Learning:</b></p>	<p>OHS staff participated in professional development opportunities both in and out of district; including: Engineering certification, Advanced Placement course certification in Computer Science, Chemistry, Calculus, and AP Literacy, CTE Training, Math and English Language Arts Literacy Content and Pedagogy Training, Visual &amp; Performing Arts PD, Understanding By Design, Project Based Learning, Sheltered English training, as well as Digital Media Training.</p>
 <p><b>Postsecondary Information:</b></p>	<p>Naviance allows students to develop college plans and career assessment tools. Students are eligible for SAT/ACT fee waivers based on financial assistance. Students who do not attend college pursue a career in beauty school, military and trade schools. 4 Year Colleges and Universities: Kean University, Montclair State University, Rutgers University, and Bloomfield College; as well as, 2 Year Colleges: Essex County College, Union County College, and Hudson County College.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Reading Plus Program is offered to our Students with disabilities and Read 180 is offered to our ESL student population.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Breakfast and District Supper Program is offered to eligible students promoting health and wellness by providing balanced nutritional meals.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Students prepared and served more than fifty senior citizens lunches. The seniors also attended the play, "Sister Act" immediately following the lunch. Parents were offered information and materials at College and CTE fairs.</p>



**ORANGE HIGH SCHOOL**  
**2016-2017**  
**Grade Span 09-12**

13-3880-050  
 ESSEX  
 CITY OF ORANGE TWP  
 400 LINCOLN AVE  
 ORANGE, NJ 07050-2208

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.



Facilities:

The New Jersey Department of Education (SDA) approved an addition and renovations to the current OHS building to provide additional instructional space.



ORANGE HIGH SCHOOL  
2016-2017  
Grade Span 09-12

13-3880-050  
ESSEX  
CITY OF ORANGE TWP  
400 LINCOLN AVE  
ORANGE, NJ 07050-2208

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.

OHS introduced the first Navy National Defense Cadet Corps program which provides learning experiences and credit in the Naval Science curricula. OHS houses the hydroponic greenhouse which provides curriculum and learning experiences in business, agriculture and nutritional science.



Other Information:




ORANGE PREPARATORY ACADEMY  
2016-2017  
Grade Span 08-09

13-3880-115  
ESSEX  
CITY OF ORANGE TWP  
400 CENTRAL AVE  
ORANGE, NJ 07050-2420

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](#) or the [district-level 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](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



**ORANGE PREPARATORY ACADEMY  
2016-2017**

**Grade Span 08-09**

**13-3880-115  
ESSEX  
CITY OF ORANGE TWP  
400 CENTRAL AVE  
ORANGE, NJ 07050-2420**

### Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



**ORANGE PREPARATORY ACADEMY**  
**2016-2017**  
**Grade Span 08-09**

13-3880-115  
 ESSEX  
 CITY OF ORANGE TWP  
 400 CENTRAL AVE  
 ORANGE, NJ 07050-2420

**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
8	298	334	305
9	273	281	309
Ungraded	31	11	16
<b>Total</b>	<b>602</b>	<b>626</b>	<b>630</b>

**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	49%	48%	49%
Male	52%	52%	51%
Economically Disadvantaged Students	75%	63%	59%
Students with Disabilities	15%	15%	17%
English Learners	10%	11%	14%
Homeless Students			1%
Students in Foster Care			1%
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
Black or African American	67.9%
Hispanic	31.7%
Asian	0.2%
White	0.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.0%

**Enrollment Trends by Full and Shared Time**

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

Enrollment Status	2016-17
Full Time Students	630
Shared Time Students	0
Full Time Equivalent	630

**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	53.8%
Spanish	27.8%
Haitian	12.9%
Creoles and pidgins, French-based	2.2%
Creoles and pidgins, English based	1.1%
<i>Other</i>	2.3%



**ORANGE PREPARATORY ACADEMY  
2016-2017**

**Grade Span 08-09**

13-3880-115  
ESSEX  
CITY OF ORANGE TWP  
400 CENTRAL AVE  
ORANGE, NJ 07050-2420

**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	574	99.4	31.20	31.40	54.90	31.2	33.6	Met Target†
White	*	*	*	*	63.90	*	**	**
Hispanic	175	99.0	32.60	*	39.80	32.6	35.6	Met Target†
Black or African American	396	99.5	30.50	*	35.20	30.5	33.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	281	99.0	39.10	*	62.20	39.1		
Male	293	99.7	23.60	*	48.10	23.6		
Economically Disadvantaged Students	368	99.7	32.60	*	36.20	32.6	34.4	Met Target†
Non-Economically Disadvantaged Students	206	98.8	28.70	*	65.80	28.7		
Students with Disabilities	103	99.0	*	*	20.50	*	13.1	Not Met
Students without Disabilities	471	99.4	*	*	61.90	*		
English Learners	103	100.0	*	20.50	25.20	*	7.1	Met Target
Non-English Learners	471	99.2	*	35.40	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



**ORANGE PREPARATORY ACADEMY**  
**2016-2017**  
**Grade Span 08-09**

13-3880-115  
 ESSEX  
 CITY OF ORANGE TWP  
 400 CENTRAL AVE  
 ORANGE, NJ 07050-2420

**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
<b>Schoolwide</b>	303	736	736	757	17%	22%	24%	31%	5%	36%	59%
White	N	N	N	764	N	N	N	N	N	N	68%
Hispanic	83	744	744	742	*	21%	25%	35%	*	43%	44%
Black or African American	219	733	733	738	*	23%	24%	29%	*	33%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	786	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	147	742	742	766	*	20%	22%	35%	*	43%	68%
Male	156	731	731	749	*	24%	26%	26%	*	30%	50%
Economically Disadvantaged Students	212	735	735	739	*	23%	24%	30%	*	35%	40%
Non-Economically Disadvantaged Students	91	739	739	766	*	21%	26%	33%	*	37%	69%
Students with Disabilities	58	706	706	718	*	*	*	*	*	*	18%
Students without Disabilities	245	743	743	764	*	*	*	*	*	*	67%
English Learners	19	717	717	701	*	*	*	*	*	*	*
Non-English Learners	284	737	737	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

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



**ORANGE PREPARATORY ACADEMY**  
**2016-2017**  
**Grade Span 08-09**

13-3880-115  
 ESSEX  
 CITY OF ORANGE TWP  
 400 CENTRAL AVE  
 ORANGE, NJ 07050-2420

**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 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
<b>Schoolwide</b>	307	727	726	749	25%	19%	31%	22%	3%	25%	52%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	108	719	*	733	35%	*	26%	18%	*	22%	35%
Black or African American	197	732	*	730	*	20%	34%	24%	*	27%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	155	733	*	756	22%	*	29%	*	*	33%	60%
Male	152	721	*	741	28%	*	33%	*	*	17%	43%
Economically Disadvantaged Students	159	732	*	731	*	20%	34%	*	*	28%	32%
Non-Economically Disadvantaged Students	148	722	*	758	*	18%	28%	*	*	22%	62%
Students with Disabilities	39	710	*	714	*	*	*	*	*	*	13%
Students without Disabilities	268	730	*	754	*	*	*	*	*	*	58%
English Learners	40	688	688	690	*	*	*	*	*	*	*
Non-English Learners	267	733	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*

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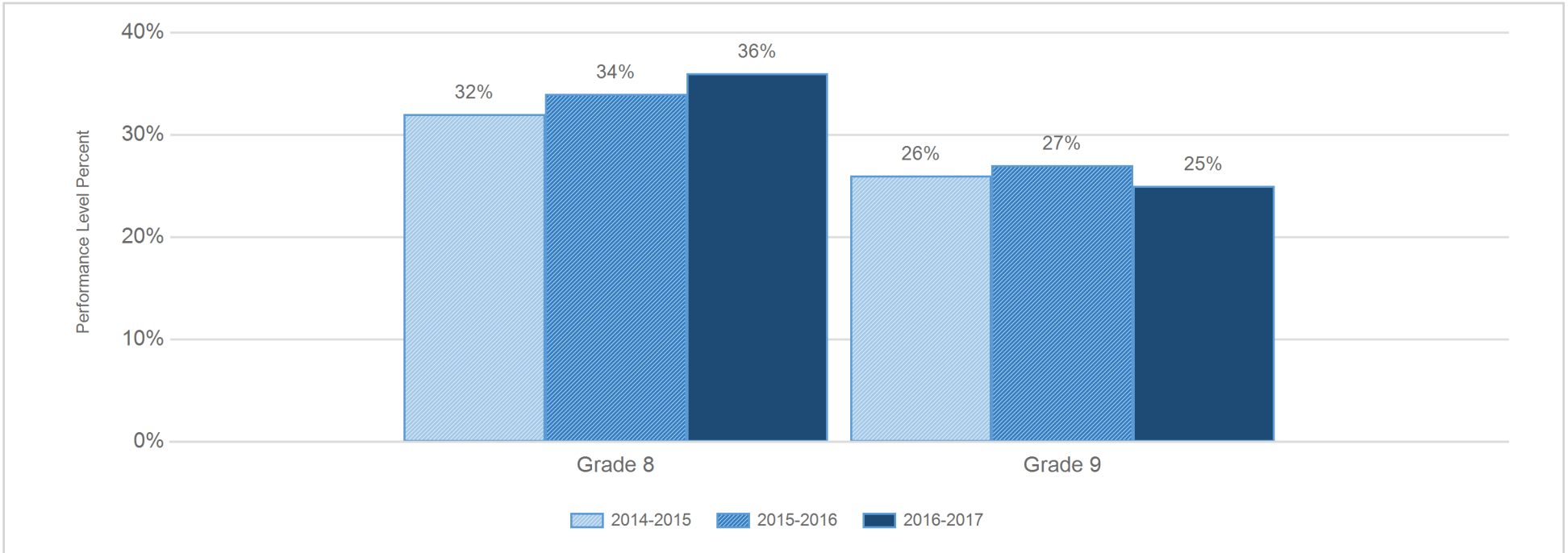


**ORANGE PREPARATORY ACADEMY**  
**2016-2017**  
**Grade Span 08-09**

13-3880-115  
 ESSEX  
 CITY OF ORANGE TWP  
 400 CENTRAL AVE  
 ORANGE, NJ 07050-2420

**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





**ORANGE PREPARATORY ACADEMY**  
**2016-2017**  
**Grade Span 08-09**

13-3880-115  
 ESSEX  
 CITY OF ORANGE TWP  
 400 CENTRAL AVE  
 ORANGE, NJ 07050-2420

**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	578	99.1	18.10	19.20	43.50	18.1	28.2	Not Met
White	*	*	*	*	52.40	*	**	**
Hispanic	179	99.0	22.40	21.10	27.60	22.4	32.8	Not Met
Black or African American	394	99.1	16.50	*	21.70	16.5	26.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	285	99.4	23.60	21.50	44.10	23.6		
Male	293	98.8	13.00	17.30	42.90	13		
Economically Disadvantaged Students	366	99.2	18.80	20.00	25.10	18.8	30.5	Not Met
Non-Economically Disadvantaged Students	212	98.8	17.00	17.70	54.30	17		
Students with Disabilities	102	98.1	*	*	16.50	*	7	Not Met
Students without Disabilities	476	99.2	*	*	48.80	*		
English Learners	109	100.0	*	14.90	23.30	*	13.2	Not Met
Non-English Learners	469	98.8	*	20.90	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



**ORANGE PREPARATORY ACADEMY**  
**2016-2017**  
**Grade Span 08-09**

13-3880-115  
 ESSEX  
 CITY OF ORANGE TWP  
 400 CENTRAL AVE  
 ORANGE, NJ 07050-2420

**Mathematics Assessment - Performance by Grade: Grade 8\*\***

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
<b>Schoolwide</b>	276	708	708	728	*	*	*	*	*	*	28%
White	N	N	N	736	N	N	N	N	N	N	35%
Hispanic	79	714	714	721	35%	28%	20%	17%	0%	17%	21%
Black or African American	194	705	705	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	128	709	709	730	*	*	*	*	*	*	30%
Male	148	706	706	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	185	707	707	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	91	708	708	734	*	*	*	*	*	*	34%
Students with Disabilities	57	687	687	705	*	*	*	*	*	*	*
Students without Disabilities	219	713	713	734	*	*	*	*	*	*	*
English Learners	31	691	691	703	*	*	*	*	*	*	*
Non-English Learners	245	710	710	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	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.



**ORANGE PREPARATORY ACADEMY**  
**2016-2017**  
**Grade Span 08-09**

13-3880-115  
 ESSEX  
 CITY OF ORANGE TWP  
 400 CENTRAL AVE  
 ORANGE, NJ 07050-2420

**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
<b>Schoolwide</b>	310	723	719	743	27%	34%	22%	*	*	18%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	111	721	716	728	33%	25%	22%	20%	0%	20%	24%
Black or African American	197	724	*	724	23%	38%	22%	*	*	17%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	159	726	724	744	25%	32%	19%	*	*	25%	43%
Male	151	719	*	741	29%	36%	25%	*	*	11%	40%
Economically Disadvantaged Students	167	728	*	727	25%	28%	25%	*	*	22%	23%
Non-Economically Disadvantaged Students	143	717	712	751	28%	41%	18%	*	*	13%	52%
Students with Disabilities	39	702	701	714	*	*	*	*	*	*	10%
Students without Disabilities	271	726	*	747	*	*	*	*	*	*	47%
English Learners	40	702	697	708	*	*	*	*	*	*	*
Non-English Learners	270	726	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



**ORANGE PREPARATORY ACADEMY**  
**2016-2017**  
**Grade Span 08-09**

13-3880-115  
 ESSEX  
 CITY OF ORANGE TWP  
 400 CENTRAL AVE  
 ORANGE, NJ 07050-2420

**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
<b>Schoolwide</b>	N	N	N	734	N	N	N	N	N	N	30%
White	N	N	N	740	N	N	N	N	N	N	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	758	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	N	N	N	735	N	N	N	N	N	N	31%
Male	N	N	N	733	N	N	N	N	N	N	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	738	N	N	N	N	N	N	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	N	735	N	N	N	N	N	N	*
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	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



**ORANGE PREPARATORY ACADEMY**  
**2016-2017**  
**Grade Span 08-09**

13-3880-115  
 ESSEX  
 CITY OF ORANGE TWP  
 400 CENTRAL AVE  
 ORANGE, NJ 07050-2420

**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 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
<b>Schoolwide</b>	34	767	702	725	0%	*	*	77%	*	79%	28%
White	N	N	N	731	N	N	N	N	N	N	33%
Hispanic	10	766	704	710	0%	*	*	*	*	70%	14%
Black or African American	24	768	*	703	0%	*	*	83%	0%	83%	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	761	N	N	N	N	N	N	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	21	767	*	725	0%	*	*	76%	*	81%	27%
Male	13	767	*	725	0%	*	*	77%	*	77%	29%
Economically Disadvantaged Students	17	766	710	708	0%	*	*	77%	*	77%	13%
Non-Economically Disadvantaged Students	17	768	*	733	0%	*	*	77%	*	82%	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	*
Students without Disabilities	34	767	*	729	0%	*	*	77%	*	79%	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	34	767	*	726	0%	*	*	77%	*	79%	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

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

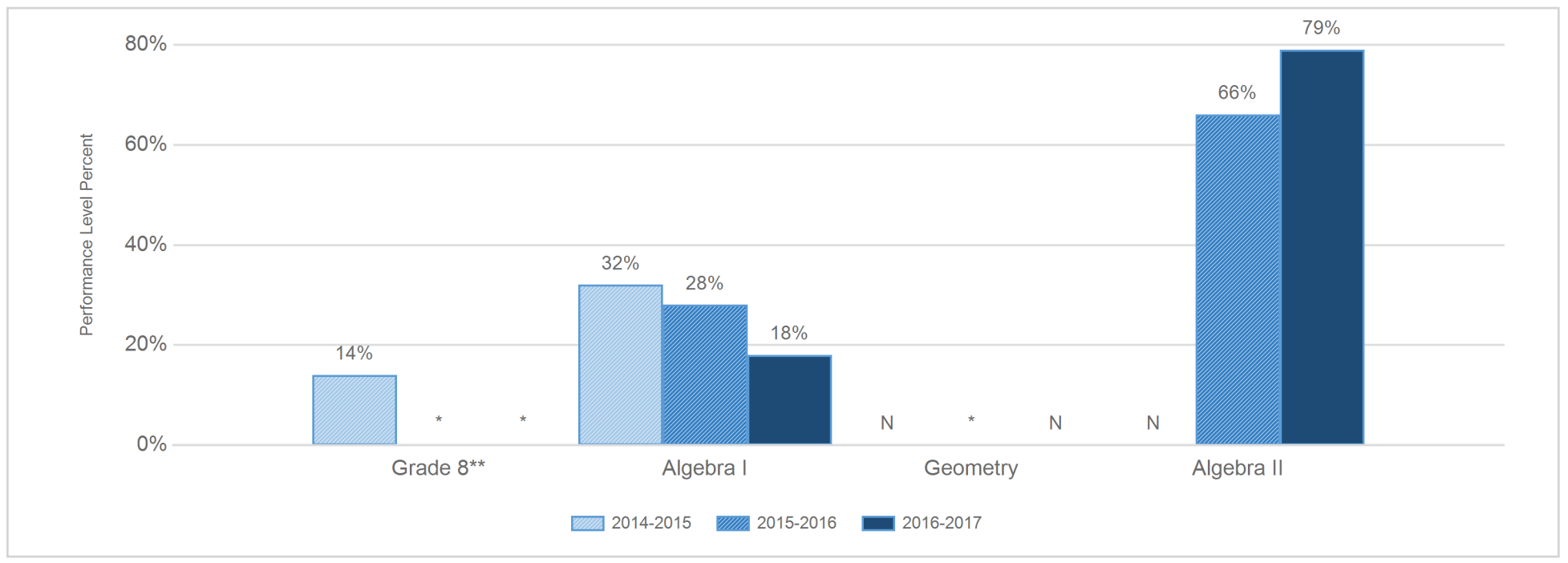


**ORANGE PREPARATORY ACADEMY**  
**2016-2017**  
**Grade Span 08-09**

13-3880-115  
 ESSEX  
 CITY OF ORANGE TWP  
 400 CENTRAL AVE  
 ORANGE, NJ 07050-2420

**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



**ORANGE PREPARATORY ACADEMY**  
**2016-2017**  
**Grade Span 08-09**

13-3880-115  
 ESSEX  
 CITY OF ORANGE TWP  
 400 CENTRAL AVE  
 ORANGE, NJ 07050-2420

**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
8	*	*
9	N	N

**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	32	*	*
2	23	*	*
3	10	70%	30%
4	*	*	*
5+	*	*	*

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**ORANGE PREPARATORY ACADEMY**  
**2016-2017**  
**Grade Span 08-09**

13-3880-115  
 ESSEX  
 CITY OF ORANGE TWP  
 400 CENTRAL AVE  
 ORANGE, NJ 07050-2420

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.

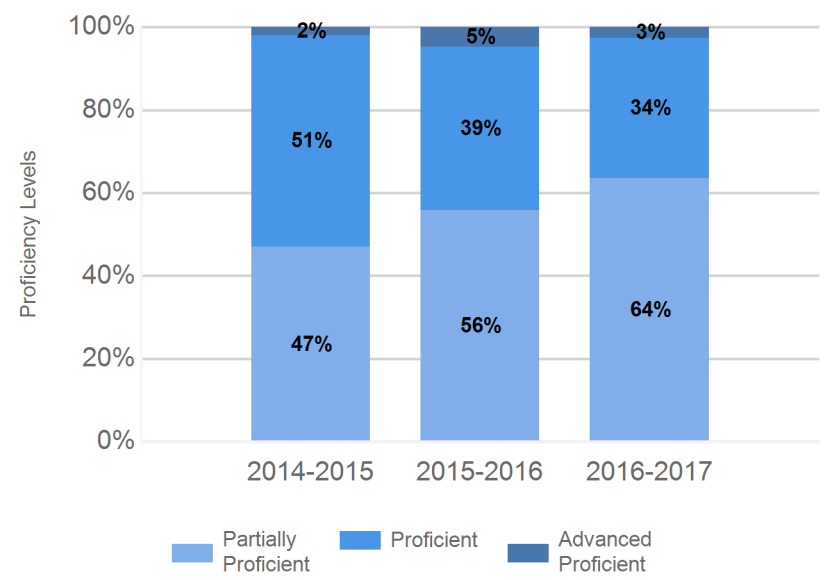
**NJASK Science Assessment Performance: Grade 8**

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	3%	34%	64%
White	N	N	N
Hispanic	6%	36%	59%
Black or African American	1%	33%	66%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	3%	32%	66%
Students with Disabilities	N	*	*
English Learners	N	13%	87%

**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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**ORANGE PREPARATORY ACADEMY**  
**2016-2017**  
**Grade Span 08-09**

13-3880-115  
 ESSEX  
 CITY OF ORANGE TWP  
 400 CENTRAL AVE  
 ORANGE, NJ 07050-2420

This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

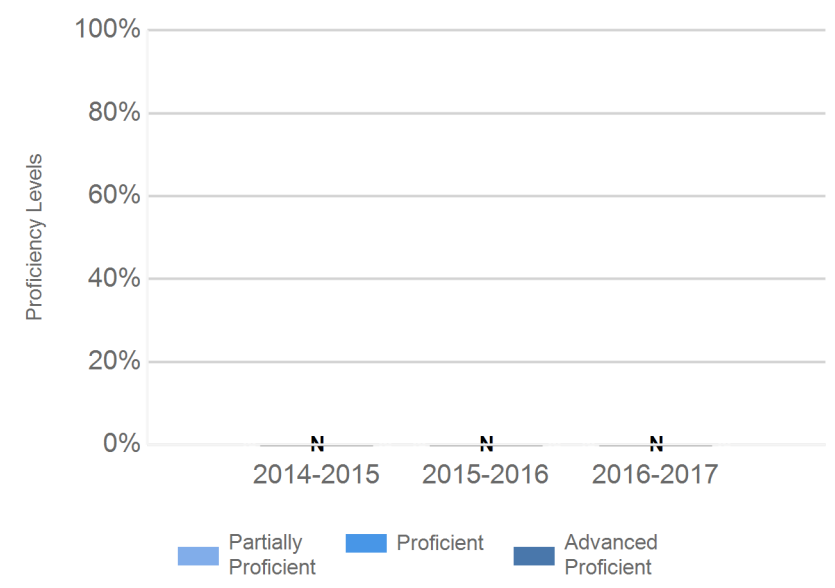
**Biology Assessment - Performance**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	N	N	N
White	N	N	N
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	N
English Learners	N	N	N

**Biology Assessment - Proficiency Trends**

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



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ORANGE PREPARATORY ACADEMY  
2016-2017

Grade Span 08-09

13-3880-115  
ESSEX  
CITY OF ORANGE TWP  
400 CENTRAL AVE  
ORANGE, NJ 07050-2420

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	49.5	54	50	Met Target	N	N	N	N
White	N	N	N	N	N	N	N	N
Hispanic	*	59	49	Exceeds Target	N	N	N	N
Black or African American	45.5	*	45	Met Target	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	N	N	N	N
Economically Disadvantaged	45	55	47	Met Target	N	N	N	N
Students with Disabilities	55.5	55	41	Met Target	N	N	N	N
English Learners	68	*	53	Exceeds Target	N	N	N	N

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



**ORANGE PREPARATORY ACADEMY**  
2016-2017

13-3880-115  
ESSEX  
CITY OF ORANGE TWP  
400 CENTRAL AVE  
ORANGE, NJ 07050-2420

**Grade Span 08-09**

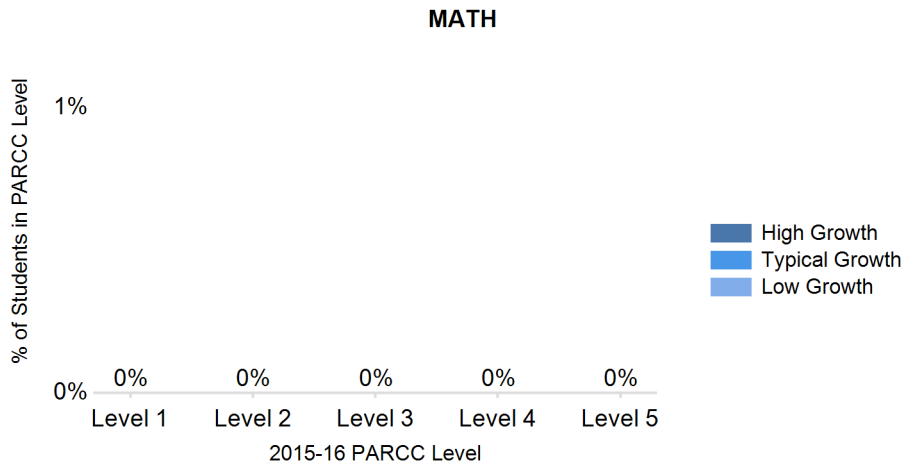
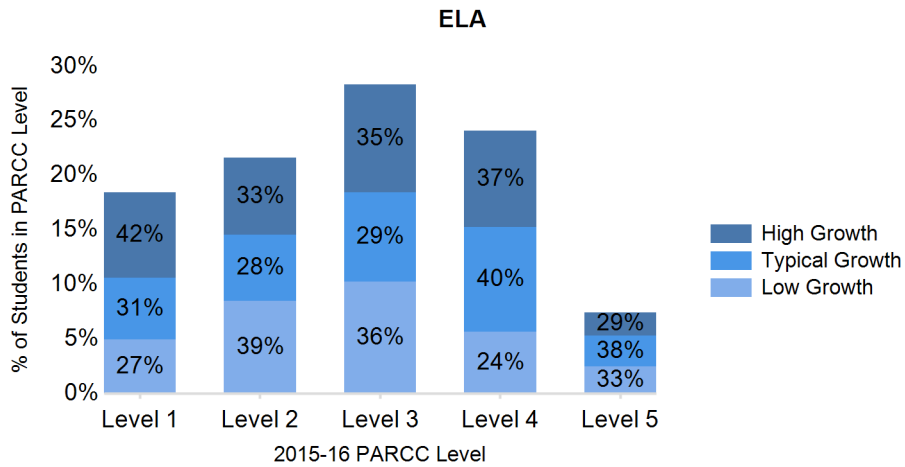
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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

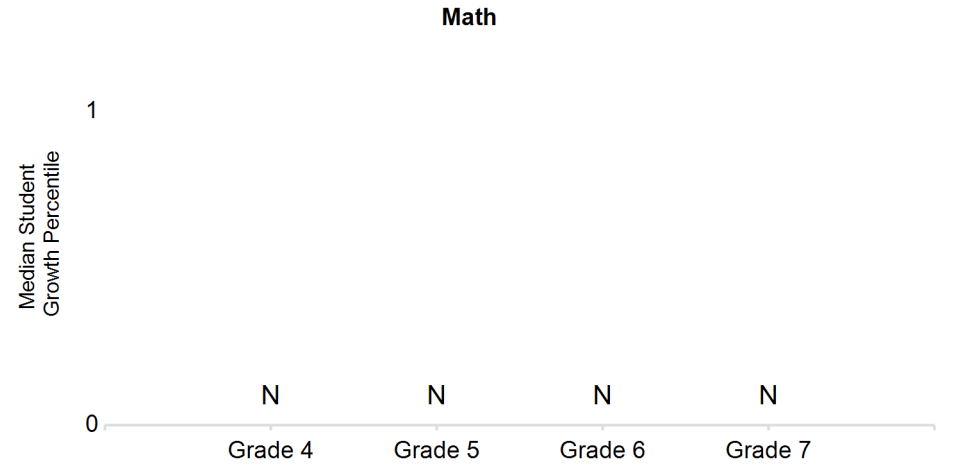
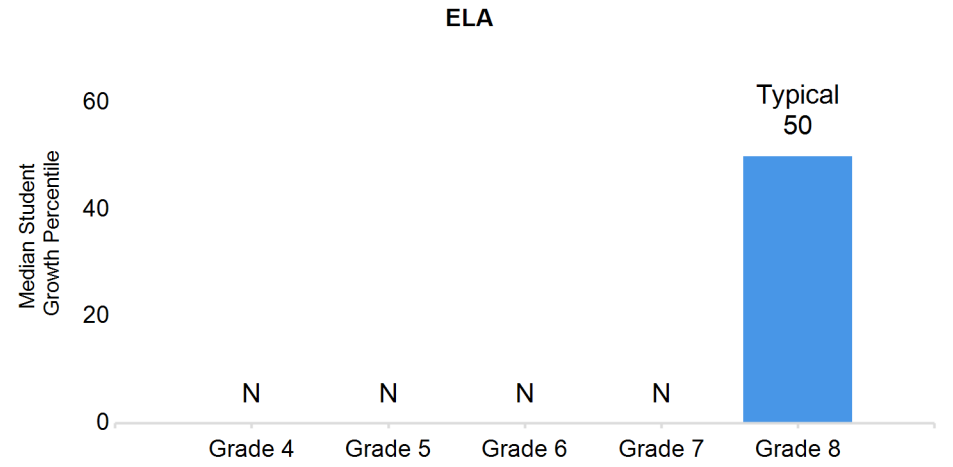
**Student Growth by Performance Level**

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.





**ORANGE PREPARATORY ACADEMY**  
**2016-2017**  
**Grade Span 08-09**

13-3880-115  
 ESSEX  
 CITY OF ORANGE TWP  
 400 CENTRAL AVE  
 ORANGE, NJ 07050-2420

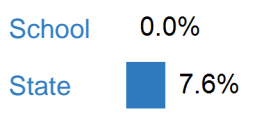
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

**Career and Technical Education Participation**

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

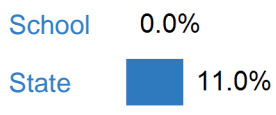
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

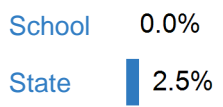
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**



**Industry-Valued Credentials Earned**

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

\*\*Students may earn credentials in more than one Career Cluster



ORANGE PREPARATORY ACADEMY  
2016-2017

Grade Span 08-09

13-3880-115  
ESSEX  
CITY OF ORANGE TWP  
400 CENTRAL AVE  
ORANGE, NJ 07050-2420

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](#). English course participation is not included because students are required to take four years of English in high school.

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. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
8	39	0	0	0	0	0	306
9	327	0	40	0	0	0	0
Schoolwide	366	0	40	0	0	0	306
Enrolled in AP/IB Course					N	N	N

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	41	0	199	76	58	0
Schoolwide	41	0	199	76	58	0
Enrolled in AP/IB Course	N	N		N	N	N



**ORANGE PREPARATORY ACADEMY  
2016-2017**

**Grade Span 08-09**

13-3880-115  
ESSEX  
CITY OF ORANGE TWP  
400 CENTRAL AVE  
ORANGE, NJ 07050-2420

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](#). English course participation is not included because students are required to take four years of English in high school.

**Social Studies and History - Course Participation**

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	41	0	0	0	0	329
Schoolwide	41	0	0	0	0	329
Enrolled in AP/IB Course	N	N	N	N	N	N

**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 rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
8	92	37	0	0	0	0	0
9	171	93	0	0	0	14	0
Schoolwide	263	130	0	0	0	14	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N
Earned Seal of Biliteracy	N	N	N	N	N	N	N



**ORANGE PREPARATORY ACADEMY**  
2016-2017  
Grade Span 08-09

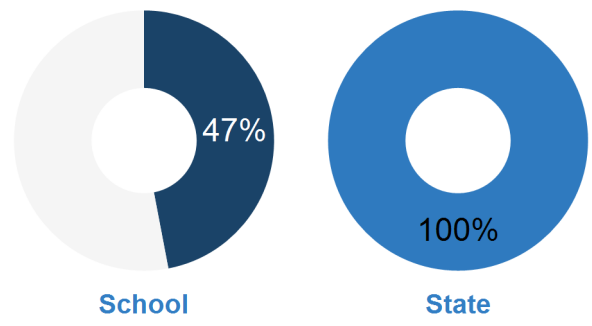
13-3880-115  
ESSEX  
CITY OF ORANGE TWP  
400 CENTRAL AVE  
ORANGE, NJ 07050-2420

**Visual and Performing Arts – Course Participation**

This chart shows the percentages of students in the school and across the state that were enrolled in one or more **Visual and Performing Arts** classes with separate rates for grades 6-8 and grades 9-12. The chart also shows the percentage of students in the school and across the state that were enrolled in one or more courses within each of the four arts disciplines.

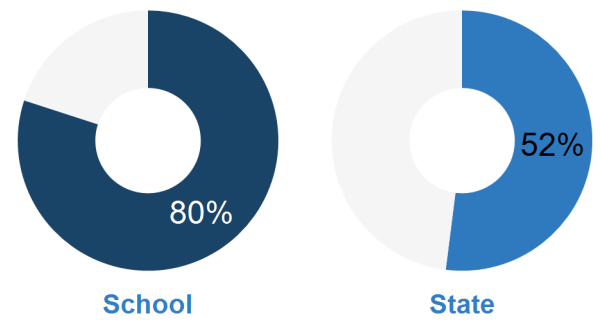
**Grades 6-8:**

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

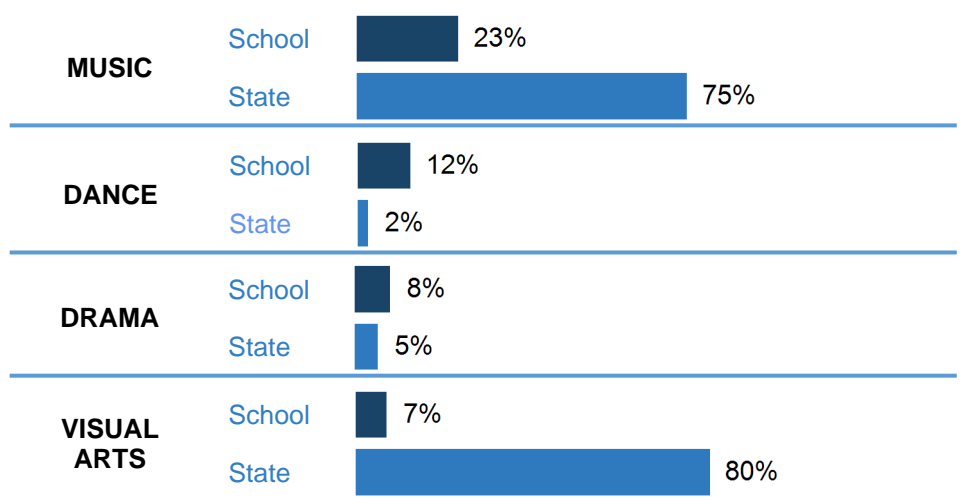


**Grades 9-12:**

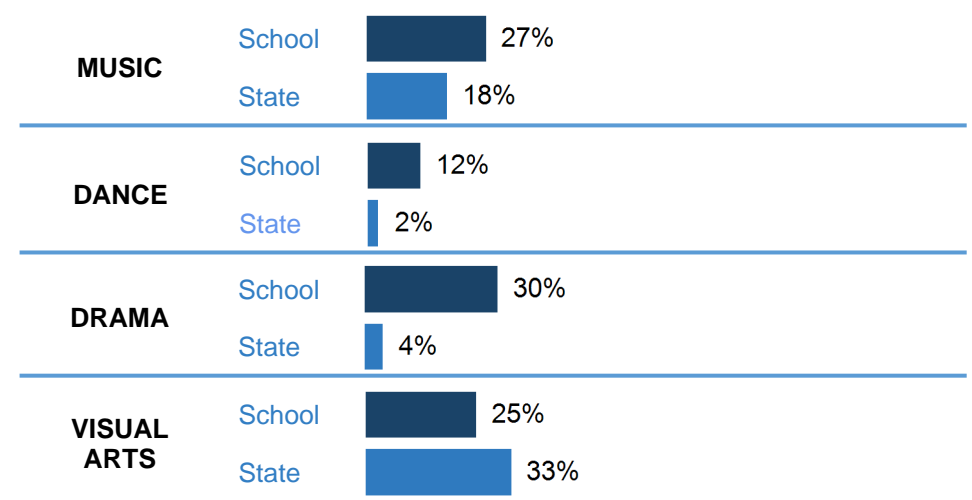
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:



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**ORANGE PREPARATORY ACADEMY**  
**2016-2017**  
**Grade Span 08-09**

13-3880-115  
 ESSEX  
 CITY OF ORANGE TWP  
 400 CENTRAL AVE  
 ORANGE, NJ 07050-2420

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**

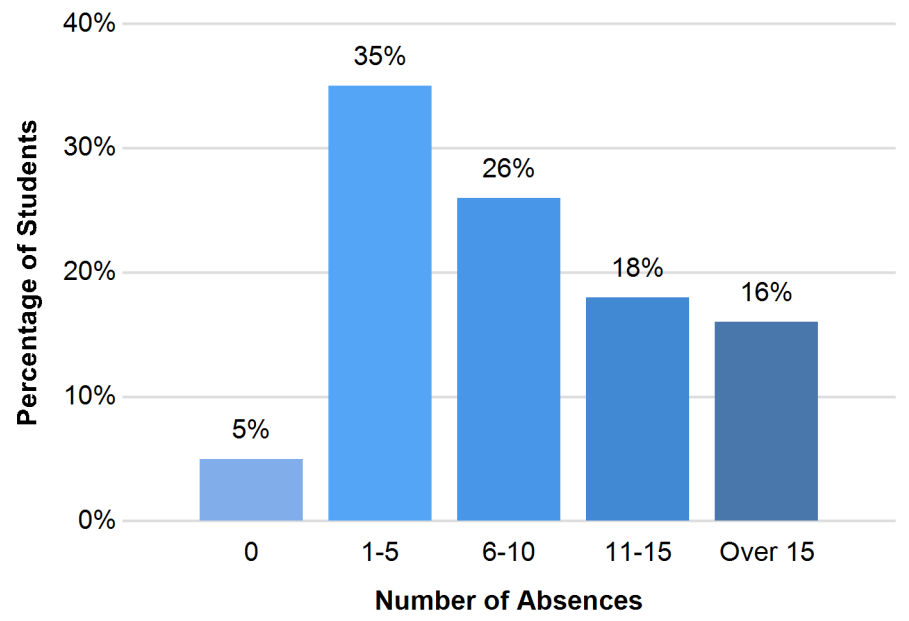
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	12.40	10.20	Not Met
White	N	**	**
Hispanic	11.60	10.20	Not Met
Black or African American	12.80	10.20	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.30	10.20	Not Met
Students with Disabilities	21.10	10.20	Not Met
English Learners	2.80	10.20	Met Target

\*\* *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.





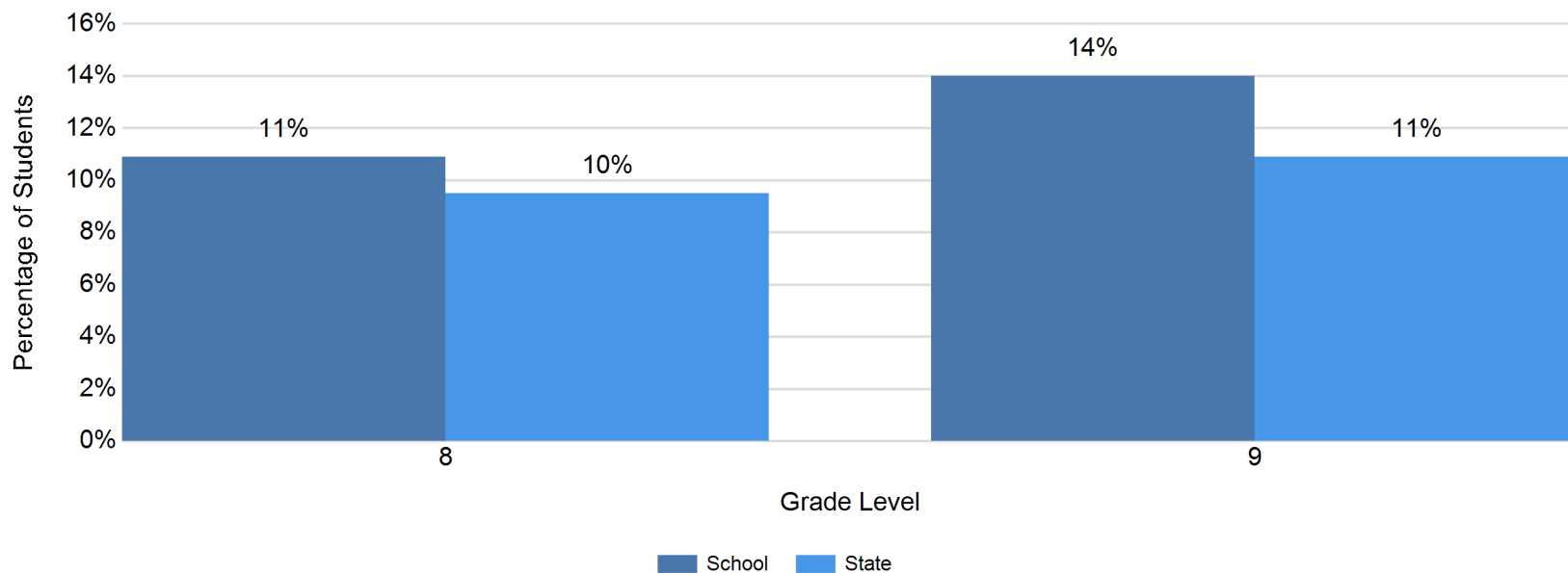
ORANGE PREPARATORY ACADEMY  
2016-2017

Grade Span 08-09

13-3880-115  
ESSEX  
CITY OF ORANGE TWP  
400 CENTRAL AVE  
ORANGE, NJ 07050-2420

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.





**ORANGE PREPARATORY ACADEMY**  
2016-2017

13-3880-115  
ESSEX  
CITY OF ORANGE TWP  
400 CENTRAL AVE  
ORANGE, NJ 07050-2420

**Grade Span 08-09**

**School Day**

**Violence, Vandalism, HIB, and Substance Offenses**

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.

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.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	*

Incident Type	Number of Incidents
Violence	5
Vandalism	2
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.43

**Student Suspension Rate**

**Student Expulsions**

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.

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.

Suspension Types	% of Students
In-School Suspensions	1.3%
Out-of-School Suspensions	15.1%
Any Suspension	16.3%

Category	Number of Students
Expulsions	0



**ORANGE PREPARATORY ACADEMY**  
**2016-2017**  
**Grade Span 08-09**

13-3880-115  
 ESSEX  
 CITY OF ORANGE TWP  
 400 CENTRAL AVE  
 ORANGE, NJ 07050-2420

**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	176.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**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 (2015-2016)	\$990	\$15,718	\$16,708



**ORANGE PREPARATORY ACADEMY**  
**2016-2017**  
**Grade Span 08-09**

13-3880-115  
 ESSEX  
 CITY OF ORANGE TWP  
 400 CENTRAL AVE  
 ORANGE, NJ 07050-2420

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**

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	54	120,724
Average years experience in public schools	9.1	11.8
Average years experience in district	7.6	10.5
Teachers in district for 4 or more years	59%	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	54	9,506
Average years experience in public schools	13.1	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	74%	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	12:1	12:1
Administrators	158:1	105:1
Librarian/Media Specialists		710:1
Nurses		516:1
Counselors		516:1
Child Study Team		210:1

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**ORANGE PREPARATORY ACADEMY**  
**2016-2017**  
**Grade Span 08-09**

13-3880-115  
 ESSEX  
 CITY OF ORANGE TWP  
 400 CENTRAL AVE  
 ORANGE, NJ 07050-2420

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- 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 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.

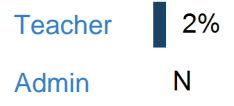
**Bachelor's Degree**



**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	81%	89%
2015-16 Administrators: Same district 2016-17	91%	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	97%

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**ORANGE PREPARATORY ACADEMY**  
**2016-2017**  
**Grade Span 08-09**

13-3880-115  
 ESSEX  
 CITY OF ORANGE TWP  
 400 CENTRAL AVE  
 ORANGE, NJ 07050-2420

**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	13.3	24.8†
Mathematics Proficiency	10.2	24.8†
Graduation - 4-Year	N	N
Graduation - 5-Year	N	N
English Language Arts Growth	61.2	35.4†
Mathematics Growth	**	**
Chronic Absenteeism	23.0	15.0†
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		31.0
<b>Summative Rating:</b> Percentile rank of Summative Score		20.6
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		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.



**ORANGE PREPARATORY ACADEMY**  
**2016-2017**  
**Grade Span 08-09**

13-3880-115  
 ESSEX  
 CITY OF ORANGE TWP  
 400 CENTRAL AVE  
 ORANGE, NJ 07050-2420

**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	Graduation Rate - 4-Year	Graduation Rate - 5-Year	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	31.0	11.9	No	Met Target†	Not Met	Not Met	N	N	Met Target	**	No
White	**	**	No	**	**	**	N	N	**	**	No
Hispanic	47.1	11.9	No	Met Target†	Not Met	Not Met	N	N	Exceeds Target	**	No
Black or African American	42.3	11.9	No	Met Target†	Not Met	Not Met	N	N	Met Target	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	N	N	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	**	**	No
Two or More Races	**	**	No	**	**	**	N	N	**	**	No
Economically Disadvantaged Students	35.0	11.9	No	Met Target†	Not Met	Not Met	N	N	Met Target	**	No
Students with Disabilities	38.0	11.9	No	Not Met	Not Met	Not Met	N	N	Met Target	**	No
English Learners	50.0	11.9	No	Met Target	Not Met	Met Target	N	N	Exceeds Target	**	No

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

† Target was met within a confidence interval.



**ORANGE PREPARATORY ACADEMY  
2016-2017**

**Grade Span 08-09**




13-3880-115  
ESSEX  
CITY OF ORANGE TWP  
400 CENTRAL AVE  
ORANGE, NJ 07050-2420

**School General Info**

<b>Principal:</b>	Ms. Malloy	<b>Email Address:</b>	<a href="mailto:malloyar@orange.k12.nj.us">malloyar@orange.k12.nj.us</a>
<b>Address:</b>	400 CENTRAL AVE ORANGE, NJ 07050-2420	<b>Website:</b>	<a href="http://www.orange.k12.nj.us">www.orange.k12.nj.us</a>
<b>Phone:</b>	(973)677-4135		

**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.

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Technology is abundant with SmartBoards in every classroom and 1:1 Chromebooks.</li> <li>• Honors courses in core subjects are available at all grade levels.</li> <li>• Extended day academic programs are available to all students.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>The vision for Orange Preparatory Academy is to embrace the multicultural environment of our school community and develop faculty to function as high performing collaborative teams that implement instructional strategies designed to enable all students to master the Common Core State Standards and celebrate learning.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Family events were well attended with over approximately 200 participants. Annual Real Men Cook competition which has grown tremendously over the years. Successful Fall Harvest and gave the donated food items to the local food banks. Collected socks, gloves, hats and scarves for families in need. Our Breast Cancer and American Heart Association fundraisers were very successful.</p>






**ORANGE PREPARATORY ACADEMY**  
**2016-2017**  
**Grade Span 08-09**

13-3880-115  
 ESSEX  
 CITY OF ORANGE TWP  
 400 CENTRAL AVE  
 ORANGE, NJ 07050-2420

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Orange Preparatory Academy is committed to providing students with a comprehensive and engaging curriculum program. Students are offered differentiated and rigorous programs in Mathematics, Language Arts Literacy, Science/S.T.E.M. (Science, Technology, Engineering and Math) education, Global Studies, World Language, Computer Technology Education, Visual and Performing Arts, and Physical Education/Health.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Extracurricular student activities included Art Club, Female Achievers, Dance Ensemble, Chorus, La Hermanas, and Berry Butterflies, Student Council, Yearbook, Soccer, Drama Club, Chess, Web Development, Concert Band, Video/Media Production, Debate, Newspaper, and Robotics Club.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Orange Preparatory Academy offers free breakfast to all students before school. The school also offers before school an open library for students to use as well as an open computer lab.</p>







**ORANGE PREPARATORY ACADEMY**  
**2016-2017**  
**Grade Span 08-09**

13-3880-115  
 ESSEX  
 CITY OF ORANGE TWP  
 400 CENTRAL AVE  
 ORANGE, NJ 07050-2420

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 <p><b>Staff and Professional Learning:</b></p>	<p>Professional learning opportunities are available to all staff at multiple times throughout the year. Staff may also seek professional development from sources outside of the school/district.</p>
 <p><b>Student Supports and Services:</b></p>	<p>The school has standards based academic programs for students with disabilities and English language learners. There is also an extended day academic program and a Saturday academic program for all students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Breakfast and lunch programs are available to all students. All students are enrolled in physical education and health courses.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Orange Preparatory Academy also serves as a Community School. As one of three community schools in the district we provide targeted workshops, multi levels of support, and an array of community resources for our families. Parent-Teacher-Student Organization (PTSO) meetings were held monthly and parent representatives played an active role in school decision making as members of the School Safety Team and School Management Team.</p>




**ORANGE PREPARATORY ACADEMY**  
**2016-2017**  
**Grade Span 08-09**

13-3880-115  
 ESSEX  
 CITY OF ORANGE TWP  
 400 CENTRAL AVE  
 ORANGE, NJ 07050-2420

School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>A school climate and culture survey is given to our staff, students and parents. The survey is administered twice a year. A fall survey and a spring survey. The results are used in school wide planning.</p>
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**ORANGE PREPARATORY ACADEMY**  
**2016-2017**  
**Grade Span 08-09**

13-3880-115  
 ESSEX  
 CITY OF ORANGE TWP  
 400 CENTRAL AVE  
 ORANGE, NJ 07050-2420

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.

OPA maintains partnerships with universities and organizations that allow our students opportunities with NJIT, NJ SEEDS College Preparatory Program, NJIT Real World Connections, Rutgers Trio, NJ Youth Orchestra, and South Orange Performing Arts Center.



Other Information:



## PARK AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-08

13-3880-120

ESSEX

CITY OF ORANGE TWP


231 PARK AVE

ORANGE, NJ 07050-4102

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](#) or the [district-level 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](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



## PARK AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-08

13-3880-120

ESSEX

CITY OF ORANGE TWP

231 PARK AVE

ORANGE, NJ 07050-4102

### Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



## PARK AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-08

13-3880-120

ESSEX

CITY OF ORANGE TWP

231 PARK AVE

ORANGE, NJ 07050-4102

### 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
PK	5	3	2
KG	61	44	43
1	58	53	39
2	59	50	52
3	59	61	47
4	46	49	60
5	33	39	47
6	36	33	41
7	53	34	31
8	0	0	0
Ungraded	37	54	48
Total	447	420	410

### 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	48%	48%	50%
Male	52%	52%	51%
Economically Disadvantaged Students	82%	73%	57%
Students with Disabilities	18%	19%	15%
English Learners	7%	8%	9%
Homeless Students			3%
Students in Foster Care			2%
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
Black or African American	75.1%
Hispanic	24.1%
White	0.2%
American Indian or Alaska Native	0.0%
Asian	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.5%

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	3	2
KG - Half Day	0	0	0
KG - Full Day	56	44	43

### 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	68.5%
Spanish	17.8%
Haitian	11.5%
Other	2.0%



## PARK AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-08

13-3880-120

ESSEX

CITY OF ORANGE TWP

231 PARK AVE

ORANGE, NJ 07050-4102

## 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	238	99.6	30.30	31.40	54.90	30.3	30.4	Met Target†
White	*	*	*	*	63.90	*	**	**
Hispanic	55	100.0	38.20	*	39.80	38.2	35.6	Met Target
Black or African American	180	99.5	27.80	*	35.20	27.8	29.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	42.90	80.70	N	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	113	100.0	41.50	*	62.20	41.5		
Male	125	99.2	20.00	*	48.10	20		
Economically Disadvantaged Students	149	99.4	26.80	*	36.20	26.8	30.3	Met Target†
Non-Economically Disadvantaged Students	89	100.0	35.90	*	65.80	35.9		
Students with Disabilities	47	97.9	12.80	*	20.50	12.8	22.7	Not Met
Students without Disabilities	191	100.0	34.60	*	61.90	34.6		
English Learners	37	100.0	10.80	20.50	25.20	10.8	N	N
Non-English Learners	201	99.5	33.90	35.40	57.40	33.9		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



## PARK AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-08

13-3880-120

ESSEX

CITY OF ORANGE TWP

231 PARK AVE

ORANGE, NJ 07050-4102

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	47	720	726	749	32%	28%	*	21%	*	21%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	37	719	725	731	32%	27%	*	*	0%	19%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	26	728	*	754	*	*	*	*	*	*	55%
Male	21	710	*	745	*	*	*	*	*	*	46%
Economically Disadvantaged Students	31	722	726	731	*	*	*	*	0%	19%	31%
Non-Economically Disadvantaged Students	16	716	725	762	*	*	*	*	0%	25%	63%
Students with Disabilities	N	N	N	720	N	N	N	N	N	N	24%
Students without Disabilities	47	720	730	755	32%	28%	*	21%	*	21%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



## PARK AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-08

13-3880-120

ESSEX

CITY OF ORANGE TWP

231 PARK AVE

ORANGE, NJ 07050-4102

## English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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
<b>Schoolwide</b>	57	741	732	753	*	21%	37%	30%	*	35%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	16	744	732	740	*	*	*	*	*	50%	40%
Black or African American	40	741	732	737	*	*	45%	25%	*	30%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	33	741	735	758	*	*	*	*	*	39%	61%
Male	24	741	728	749	*	*	*	*	*	29%	51%
Economically Disadvantaged Students	42	737	*	737	*	*	*	*	*	26%	36%
Non-Economically Disadvantaged Students	15	752	*	764	*	*	*	*	*	60%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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
<b>Schoolwide</b>	54	733	735	756	*	30%	35%	22%	*	24%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	10	740	732	743	*	*	*	*	0%	40%	44%
Black or African American	44	732	736	740	*	32%	36%	*	*	21%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	21	743	*	761	*	*	*	*	*	33%	66%
Male	33	727	*	750	*	*	*	*	*	18%	53%
Economically Disadvantaged Students	23	734	*	740	*	*	*	*	*	26%	40%
Non-Economically Disadvantaged Students	31	732	*	765	*	*	*	*	*	23%	71%
Students with Disabilities	10	710	709	725	*	*	*	*	*	*	22%
Students without Disabilities	44	738	738	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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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
<b>Schoolwide</b>	50	737	740	752	*	24%	30%	28%	*	34%	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	12	735	741	740	*	*	*	*	*	42%	38%
Black or African American	37	739	740	736	*	*	38%	27%	*	32%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	26	746	*	758	*	*	*	*	*	50%	61%
Male	24	727	*	746	*	*	*	*	*	17%	46%
Economically Disadvantaged Students	29	732	*	737	*	*	*	*	*	31%	34%
Non-Economically Disadvantaged Students	21	744	*	761	*	*	*	*	*	38%	65%
Students with Disabilities	13	708	713	722	*	*	*	*	*	*	17%
Students without Disabilities	37	747	746	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



**PARK AVENUE ELEMENTARY SCHOOL**  
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**Grade Span PK-08**

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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
<b>Schoolwide</b>	33	731	736	756	*	*	33%	*	*	30%	59%
White	N	N	N	764	N	N	N	N	N	N	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	29	731	738	737	*	*	*	*	*	31%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	784	N	N	N	N	N	N	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	17	741	746	764	*	*	*	*	*	41%	68%
Male	16	720	727	749	*	*	*	*	*	19%	51%
Economically Disadvantaged Students	14	728	*	739	*	*	*	*	*	21%	40%
Non-Economically Disadvantaged Students	19	733	*	766	*	*	*	*	*	37%	70%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



**PARK AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-08**

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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	N	N	N	757	N	N	N	N	N	N	59%
White	N	N	N	764	N	N	N	N	N	N	68%
Hispanic	N	N	N	742	N	N	N	N	N	N	44%
Black or African American	N	N	N	738	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	786	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	N	N	N	766	N	N	N	N	N	N	68%
Male	N	N	N	749	N	N	N	N	N	N	50%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	N	N	N	766	N	N	N	N	N	N	69%
Students with Disabilities	N	N	N	718	N	N	N	N	N	N	18%
Students without Disabilities	N	N	N	764	N	N	N	N	N	N	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	N	N	N	759	N	N	N	N	N	N	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

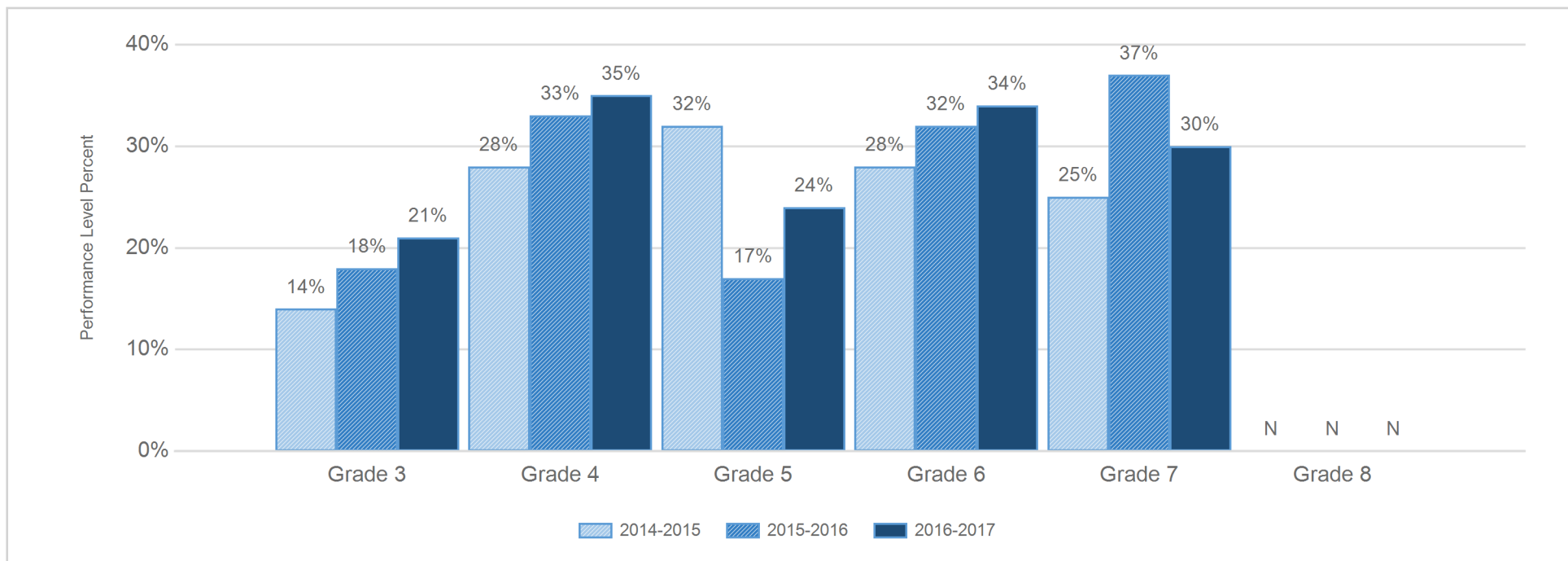


**PARK AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-08**

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**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





**PARK AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-08**

13-3880-120  
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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	239	99.6	23.40	19.20	43.50	23.4	23.3	Met Target
White	*	*	*	*	52.40	*	**	**
Hispanic	56	100.0	28.60	21.10	27.60	28.6	32.5	Met Target†
Black or African American	180	99.5	21.60	*	21.70	21.6	20.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	30.00	75.60	N	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	113	100.0	25.70	21.50	44.10	25.7		
Male	126	99.2	21.40	17.30	42.90	21.4		
Economically Disadvantaged Students	149	99.4	24.10	20.00	25.10	24.1	23.4	Met Target
Non-Economically Disadvantaged Students	90	100.0	22.20	17.70	54.30	22.2		
Students with Disabilities	47	97.9	10.70	*	16.50	10.7	12.4	Met Target†
Students without Disabilities	192	100.0	26.60	*	48.80	26.6		
English Learners	38	100.0	18.40	14.90	23.30	18.4	N	N
Non-English Learners	201	99.5	24.40	20.90	45.20	24.4		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



**PARK AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-08**

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**Mathematics Assessment - Performance by Grade: Grade 3**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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
<b>Schoolwide</b>	48	730	728	751	*	27%	31%	27%	*	27%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	37	729	727	733	*	32%	30%	*	0%	24%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	27	731	*	751	*	*	*	*	0%	22%	52%
Male	21	728	*	751	*	*	*	*	0%	33%	53%
Economically Disadvantaged Students	31	734	730	736	*	*	*	*	0%	32%	34%
Non-Economically Disadvantaged Students	17	721	725	761	*	*	*	*	0%	18%	65%
Students with Disabilities	N	N	N	729	N	N	N	N	N	N	29%
Students without Disabilities	48	730	731	755	*	27%	31%	27%	*	27%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



**PARK AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-08**

13-3880-120  
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**Mathematics Assessment - Performance by Grade: Grade 4**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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
<b>Schoolwide</b>	59	729	726	747	*	42%	25%	22%	*	24%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	18	734	729	734	0%	*	*	*	0%	33%	30%
Black or African American	40	727	724	729	*	40%	28%	*	*	20%	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	33	727	726	747	*	36%	*	*	*	24%	47%
Male	26	730	725	747	*	50%	*	*	*	23%	48%
Economically Disadvantaged Students	42	726	*	732	*	*	*	*	*	24%	27%
Non-Economically Disadvantaged Students	17	736	*	757	*	*	*	*	*	24%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



## PARK AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-08

13-3880-120

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## Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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
<b>Schoolwide</b>	54	728	726	747	*	32%	37%	19%	*	19%	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	44	724	725	729	*	34%	34%	*	0%	16%	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	21	731	*	747	*	*	*	*	0%	19%	47%
Male	33	726	*	746	*	*	*	*	0%	18%	46%
Economically Disadvantaged Students	23	723	*	732	*	*	*	*	0%	22%	27%
Non-Economically Disadvantaged Students	31	732	*	756	*	*	*	*	0%	16%	59%
Students with Disabilities	10	711	715	725	*	*	0%	*	0%	10%	19%
Students without Disabilities	44	732	727	751	*	*	46%	*	0%	21%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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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
<b>Schoolwide</b>	50	722	722	743	28%	22%	30%	*	*	20%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	12	724	724	731	*	*	*	*	*	25%	27%
Black or African American	37	722	722	724	*	27%	30%	*	*	19%	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	26	725	*	745	*	*	*	*	*	23%	45%
Male	24	718	*	742	*	*	*	*	*	17%	43%
Economically Disadvantaged Students	29	719	*	728	*	*	*	*	*	17%	24%
Non-Economically Disadvantaged Students	21	727	*	752	*	*	*	*	*	24%	56%
Students with Disabilities	13	687	694	717	*	*	*	*	*	*	13%
Students without Disabilities	37	734	728	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	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.



**PARK AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-08**

13-3880-120  
 ESSEX  
 CITY OF ORANGE TWP  
 231 PARK AVE  
 ORANGE, NJ 07050-4102

**Mathematics Assessment - Performance by Grade: Grade 7\*\***

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
<b>Schoolwide</b>	33	728	724	741	*	*	36%	*	0%	21%	40%
White	N	N	N	748	N	N	N	N	N	N	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	29	727	724	726	*	*	35%	*	0%	21%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	764	N	N	N	N	N	N	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	17	735	728	743	*	*	*	*	0%	29%	41%
Male	16	720	721	740	*	*	*	*	0%	13%	38%
Economically Disadvantaged Students	14	729	726	729	*	*	*	*	0%	21%	22%
Non-Economically Disadvantaged Students	19	727	722	749	*	*	*	*	0%	21%	50%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	11%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	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.



## PARK AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-08

13-3880-120

ESSEX

CITY OF ORANGE TWP

231 PARK AVE

ORANGE, NJ 07050-4102

## Mathematics Assessment - Performance by Grade: Grade 8\*\*

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
<b>Schoolwide</b>	N	N	N	728	N	N	N	N	N	N	28%
White	N	N	N	736	N	N	N	N	N	N	35%
Hispanic	N	N	N	721	N	N	N	N	N	N	21%
Black or African American	N	N	N	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	N	N	N	730	N	N	N	N	N	N	30%
Male	N	N	N	725	N	N	N	N	N	N	26%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	19%
Non-Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	34%
Students with Disabilities	N	N	N	705	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	N	N	N	729	N	N	N	N	N	N	*
Homeless Students	N	N	N	710	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	713	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.



## PARK AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-08

13-3880-120

ESSEX

CITY OF ORANGE TWP

231 PARK AVE

ORANGE, NJ 07050-4102

## 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	N	N	N	743	N	N	N	N	N	N	42%
White	N	N	N	751	N	N	N	N	N	N	52%
Hispanic	N	N	N	728	N	N	N	N	N	N	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	N	N	N	744	N	N	N	N	N	N	43%
Male	N	N	N	741	N	N	N	N	N	N	40%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	N	751	N	N	N	N	N	N	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	N	N	N	747	N	N	N	N	N	N	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	N	N	N	745	N	N	N	N	N	N	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

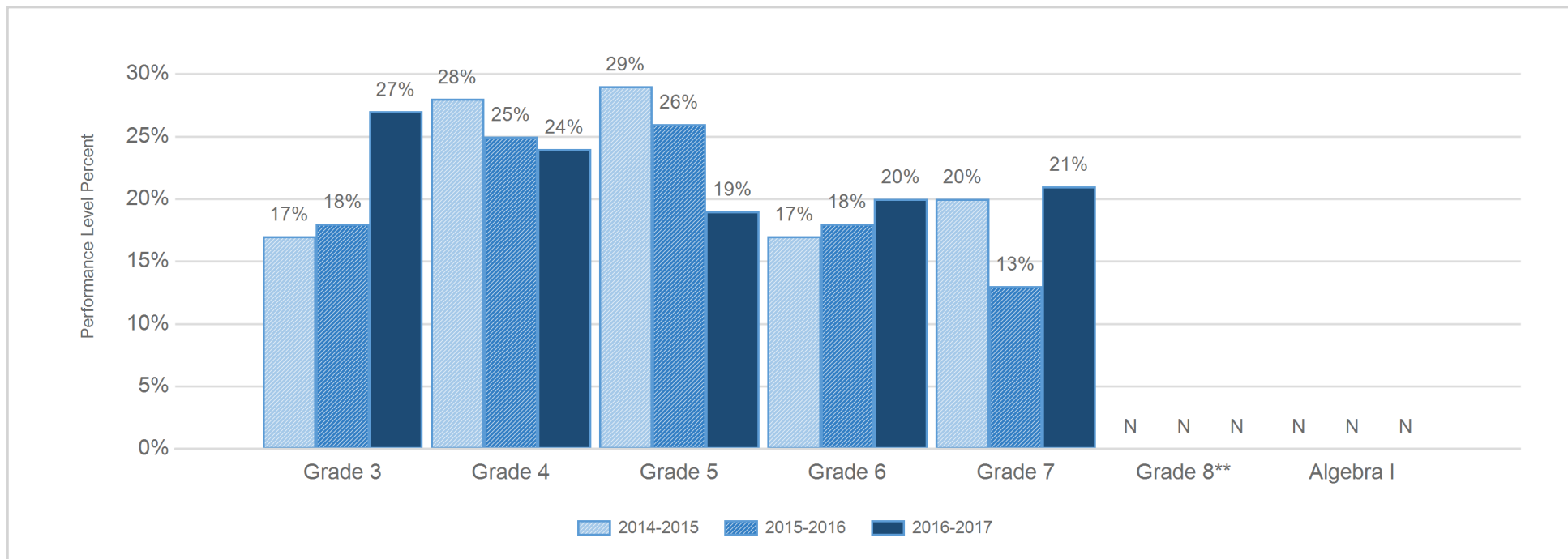


**PARK AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-08**

13-3880-120  
 ESSEX  
 CITY OF ORANGE TWP  
 231 PARK AVE  
 ORANGE, NJ 07050-4102

**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



## PARK AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-08

13-3880-120

ESSEX

CITY OF ORANGE TWP

231 PARK AVE

ORANGE, NJ 07050-4102

## 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
3	*	*
4	*	*
5	*	*
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	15	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



**PARK AVENUE ELEMENTARY SCHOOL  
2016-2017**

**Grade Span PK-08**

13-3880-120  
ESSEX  
CITY OF ORANGE TWP  
231 PARK AVE  
ORANGE, NJ 07050-4102

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.

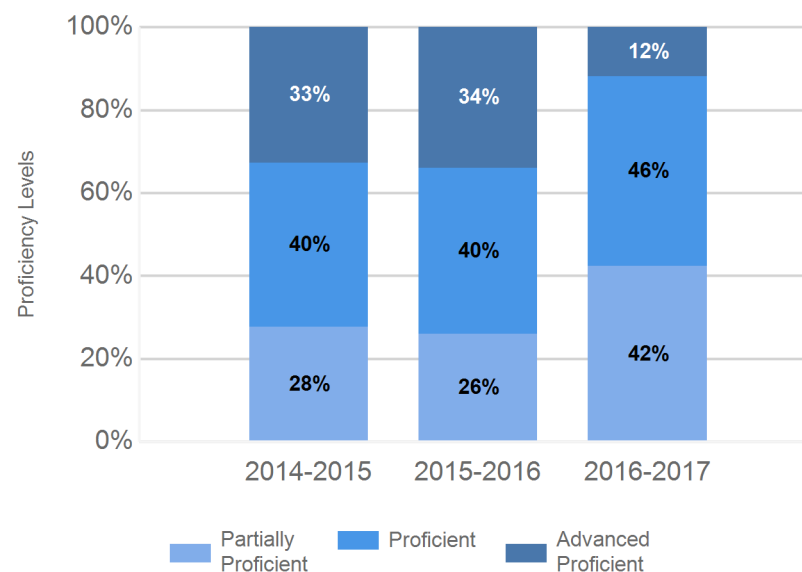
### NJASK Science Assessment Performance: Grade 4

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	45%	40%	14%
Schoolwide	12%	46%	42%
White	N	N	*
Hispanic	18%	41%	*
Black or African American	10%	49%	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	10%	51%	39%
Students with Disabilities	N	*	*
English Learners	N	N	*

### NJASK Science Assessment Performance Trends: Grade 4

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





**PARK AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-08**

13-3880-120  
 ESSEX  
 CITY OF ORANGE TWP  
 231 PARK AVE  
 ORANGE, NJ 07050-4102

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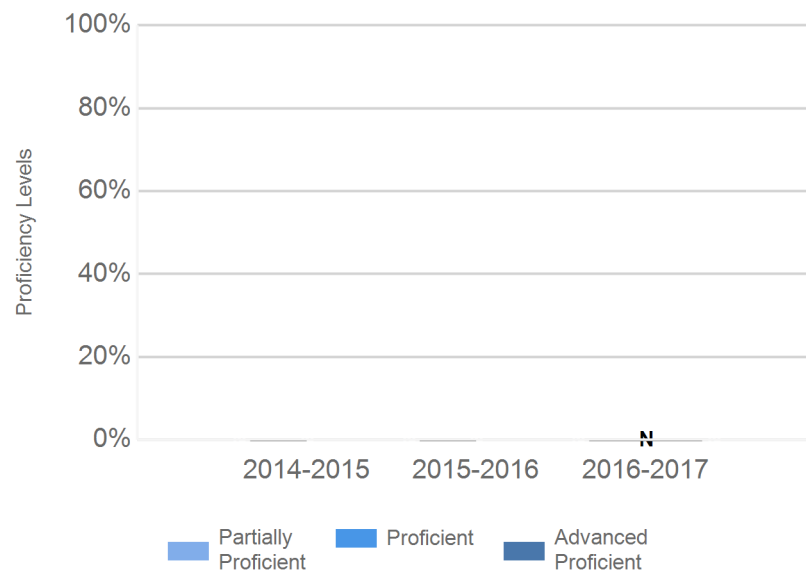
**NJASK Science Assessment Performance: Grade 8**

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	N	N	N
White	N	N	N
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	N
English Learners	N	N	N

**NJASK Science Assessment Performance Trends: Grade 8**

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





**PARK AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-08**

13-3880-120  
 ESSEX  
 CITY OF ORANGE TWP  
 231 PARK AVE  
 ORANGE, NJ 07050-4102

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	58.5	54	50	Met Target	59	50	50	Met Target
White	*	*	50	**	*	*	52	**
Hispanic	58	59	49	Met Target	64	*	47	Exceeds Target
Black or African American	59.5	*	45	Met Target	55	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	61	55	47	Exceeds Target	58.5	51	46	Met Target
Students with Disabilities	52.5	55	41	Met Target	38	48	43	Not Met
English Learners	47	*	53	**	46	50	51	**

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



**PARK AVENUE ELEMENTARY SCHOOL**  
2016-2017

13-3880-120  
ESSEX  
CITY OF ORANGE TWP  
231 PARK AVE  
ORANGE, NJ 07050-4102

**Grade Span PK-08**

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:

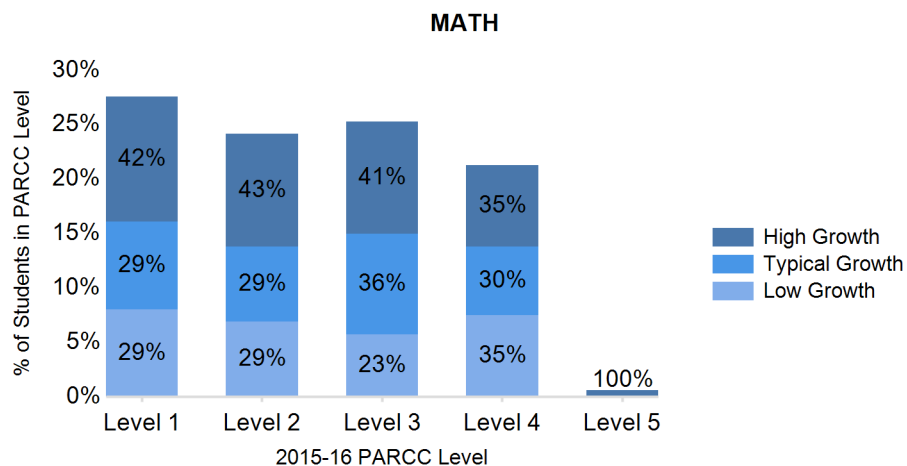
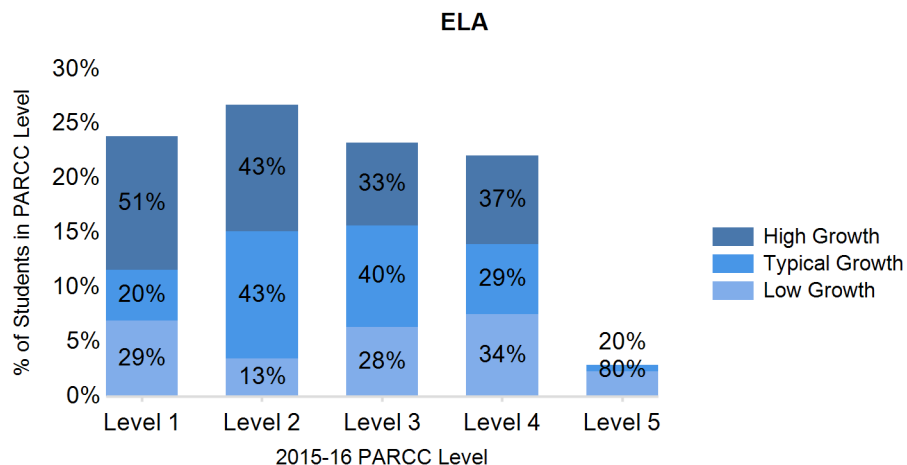
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

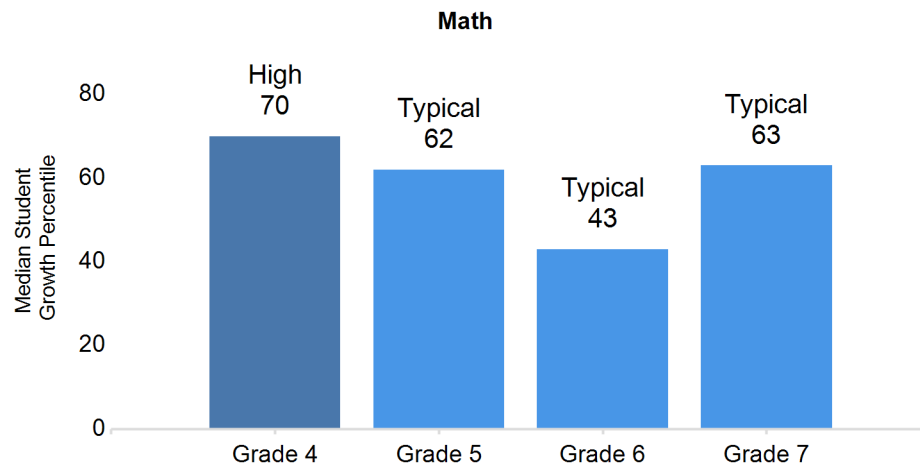
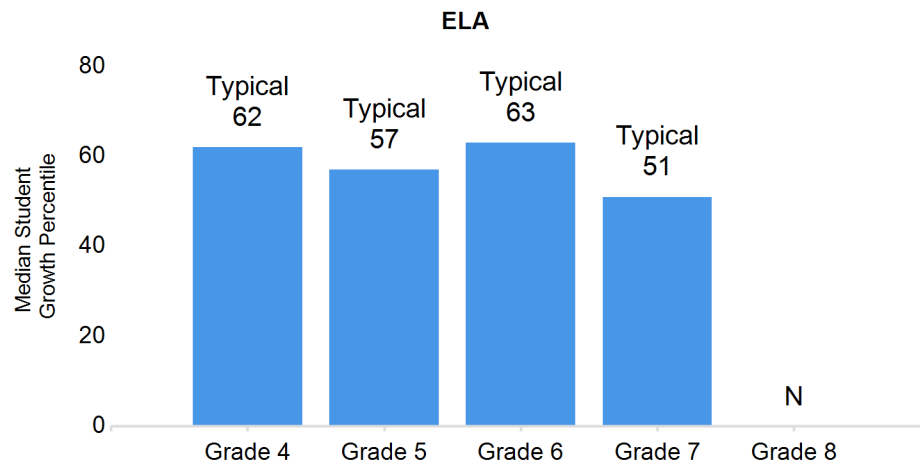
**Student Growth by Performance Level**

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



## PARK AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-08

13-3880-120

ESSEX

CITY OF ORANGE TWP

231 PARK AVE

ORANGE, NJ 07050-4102

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	0	0	57
7	0	0	37
8	0	0	2
Schoolwide	0	0	96

## 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	0	0	0	0	0	0	54
7	0	0	0	0	0	0	17
8	N	N	N	N	N	N	N
Schoolwide	0	0	0	0	0	0	71
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



**PARK AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-08**

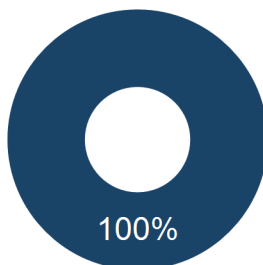
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 231 PARK AVE  
 ORANGE, NJ 07050-4102

**Visual and Performing Arts – Course Participation**

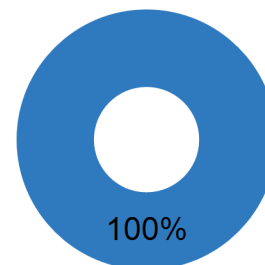
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

**Grades 6-8:**

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

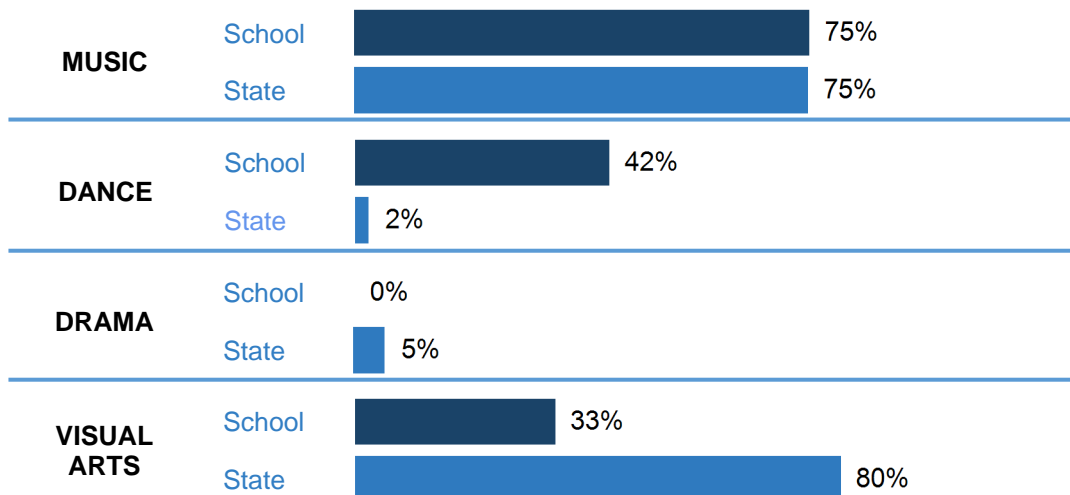


School



State

Students enrolled in one or more classes by discipline:





PARK AVENUE ELEMENTARY SCHOOL  
2016-2017

Grade Span PK-08

13-3880-120

ESSEX

CITY OF ORANGE TWP

231 PARK AVE

ORANGE, NJ 07050-4102

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.

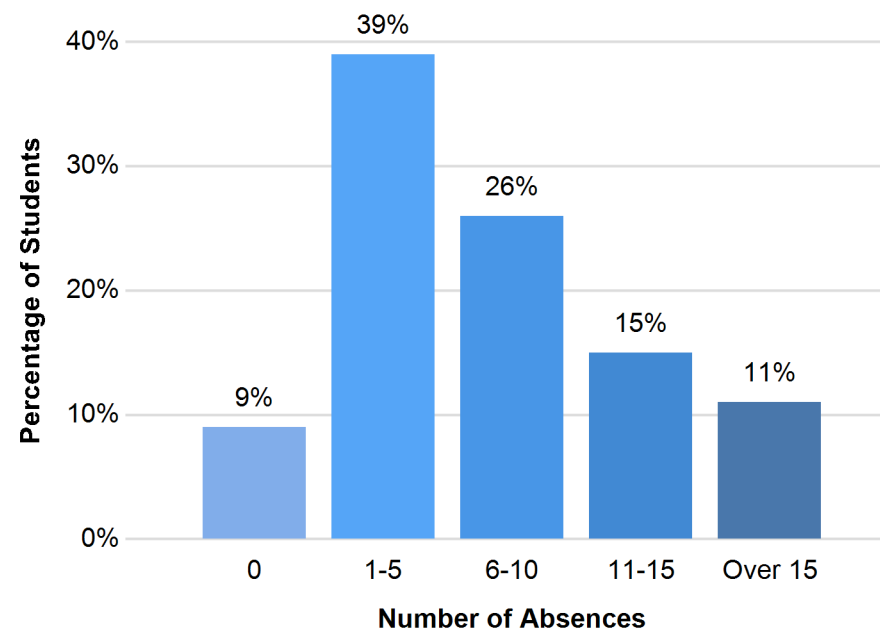
### Chronic Absenteeism

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	8.90	8.50	Not Met
White	N	**	**
Hispanic	4.10	8.50	Met Target
Black or African American	10.60	8.50	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.10	8.50	Not Met
Students with Disabilities	15.40	8.50	Not Met
English Learners	4.00	8.50	Met Target

### 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.



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

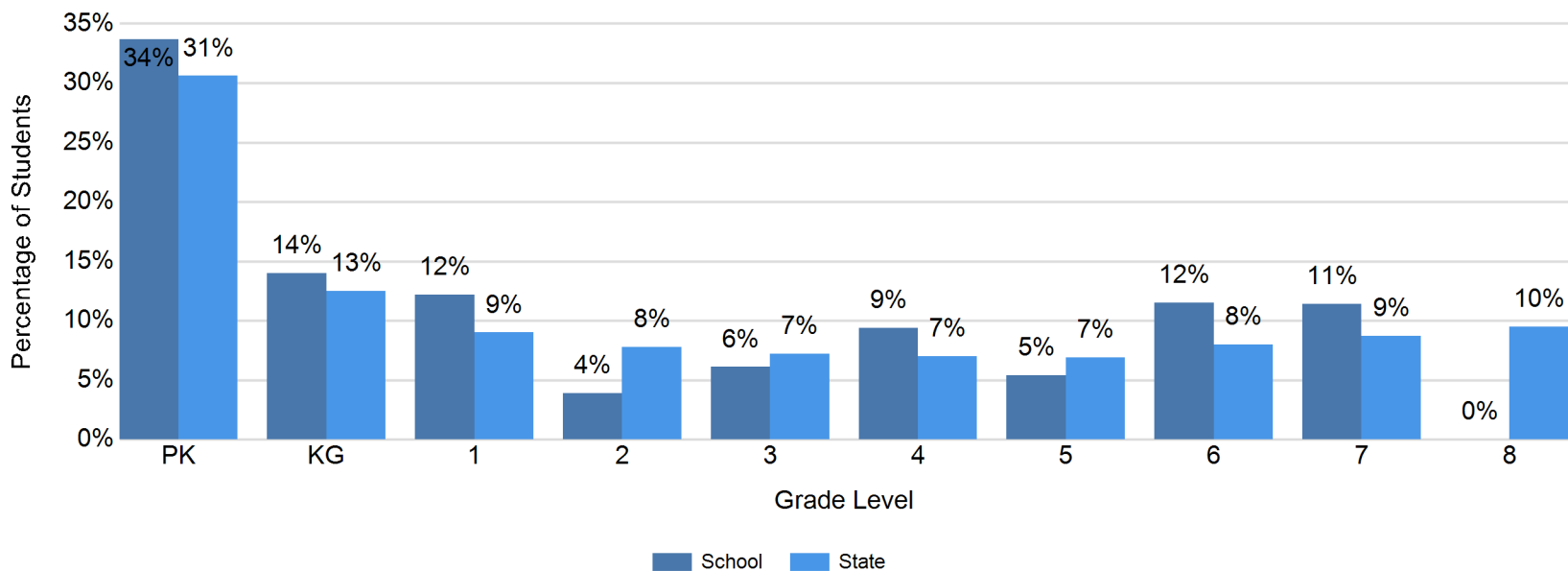


**PARK AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-08**

13-3880-120  
 ESSEX  
 CITY OF ORANGE TWP  
 231 PARK AVE  
 ORANGE, NJ 07050-4102

**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.





## PARK AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-08

13-3880-120

ESSEX

CITY OF ORANGE TWP

231 PARK AVE

ORANGE, NJ 07050-4102

## 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	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 0 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)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

## 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	0.0%
Out-of-School Suspensions	5.6%
Any Suspension	5.6%

## 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



**PARK AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-08**

13-3880-120  
 ESSEX  
 CITY OF ORANGE TWP  
 231 PARK AVE  
 ORANGE, NJ 07050-4102

**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	3.0:1	176.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**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 (2015-2016)	\$990	\$15,718	\$16,708



PARK AVENUE ELEMENTARY SCHOOL  
2016-2017

Grade Span PK-08

13-3880-120

ESSEX

CITY OF ORANGE TWP

231 PARK AVE

ORANGE, NJ 07050-4102

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

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	39	120,724
Average years experience in public schools	11.4	11.8
Average years experience in district	10.4	10.5
Teachers in district for 4 or more years	72%	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	54	9,506
Average years experience in public schools	13.1	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	74%	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	11:1	12:1
Administrators	205:1	105:1
Librarian/Media Specialists		710:1
Nurses		516:1
Counselors		516:1
Child Study Team		210:1



**PARK AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-08**

13-3880-120  
 ESSEX  
 CITY OF ORANGE TWP  
 231 PARK AVE  
 ORANGE, NJ 07050-4102

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**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 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.

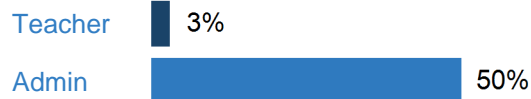
**Bachelor's Degree**



**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	81%	89%
2015-16 Administrators: Same district 2016-17	91%	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	97%



## PARK AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span PK-08

13-3880-120

ESSEX

CITY OF ORANGE TWP

231 PARK AVE

ORANGE, NJ 07050-4102

## 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	13.5	17.5%
Mathematics Proficiency	17.7	17.5%
English Language Arts Growth	83.7	25.0%
Mathematics Growth	78.6	25.0%
Chronic Absenteeism	41.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		52.3
<b>Summative Rating:</b> Percentile rank of Summative Score		53.4
<b>Requires Comprehensive Support:</b> 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.



PARK AVENUE ELEMENTARY SCHOOL  
2016-2017

Grade Span PK-08

13-3880-120

ESSEX

CITY OF ORANGE TWP

231 PARK AVE

ORANGE, NJ 07050-4102

### 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	52.3	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	69.5	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
Black or African American	65.6	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	61.0	11.9	No	Met Target†	Met Target	Not Met	Exceeds Target	Met Target	No
Students with Disabilities	45.1	11.9	No	Not Met	Met Target†	Not Met	Met Target	Not Met	No
English Learners	**	**	No	N	N	Met Target	**	**	No

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

† Target was met within a confidence interval.



**PARK AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-08**

13-3880-120  
 ESSEX  
 CITY OF ORANGE TWP  
 231 PARK AVE  
 ORANGE, NJ 07050-4102

School General Info

<b>Principal:</b>	Mr. Hackett	<b>Email Address:</b>	<a href="mailto:hacketmy@orange.k12.nj.us">hacketmy@orange.k12.nj.us</a>
<b>Address:</b>	231 PARK AVE ORANGE, NJ 07050-4102	<b>Website:</b>	<a href="http://www.orange.k12.nj.us">www.orange.k12.nj.us</a>
<b>Phone:</b>	(973)677-4124		

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.

<p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Award-winning Bridge Team, Robotics Team, Coding, Dance Conservatory</li> <li>• Curriculum includes: Balanced Literacy, Math in Focus and Next Gen Science Standards</li> <li>• Technology is an integral part of each school day, with students using Chromebooks to support instructional programs</li> </ul>
<p><b>Mission, Vision, Theme:</b></p>	<p>The mission of Park Avenue School is to provide a positive and safe learning environment where all students acquire the academic knowledge and skills to ensure a future of achievement and to instill the core values of responsibility, respect, empathy, and integrity.</p>
<p><b>Awards, Recognition, Accomplishments:</b></p>	<p>PAS was the recipient of the 21st Century Learning Grant and Target Field Trip Grant</p>



**PARK AVENUE ELEMENTARY SCHOOL**

**2016-2017**

**Grade Span PK-08**

13-3880-120

ESSEX




CITY OF ORANGE TWP

231 PARK AVE

ORANGE, NJ 07050-4102

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The students are provided with instruction that address the district and state goals for each curricular area. Emphasis is placed on a literature-based, differentiated instructional approach to ELA and the use of manipulatives &amp; problem solving to enhance the Math &amp; Science programs. The teaching of Science through FOSS is a process that involves experimentation, imagination and critical thinking. Computer technology is an essential tool; Smartboards, iPads &amp; Chromebooks support instruction.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Cheerleading, band, chorus, robotics, art club, book club, Disney Kids Theater Club</p>
 <p><b>Before and After School Programs:</b></p>	<p>Our afterschool programs offer extensive opportunities for students to develop their talents, build bonds with positive role models and improve academic performance. This is a result of the 21st Century Afterschool Learning Grant which enables us to run the program for Grades 4-7 from 3-6pm daily.</p>





**PARK AVENUE ELEMENTARY SCHOOL**  
**2016-2017**  
**Grade Span PK-08**

13-3880-120  
 ESSEX  
 CITY OF ORANGE TWP  
 231 PARK AVE  
 ORANGE, NJ 07050-4102

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 <p><b>Staff and Professional Learning:</b></p>	<p>Professional learning for staff occurred both as job embedded and district driven workshops. Teachers participated in a school PLC around data driven instruction and examined the various types of assessments. Several staff members were also enrolled in Graduate School pursuing Master's Degrees in a variety of Educational Fields.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>We value the strong home school partnerships we share with parents. Our collaborative relationships allow students to meet their full potential. Park Avenue's Parent Teacher Organization serves as a link to our surrounding community, as well as school initiated programs: Career Day, Celebrity Read, Latino Literacy Night, Family Math, Park Avenue School Newsletter, telephone, phone blasts and email communications, and various school assemblies and programs presented by students and faculty.</p>



PARK AVENUE ELEMENTARY SCHOOL  
2016-2017  
Grade Span PK-08

13-3880-120  
ESSEX  
CITY OF ORANGE TWP  
231 PARK AVE  
ORANGE, NJ 07050-4102

School Narrative

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To enhance learning beyond the classroom, special events and programs have been successful in motivating students: Autism Theatre Initiative, Read Across America, Bridge Tournaments both local and Nationals in Toronto, Six Flags Read to Succeed Program, Field Trips, Scholastic Book Fair, school wide Art Exhibit, open gym, school dances and school movie nights.



Other Information:



## ROSA PARKS/CENTRAL COMMUNITY SCHOOL

2016-2017

Grade Span PK-07

13-3880-105

ESSEX

CITY OF ORANGE TWP


369 MAIN STREET

ORANGE, NJ 07050

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](#) or the [district-level 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](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



## ROSA PARKS/CENTRAL COMMUNITY SCHOOL

2016-2017

Grade Span PK-07

13-3880-105

ESSEX

CITY OF ORANGE TWP

369 MAIN STREET

ORANGE, NJ 07050

### Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



## ROSA PARKS/CENTRAL COMMUNITY SCHOOL

2016-2017

Grade Span PK-07

13-3880-105

ESSEX

CITY OF ORANGE TWP

369 MAIN STREET

ORANGE, NJ 07050

## 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
PK	78	81	80
KG	130	131	121
1	109	126	141
2	123	103	139
3	138	111	109
4	102	126	110
5	93	96	119
6	104	89	89
7	106	100	93
Ungraded	17	17	15
Total	1000	980	1016

## 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%	50%
Male	50%	49%	50%
Economically Disadvantaged Students	92%	85%	75%
Students with Disabilities	10%	10%	8%
English Learners	18%	22%	20%
Homeless Students			1%
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
Hispanic	54.8%
Black or African American	44.4%
Asian	0.3%
American Indian or Alaska Native	0.1%
White	0.1%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.3%

## PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	75	81	80
KG - Half Day	0	0	0
KG - Full Day	127	131	121

## 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
Spanish	46.0%
English	37.0%
Haitian	12.6%
Other	4.5%



**ROSA PARKS/CENTRAL COMMUNITY SCHOOL**  
2016-2017

**Grade Span PK-07**

13-3880-105  
ESSEX  
CITY OF ORANGE TWP  
369 MAIN STREET  
ORANGE, NJ 07050

**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	500	98.9	28.60	31.40	54.90	28.6	28.5	Met Target
White	*	*	*	*	63.90	*	**	**
Hispanic	266	100.0	26.40	*	39.80	26.4	28.8	Met Target†
Black or African American	232	97.6	30.60	*	35.20	30.6	28	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	50.00	54.90	N	**	**
Female	249	98.5	32.10	*	62.20	32.1		
Male	251	99.2	25.10	*	48.10	25.1		
Economically Disadvantaged Students	387	98.8	27.20	*	36.20	27.2	28.4	Met Target†
Non-Economically Disadvantaged Students	113	99.2	33.70	*	65.80	33.7		
Students with Disabilities	60	98.4	10.00	*	20.50	10	11.7	Met Target†
Students without Disabilities	440	98.9	31.10	*	61.90	31.1		
English Learners	209	100.0	19.70	20.50	25.20	19.7	18.4	Met Target
Non-English Learners	291	98.1	35.10	35.40	57.40	35.1		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	14.20	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



**ROSA PARKS/CENTRAL COMMUNITY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-105  
 ESSEX  
 CITY OF ORANGE TWP  
 369 MAIN STREET  
 ORANGE, NJ 07050

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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
<b>Schoolwide</b>	106	725	726	749	*	*	28%	*	*	25%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	58	724	728	734	22%	29%	26%	*	*	22%	35%
Black or African American	47	725	725	731	26%	*	32%	26%	*	26%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	50	725	*	754	22%	*	32%	*	*	18%	55%
Male	56	725	*	745	25%	*	25%	*	*	30%	46%
Economically Disadvantaged Students	85	727	726	731	*	*	*	*	*	25%	31%
Non-Economically Disadvantaged Students	21	716	725	762	*	*	*	*	*	24%	63%
Students with Disabilities	11	711	696	720	*	*	*	*	*	*	24%
Students without Disabilities	95	727	730	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



## ROSA PARKS/CENTRAL COMMUNITY SCHOOL

2016-2017

Grade Span PK-07

13-3880-105

ESSEX

CITY OF ORANGE TWP

369 MAIN STREET

ORANGE, NJ 07050

## English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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
<b>Schoolwide</b>	110	728	732	753	*	25%	25%	25%	*	28%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	59	731	732	740	*	25%	27%	24%	*	27%	40%
Black or African American	50	725	732	737	26%	24%	*	24%	*	28%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	62	734	735	758	*	23%	24%	*	*	36%	61%
Male	48	721	728	749	*	27%	25%	*	*	19%	51%
Economically Disadvantaged Students	86	728	*	737	*	*	*	*	*	28%	36%
Non-Economically Disadvantaged Students	24	728	*	764	*	*	*	*	*	29%	69%
Students with Disabilities	13	698	703	725	*	*	*	*	*	*	25%
Students without Disabilities	97	732	736	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



**ROSA PARKS/CENTRAL COMMUNITY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-105  
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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 5**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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
<b>Schoolwide</b>	119	733	735	756	*	29%	35%	25%	*	26%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	68	733	732	743	*	27%	37%	27%	*	27%	44%
Black or African American	51	732	736	740	*	31%	31%	24%	*	26%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	59	734	*	761	*	25%	39%	27%	*	27%	66%
Male	60	732	*	750	*	32%	30%	23%	*	25%	53%
Economically Disadvantaged Students	87	731	*	740	*	*	*	22%	*	22%	40%
Non-Economically Disadvantaged Students	32	738	*	765	*	*	*	34%	*	38%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



## ROSA PARKS/CENTRAL COMMUNITY SCHOOL

2016-2017

Grade Span PK-07

13-3880-105

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ORANGE, NJ 07050

## 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
<b>Schoolwide</b>	84	735	740	752	*	20%	38%	26%	*	29%	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	40	734	741	740	*	*	35%	25%	*	28%	38%
Black or African American	44	737	740	736	*	*	41%	27%	*	30%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	39	740	*	758	*	*	33%	*	*	39%	61%
Male	45	731	*	746	*	*	42%	*	*	20%	46%
Economically Disadvantaged Students	59	734	*	737	*	*	37%	*	*	27%	34%
Non-Economically Disadvantaged Students	25	740	*	761	*	*	40%	*	*	32%	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



**ROSA PARKS/CENTRAL COMMUNITY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-105  
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 CITY OF ORANGE TWP  
 369 MAIN STREET  
 ORANGE, NJ 07050

**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
<b>Schoolwide</b>	97	733	736	756	*	23%	21%	33%	*	37%	59%
White	N	N	N	764	N	N	N	N	N	N	69%
Hispanic	47	729	733	742	26%	*	26%	26%	*	32%	44%
Black or African American	49	736	738	737	*	27%	*	41%	*	43%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	784	N	N	N	N	N	N	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	46	737	746	764	*	*	*	37%	*	46%	68%
Male	51	728	727	749	*	*	*	29%	*	29%	51%
Economically Disadvantaged Students	76	733	*	739	*	*	*	*	*	37%	40%
Non-Economically Disadvantaged Students	21	731	*	766	*	*	*	*	*	38%	70%
Students with Disabilities	19	706	708	719	*	*	*	*	*	11%	19%
Students without Disabilities	78	739	742	763	*	*	*	*	*	44%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	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	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

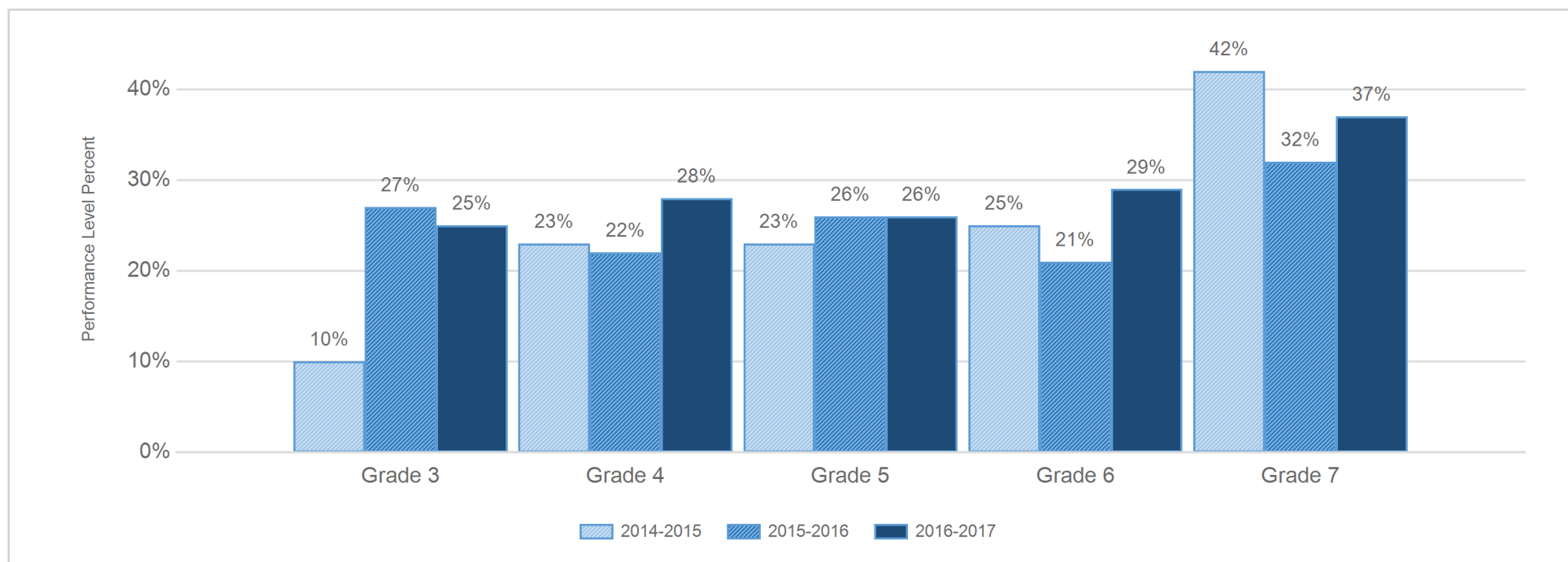


**ROSA PARKS/CENTRAL COMMUNITY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-105  
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 CITY OF ORANGE TWP  
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**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





**ROSA PARKS/CENTRAL COMMUNITY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-105  
 ESSEX  
 CITY OF ORANGE TWP  
 369 MAIN STREET  
 ORANGE, NJ 07050

**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	498	98.9	23.10	19.20	43.50	23.1	26.1	Met Target†
White	*	*	*	*	52.40	*	**	**
Hispanic	265	100.0	26.10	21.10	27.60	26.1	27.5	Met Target†
Black or African American	231	97.6	19.00	*	21.70	19	25	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	14.30	44.90	N	**	**
Female	249	98.5	24.90	21.50	44.10	24.9		
Male	249	99.2	21.30	17.30	42.90	21.3		
Economically Disadvantaged Students	385	98.7	22.80	20.00	25.10	22.8	26.3	Met Target†
Non-Economically Disadvantaged Students	113	99.2	23.90	17.70	54.30	23.9		
Students with Disabilities	58	98.3	*	*	16.50	*	10.2	Met Target†
Students without Disabilities	440	98.9	*	*	48.80	*		
English Learners	209	100.0	19.20	14.90	23.30	19.2	19	Met Target
Non-English Learners	289	98.1	25.90	20.90	45.20	25.9		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	13.30	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



## ROSA PARKS/CENTRAL COMMUNITY SCHOOL

2016-2017

Grade Span PK-07

13-3880-105

ESSEX

CITY OF ORANGE TWP

369 MAIN STREET

ORANGE, NJ 07050

## Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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
<b>Schoolwide</b>	107	734	728	751	11%	23%	34%	32%	0%	32%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	59	736	732	738	*	17%	32%	39%	*	39%	37%
Black or African American	47	731	727	733	*	32%	36%	21%	*	21%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	50	732	*	751	*	22%	38%	28%	*	28%	52%
Male	57	735	*	751	*	25%	30%	35%	*	35%	53%
Economically Disadvantaged Students	85	736	730	736	*	*	*	*	*	34%	34%
Non-Economically Disadvantaged Students	22	727	725	761	*	*	*	*	*	23%	65%
Students with Disabilities	11	725	708	729	*	*	*	*	0%	18%	29%
Students without Disabilities	96	735	731	755	*	*	*	*	0%	33%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



**ROSA PARKS/CENTRAL COMMUNITY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-105  
 ESSEX  
 CITY OF ORANGE TWP  
 369 MAIN STREET  
 ORANGE, NJ 07050

**Mathematics Assessment - Performance by Grade: Grade 4**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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
<b>Schoolwide</b>	111	732	726	747	*	26%	30%	25%	*	28%	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	59	737	729	734	*	25%	32%	31%	*	32%	30%
Black or African American	51	727	724	729	24%	28%	28%	*	*	22%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	62	734	726	747	*	24%	29%	26%	*	29%	47%
Male	49	730	725	747	*	29%	31%	25%	*	27%	48%
Economically Disadvantaged Students	86	731	*	732	*	*	*	*	*	28%	27%
Non-Economically Disadvantaged Students	25	736	*	757	*	*	*	*	*	28%	61%
Students with Disabilities	13	696	701	724	*	*	*	*	*	*	22%
Students without Disabilities	98	737	729	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



**ROSA PARKS/CENTRAL COMMUNITY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-105  
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 CITY OF ORANGE TWP  
 369 MAIN STREET  
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**Mathematics Assessment - Performance by Grade: Grade 5**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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
<b>Schoolwide</b>	121	725	726	747	16%	35%	34%	*	*	16%	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	70	727	725	735	*	34%	34%	20%	*	20%	30%
Black or African American	51	721	725	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	60	729	*	747	*	*	*	*	*	*	47%
Male	61	720	*	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	88	723	*	732	*	33%	*	*	*	11%	27%
Non-Economically Disadvantaged Students	33	729	*	756	*	39%	*	*	*	27%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



## ROSA PARKS/CENTRAL COMMUNITY SCHOOL

2016-2017

Grade Span PK-07

13-3880-105

ESSEX

CITY OF ORANGE TWP

369 MAIN STREET

ORANGE, NJ 07050

## 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
<b>Schoolwide</b>	87	725	722	743	20%	31%	29%	21%	0%	21%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	42	726	724	731	*	33%	29%	*	0%	21%	27%
Black or African American	45	724	722	724	22%	29%	29%	*	*	20%	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	41	726	*	745	*	29%	37%	*	0%	20%	45%
Male	46	724	*	742	*	33%	22%	*	0%	22%	43%
Economically Disadvantaged Students	59	726	*	728	*	29%	*	*	0%	20%	24%
Non-Economically Disadvantaged Students	28	722	*	752	*	36%	*	*	0%	21%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	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.



**ROSA PARKS/CENTRAL COMMUNITY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

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 ORANGE, NJ 07050

**Mathematics Assessment - Performance by Grade: Grade 7\*\***

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
<b>Schoolwide</b>	99	724	724	741	20%	27%	33%	19%	0%	19%	40%
White	N	N	N	748	N	N	N	N	N	N	49%
Hispanic	49	724	725	730	*	31%	37%	*	0%	16%	23%
Black or African American	49	725	724	726	22%	25%	31%	22%	0%	22%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	764	N	N	N	N	N	N	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	48	726	728	743	*	21%	35%	*	*	25%	41%
Male	51	721	721	740	*	33%	31%	*	*	14%	38%
Economically Disadvantaged Students	76	723	726	729	*	*	28%	*	0%	21%	22%
Non-Economically Disadvantaged Students	23	726	722	749	*	*	52%	*	0%	13%	50%
Students with Disabilities	19	705	704	716	*	*	*	*	*	*	11%
Students without Disabilities	80	728	728	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
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	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	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.



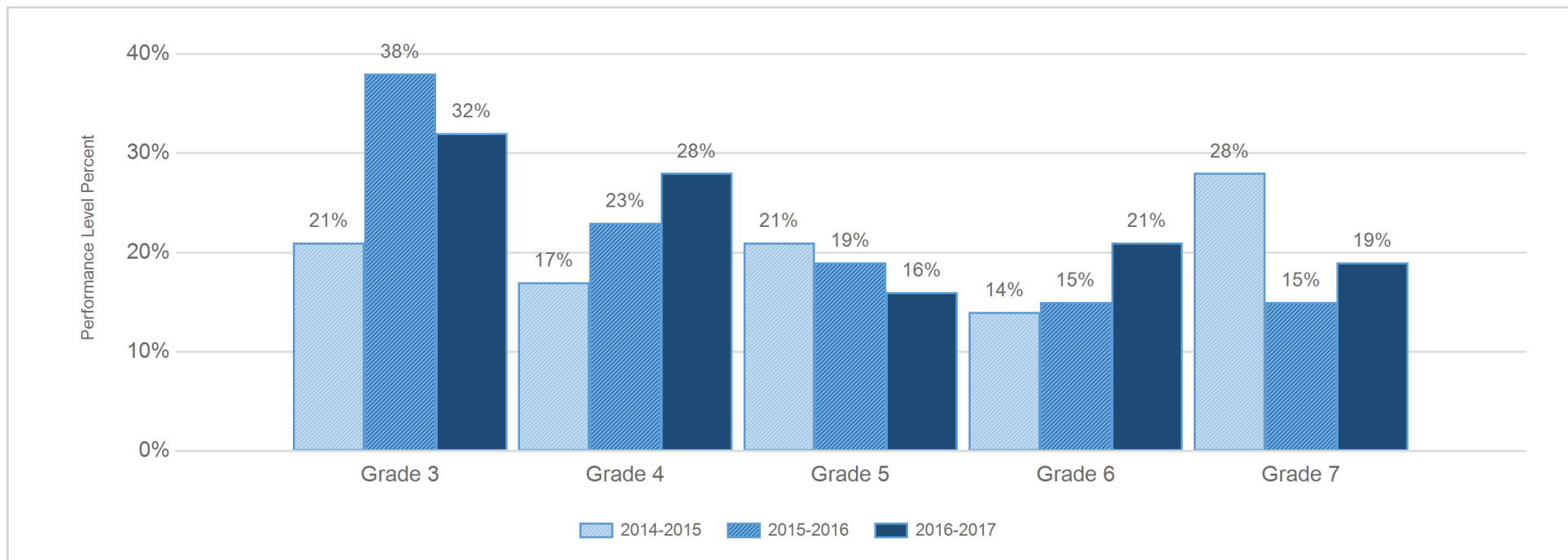
**ROSA PARKS/CENTRAL COMMUNITY SCHOOL  
2016-2017**

**Grade Span PK-07**

13-3880-105  
ESSEX  
CITY OF ORANGE TWP  
369 MAIN STREET  
ORANGE, NJ 07050

**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



## ROSA PARKS/CENTRAL COMMUNITY SCHOOL

2016-2017

Grade Span PK-07

13-3880-105

ESSEX

CITY OF ORANGE TWP

369 MAIN STREET

ORANGE, NJ 07050

## 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
3	N	N
4	*	*
5	N	N
6	N	N
7	*	N

## 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	26	*	*
2	25	*	*
3	42	71.4%	28.6%
4	20	*	*
5+	35	*	*



**ROSA PARKS/CENTRAL COMMUNITY SCHOOL  
2016-2017**

**Grade Span PK-07**

13-3880-105  
ESSEX  
CITY OF ORANGE TWP  
369 MAIN STREET  
ORANGE, NJ 07050

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.

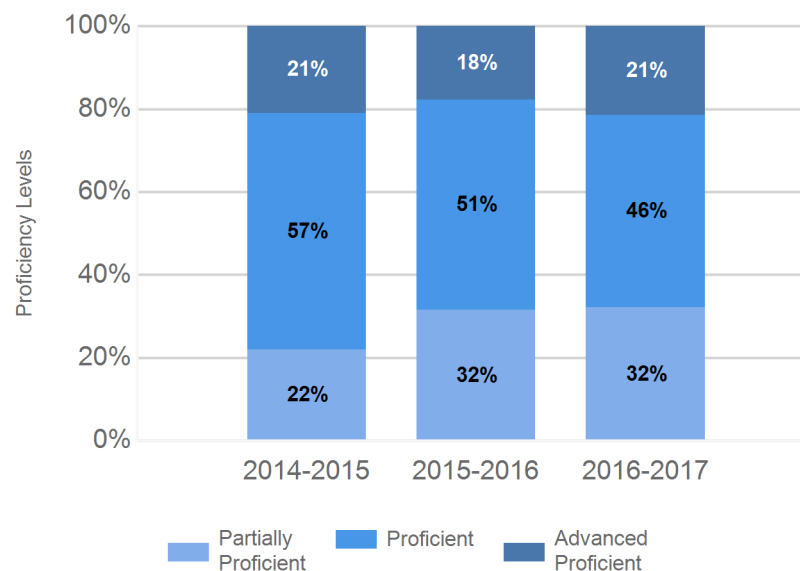
**NJASK Science Assessment Performance: Grade 4**

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	45%	40%	14%
Schoolwide	21%	46%	32%
White	N	N	N
Hispanic	19%	53%	29%
Black or African American	*	40%	37%
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	20%	45%	35%
Students with Disabilities	N	36%	64%
English Learners	*	*	*

**NJASK Science Assessment Performance Trends: Grade 4**

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





**ROSA PARKS/CENTRAL COMMUNITY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-105  
 ESSEX  
 CITY OF ORANGE TWP  
 369 MAIN STREET  
 ORANGE, NJ 07050

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	51	54	50	Met Target	45	50	50	Met Target
White	N	N	N	N	N	N	N	N
Hispanic	53.5	59	49	Met Target	54	*	47	Met Target
Black or African American	*	*	45	Met Target	*	*	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	51	55	47	Met Target	42	51	46	Met Target
Students with Disabilities	49	55	41	Met Target	41	48	43	Met Target
English Learners	55	*	53	Met Target	51	50	51	Met Target

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



**ROSA PARKS/CENTRAL COMMUNITY SCHOOL**  
2016-2017

13-3880-105  
ESSEX  
CITY OF ORANGE TWP  
369 MAIN STREET  
ORANGE, NJ 07050

**Grade Span PK-07**

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

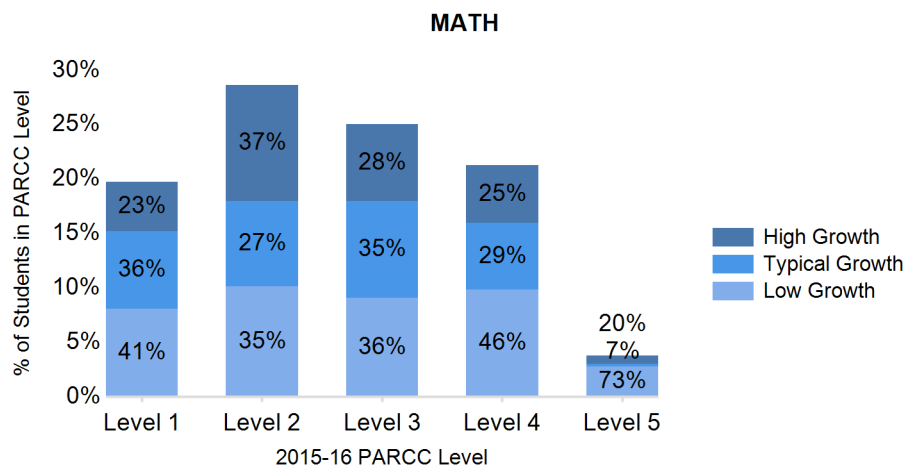
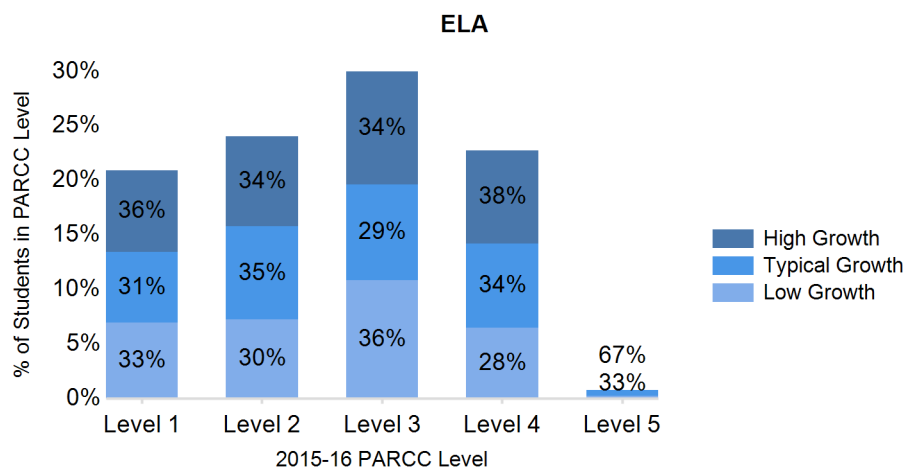
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

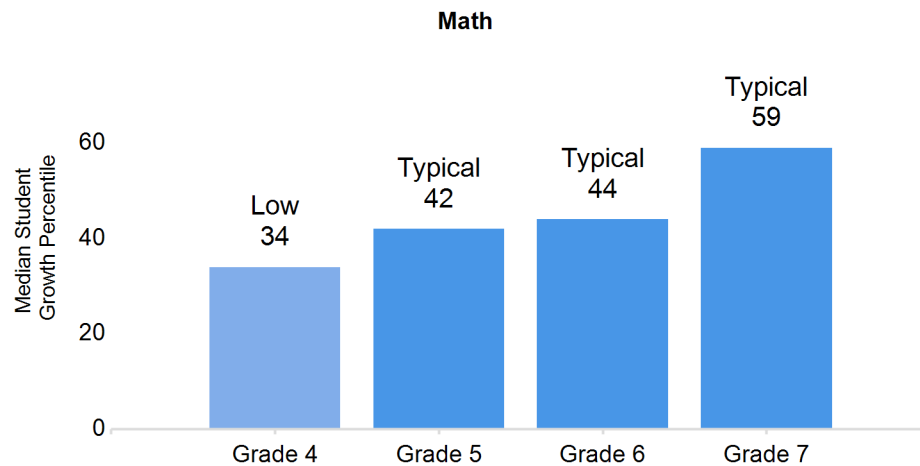
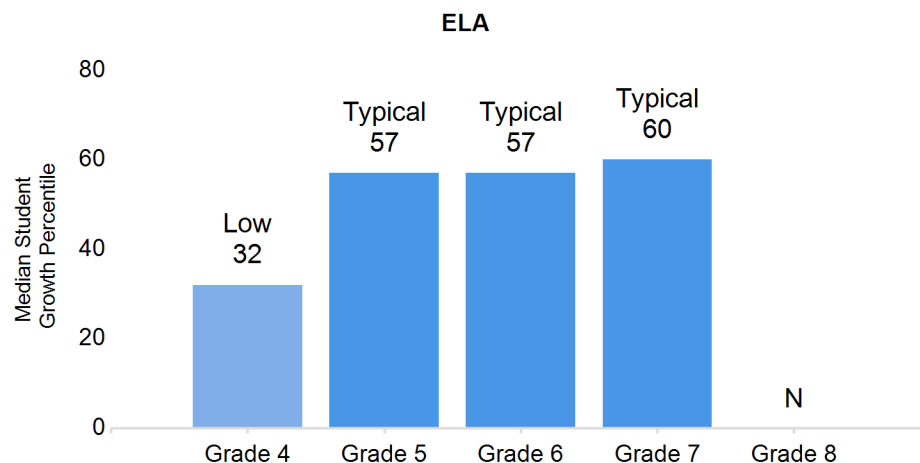
**Student Growth by Performance Level**

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.





## ROSA PARKS/CENTRAL COMMUNITY SCHOOL

2016-2017

Grade Span PK-07

13-3880-105

ESSEX

CITY OF ORANGE TWP

369 MAIN STREET

ORANGE, NJ 07050

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	0	0	97
7	0	0	102
Schoolwide	0	0	199

## 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	0	0	0	0	0	0	98
7	0	0	0	0	0	0	104
Schoolwide	0	0	0	0	0	0	202
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



**ROSA PARKS/CENTRAL COMMUNITY SCHOOL**  
 2016-2017  
 Grade Span PK-07

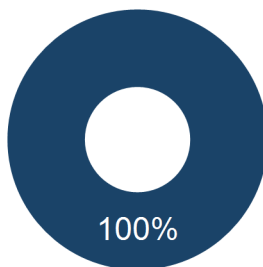
13-3880-105  
 ESSEX  
 CITY OF ORANGE TWP  
 369 MAIN STREET  
 ORANGE, NJ 07050

Visual and Performing Arts – Course Participation

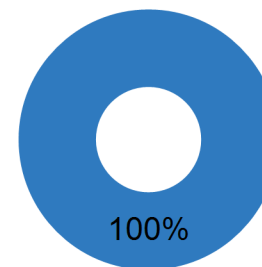
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

**Grades 6-8:**

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

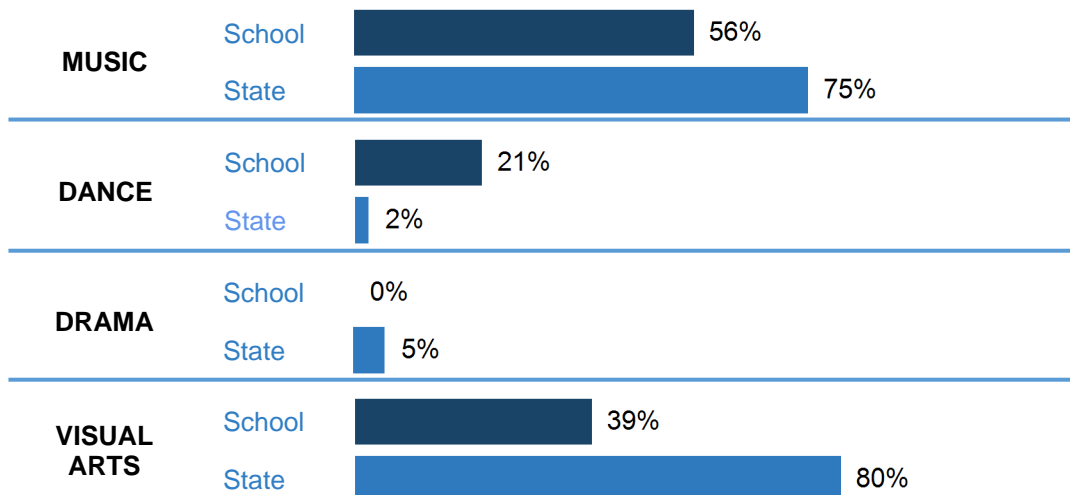


School



State

Students enrolled in one or more classes by discipline:





## ROSA PARKS/CENTRAL COMMUNITY SCHOOL

2016-2017

Grade Span PK-07

13-3880-105

ESSEX

CITY OF ORANGE TWP

369 MAIN STREET

ORANGE, NJ 07050

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.

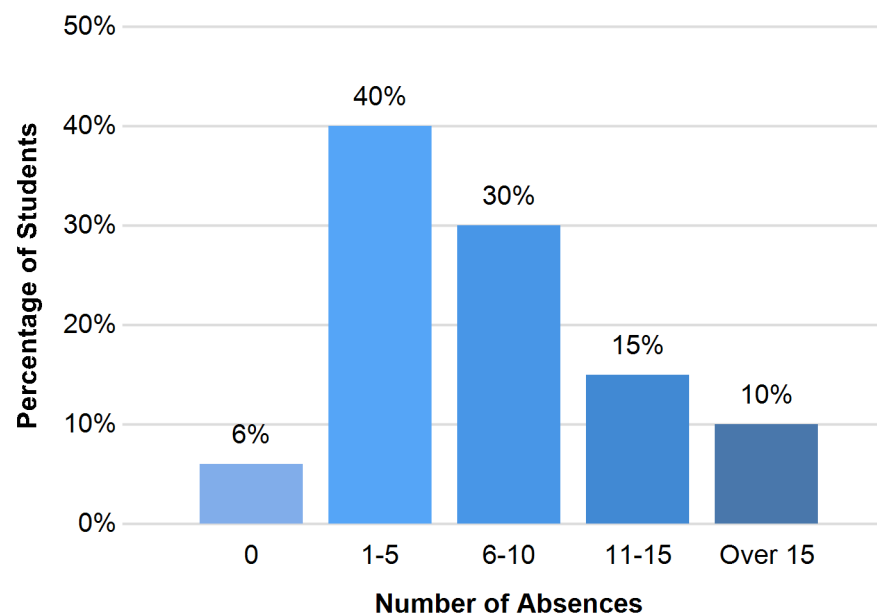
## Chronic Absenteeism

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	6.20	8.40	Met Target
White	N	**	**
Hispanic	6.10	8.40	Met Target
Black or African American	6.50	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.70	8.40	Met Target
Students with Disabilities	3.70	8.40	Met Target
English Learners	6.80	8.40	Met Target

## 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.



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

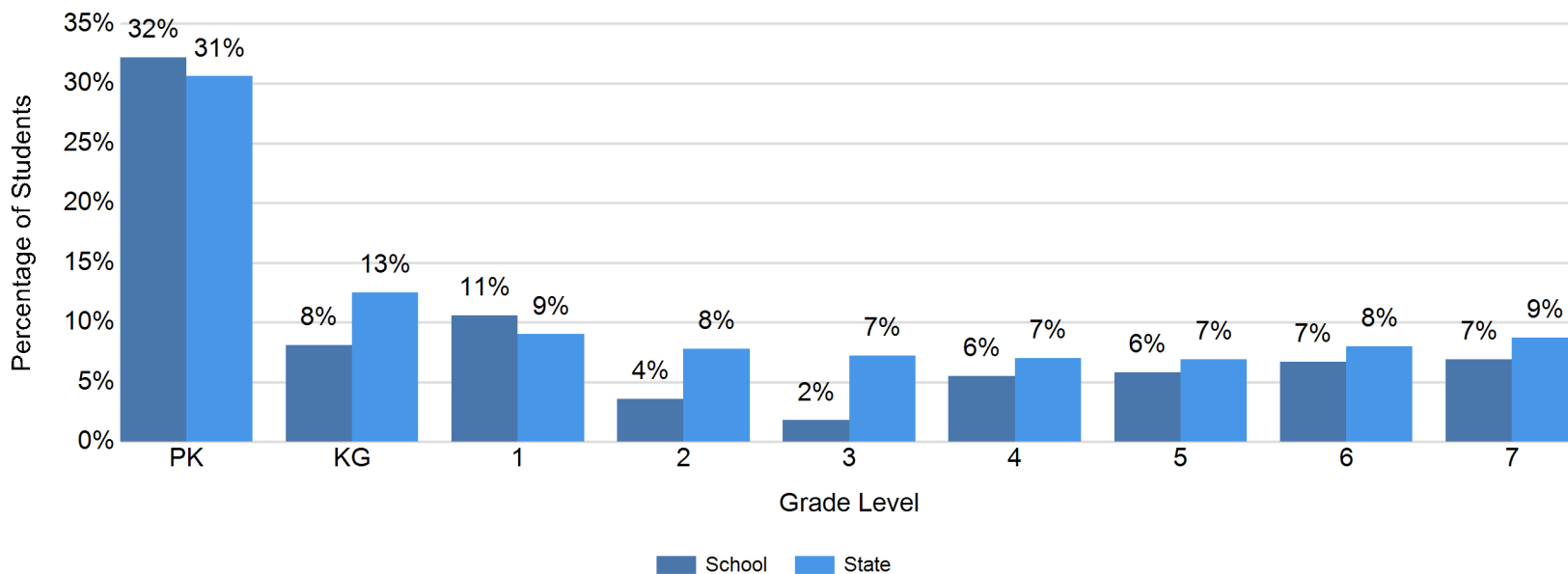


**ROSA PARKS/CENTRAL COMMUNITY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-105  
 ESSEX  
 CITY OF ORANGE TWP  
 369 MAIN STREET  
 ORANGE, NJ 07050

**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.





## ROSA PARKS/CENTRAL COMMUNITY SCHOOL

2016-2017

Grade Span PK-07

13-3880-105

ESSEX

CITY OF ORANGE TWP

369 MAIN STREET

ORANGE, NJ 07050

## 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	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 0 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)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.10

## 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	0.0%
Out-of-School Suspensions	5.1%
Any Suspension	5.1%

## 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



## ROSA PARKS/CENTRAL COMMUNITY SCHOOL

2016-2017

Grade Span PK-07

13-3880-105

ESSEX

CITY OF ORANGE TWP

369 MAIN STREET

ORANGE, NJ 07050

## 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	1.5:1	176.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

## 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 (2015-2016)	\$990	\$15,718	\$16,708



**ROSA PARKS/CENTRAL COMMUNITY SCHOOL**  
2016-2017

**Grade Span PK-07**

13-3880-105

ESSEX

CITY OF ORANGE TWP

369 MAIN STREET

ORANGE, NJ 07050

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

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	78	120,724
Average years experience in public schools	9.3	11.8
Average years experience in district	8.5	10.5
Teachers in district for 4 or more years	63%	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	54	9,506
Average years experience in public schools	13.1	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	74%	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	13:1	12:1
Administrators	254:1	105:1
Librarian/Media Specialists		710:1
Nurses		516:1
Counselors		516:1
Child Study Team		210:1



**ROSA PARKS/CENTRAL COMMUNITY SCHOOL**  
**2016-2017**  
**Grade Span PK-07**

13-3880-105  
 ESSEX  
 CITY OF ORANGE TWP  
 369 MAIN STREET  
 ORANGE, NJ 07050

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**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 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.

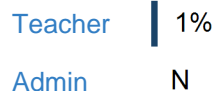
**Bachelor's Degree**



**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	81%	89%
2015-16 Administrators: Same district 2016-17	91%	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	97%



## ROSA PARKS/CENTRAL COMMUNITY SCHOOL

2016-2017

Grade Span PK-07

13-3880-105

ESSEX

CITY OF ORANGE TWP

369 MAIN STREET

ORANGE, NJ 07050

## 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	12.5	17.5%
Mathematics Proficiency	15.9	17.5%
English Language Arts Growth	58.8	25.0%
Mathematics Growth	38.1	25.0%
Chronic Absenteeism	67.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		39.3
<b>Summative Rating:</b> Percentile rank of Summative Score		32.9
<b>Requires Comprehensive Support:</b> 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.



## ROSA PARKS/CENTRAL COMMUNITY SCHOOL

2016-2017

Grade Span PK-07

13-3880-105

ESSEX

CITY OF ORANGE TWP

369 MAIN STREET

ORANGE, NJ 07050

## 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	39.3	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	53.2	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	51.2	11.9	No	Met Target	Not Met	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	45.3	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	50.6	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
English Learners	49.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No

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

† Target was met within a confidence interval.



**ROSA PARKS/CENTRAL COMMUNITY SCHOOL**  
 2016-2017  
 Grade Span PK-07

13-3880-105  
 ESSEX  
 CITY OF ORANGE TWP  
 369 MAIN STREET  
 ORANGE, NJ 07050

School General Info

<b>Principal:</b>	Ms. Joseph-Charles	<b>Email Address:</b>	<a href="mailto:josephde@orange.k12.nj.us">josephde@orange.k12.nj.us</a>
<b>Address:</b>	369 MAIN STREET ORANGE, NJ 07050	<b>Website:</b>	<a href="http://www.orange.k12.nj.us">www.orange.k12.nj.us</a>
<b>Phone:</b>	(973)677-4000		

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.

	<p><b>Highlights:</b></p> <ul style="list-style-type: none"> <li>• RPCS launched its Blended Learning Initiative in Grades 3-7 Mathematics.</li> <li>• RPCS continued its partnership with Disney Musicals in School with a performance of Disney's Aladdin.</li> <li>• RPCS Dance Ensemble performed at Cipriani's (NY) at the World Wide Orphans Gala.</li> </ul>
	<p><b>Mission, Vision, Theme:</b></p> <p>As a Community School, our vision is to establish a solid foundation for lifelong learning by nurturing, guiding and inspiring all students to achieve their maximum potential. We will establish a viable partnership with parents, staff, students, and our community in order to make a positive and dynamic impact on the lives of ALL stakeholders.</p>



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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>RPCS continued its implementation of its Blended Learning Initiative with the introduction of additional digital content options. We launched our STEM program with our 4th grade students this year using the Project Lead The Way curriculum. Our students in Grade 7 have the opportunity to participate in our Accelerated Mathematics class.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Rosa Parks Community School students have access to several clubs and activities. These include Art Club, Band, Basketball, Bridge, Chess, Chorus, Dance, Disney Musicals in Schools (Grades 3-5), Game 24, Girl Scouts, Mathematics Competition, Mentoring Programs (Boys and Girls), Robotics (FLL), and STEM.</p>
 <p><b>Before and After School Programs:</b></p>	<p>We host a 21st Century Afterschool Program for students in Grades 4-7 on Monday through Friday (4pm-6pm). Students receive assistance with Homework, tutoring from School Based Staff and College students from Universities in the surrounding areas as well as High School Students. Non-academic activities include Martial Arts, Physical Fitness, Zumba, Knitting and Sewing, Dance, Painting, Cyber cafe and Bridge. Students in grades 3-7 also participate in our RtI program afterschool.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>Professional Learning for staff consists of Grade and subject specific opportunities offered by the District, School, at Common Planning sessions, and our RAC support staff. Staff also has the opportunity to attend workshops offered by Universities and other Academic entities. Collaborative opportunities are available during Grade Level, Subject Level Planning meetings and during Faculty Academies.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Our ELLs and Students with Disabilities are supported in the classroom by ESL teachers and Resource teachers respectively. They co-teach as well as provide small group instruction which focuses on the student's individual needs. They also receive program/digital content supports such as Rosetta Stone, Read/Math 180, iReady, Snap and Read and ReadingPlus. Our IR&amp;S team, School Counselors and CST work with teachers, students and parents to provide additional supports that may be needed.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>RPCS provides Breakfast, lunch and Dinner (21st Century) for our students. We also participate in the State's Fruits and Vegetables Program. Our School Based Health Clinic opened in the 2016-2017 SY. The clinic offers services for our families which address the health and wellness of our students and their siblings. All students (grades 1-7) participate in Physical Education, Dance (K-7) and Health classes. Our School nurses provide services as well.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>RPCS has a vibrant PTA which hosts monthly parent meetings on the 3rd Tuesday of each month. Parents and teachers collaborate on activities, fundraising opportunities and providing support services to families in our school community. Teachers provide babysitting services to allow parents to fully participate in workshops or other activities. Community Partners are invited to share important information (nutrition, fire safety, Community Outreach programs) with our parent.</p>



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers

The DOE School Climate Survey is used each year. The survey is given to Staff, students in grades 3-7 and parents. It is given once or twice a year (if the benchmarks on participation are not achieved). Survey results are shared with Staff at a Faculty Academy, with students and parents at PTA meetings.



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RPCS is a University (Montclair State University) Assisted Full Service Community School. MSU is our sponsor, partner, cheerleader and support in our quest to provide our families with services that impact their daily lives. Through this partnership the students, staff, families and wider Orange Community continues to benefit from a variety of services which enhances their lives and supports their quest to provide opportunities for advancement in their lives and careers. Some of these include supplying the school with Service Learning students and AmeriCorps members who support students in and outside of the classroom, provision of ESL classes for parents, Adult School which supports parents seeking to access the workforce, attain their GED and those striving to begin a Small Business (Rising Tide).



Other Information: