



State of New Jersey
2015-2016

Grade Span 06

13-5680-070
ESSEX
WEST ORANGE TOWN
EDISON MIDDLE SCHOOL
75 WILLIAM ST
W ORANGE, NJ 07052-5725

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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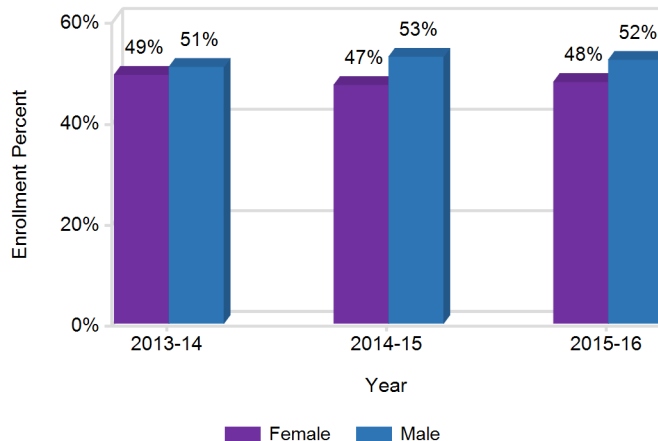
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	432	525	491
UG	17	20	24
Total	449	545	515

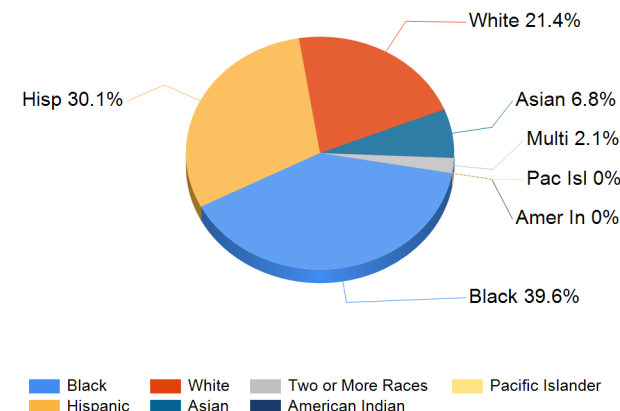
Enrollment by Gender

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



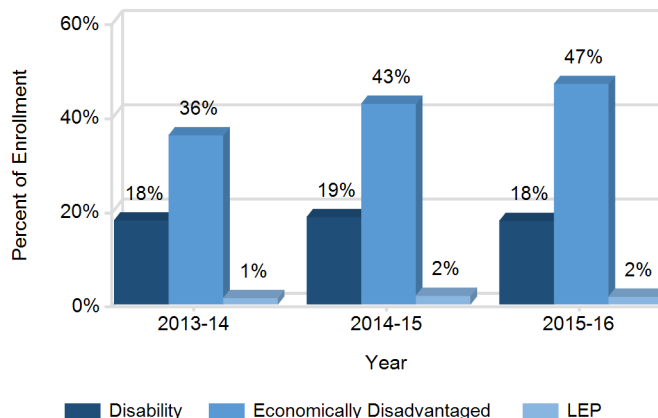
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	75.1%
Spanish	18.4%
Creoles and pidgins, French-based	1.7%
Malayalam	1.0%
Chinese	0.8%
Other	3.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	56%	20	52
Mathematics Met or Exceeded Expectations	46%	20	45

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	456	56%	52	93%	X	455	46%	45	93%	X
White	102	74%	73	93%	X	102	70%	76	93%	X
African American	179	56%	76	91%	X	178	41%	70	90%	X
Hispanic	132	36%	38	95%	√	132	28%	37	94%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	88	17%	48	93%	X	88	14%	42	93%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	223	43%	68	92%	X	223	32%	60	93%	X



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	480	754	754	750	2%	12%	30%	44%	12%	56%	52%
White	106	766	766	756	N	5%	24%	48%	24%	72%	61%
African American	189	752	752	732	4%	13%	28%	48%	7%	56%	31%
Hispanic	142	744	744	738	3%	18%	42%	32%	5%	37%	37%
Asian	S	S	S	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	S	755	S	S	S	S	S	S	60%
Students with Disability	89	731	731	719	8%	33%	43%	14%	3%	17%	15%
English Language Learners	S	S	S	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	231	746	746	735	3%	16%	37%	38%	6%	44%	33%
PARCC MATH											
Schoolwide	483	747	747	743	3%	22%	30%	37%	8%	45%	43%
White	106	761	761	750	1%	6%	26%	51%	17%	68%	53%
African American	188	741	741	724	5%	27%	28%	36%	4%	40%	20%
Hispanic	146	738	738	730	1%	30%	40%	27%	1%	29%	26%
Asian	S	S	S	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	S	748	S	S	S	S	S	S	49%
Students with Disability	89	729	729	717	8%	44%	35%	10%	3%	14%	13%
English Language Learners	S	S	S	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	234	739	739	728	2%	31%	34%	30%	3%	33%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



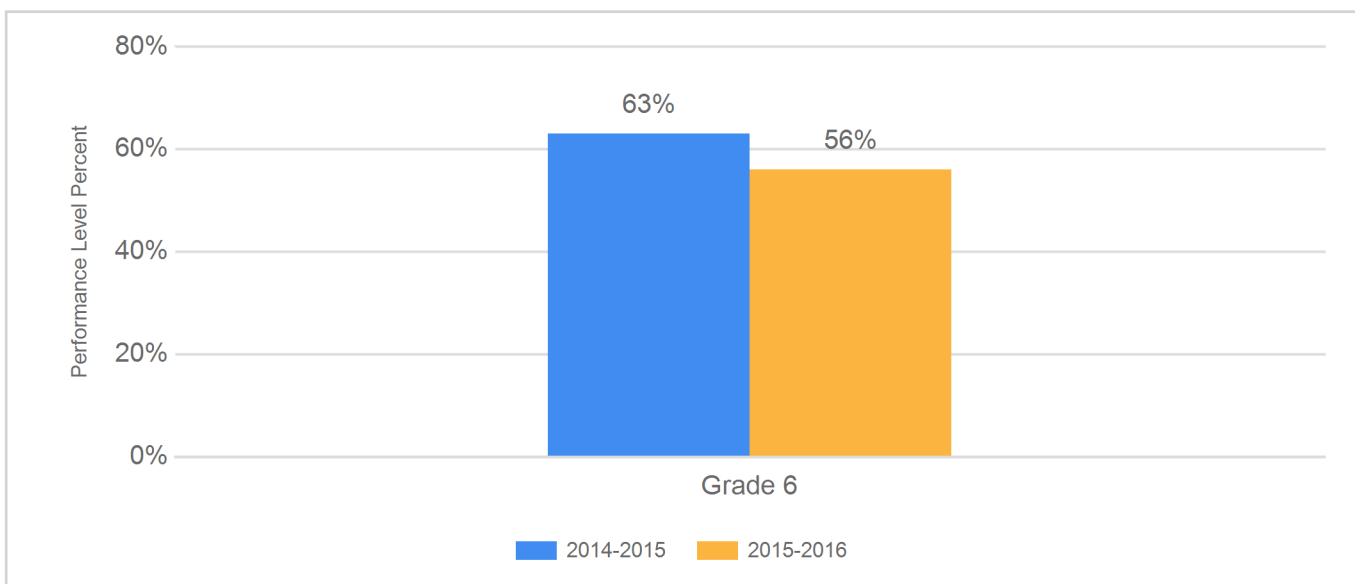
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PARCC ELA Performance Trends

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



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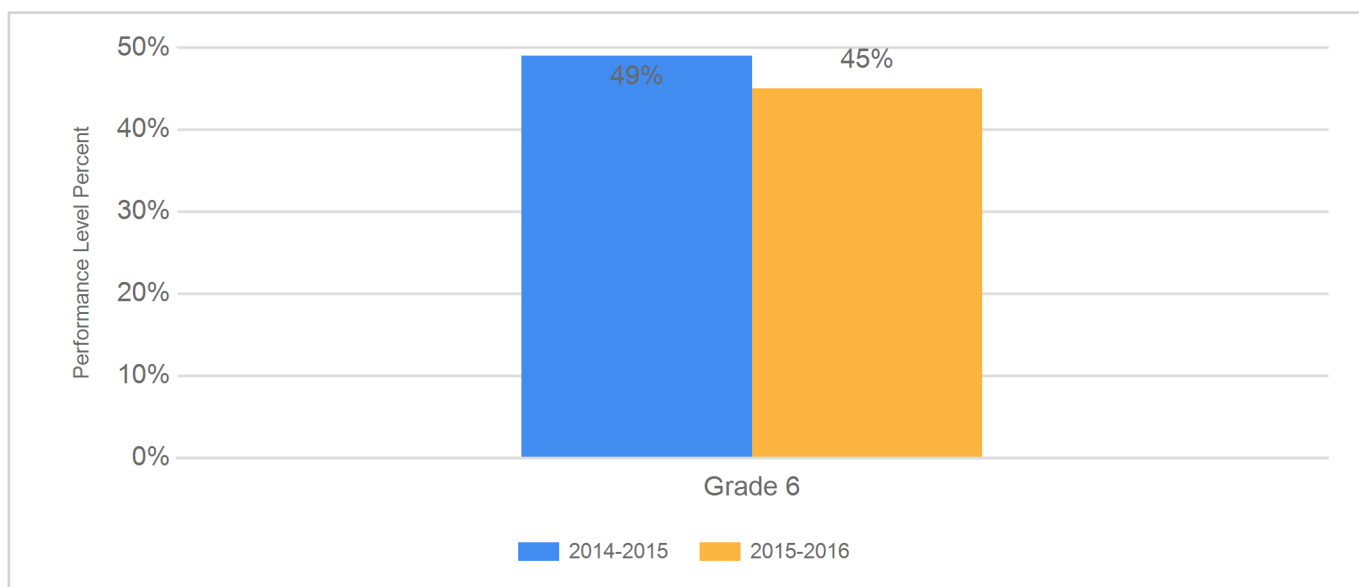
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PARCC Math Performance Trends

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



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	51	55	50
Student Growth on Math	45	50	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	0%	0%
Partially Met (L2)	6%	3%	1%
Approached (L3)	13%	9%	8%
Met (L4)	11%	15%	17%
Exceeded (L5)	1%	3%	9%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	0%
Partially Met (L2)	12%	7%	2%
Approached (L3)	12%	11%	6%
Met (L4)	11%	14%	14%
Exceeded (L5)	0%	3%	6%



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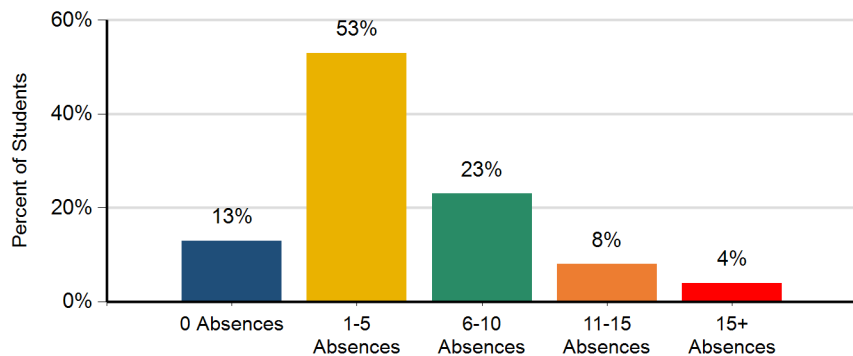
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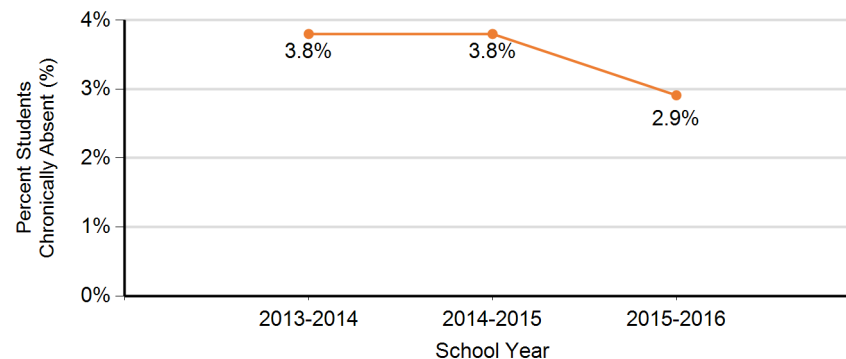
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 45 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 5 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	9:1
Administrator	258:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	6.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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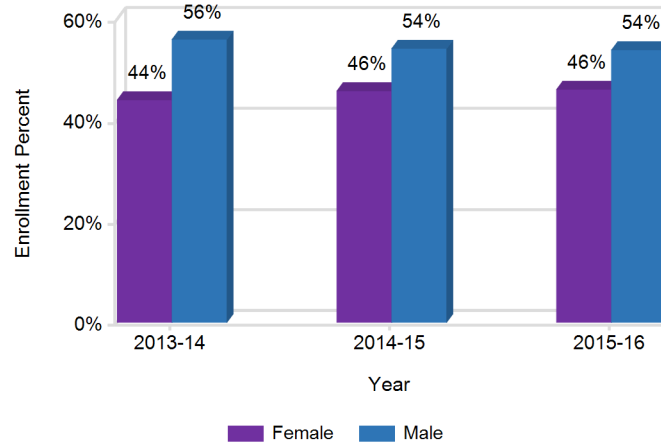
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	91	89	66
Grade 01	76	83	94
Grade 02	92	77	81
Grade 03	82	84	74
Grade 04	97	81	84
Grade 05	93	94	75
UG	40	38	40
Total	571	546	514

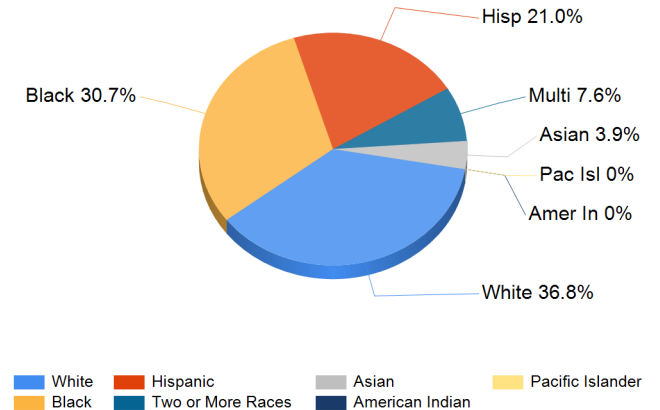
Enrollment by Gender

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



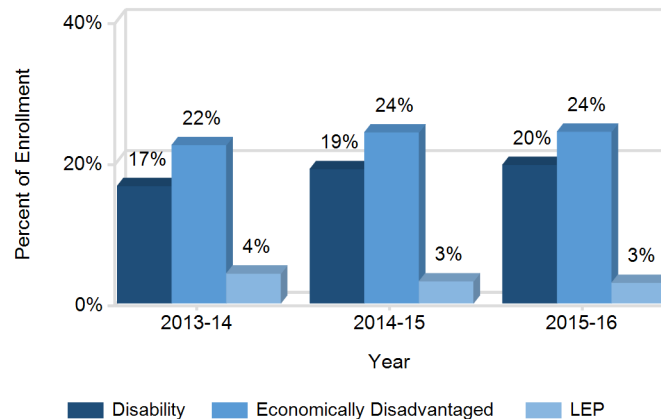
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	87.7%
Spanish	6.8%
Creoles and pidgins, French-based	1.8%
Amharic	0.6%
Chinese	0.4%
Other	2.8%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	66%	50	70
Mathematics Met or Exceeded Expectations	68%	80	82

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	202	66%	70	91%	X	202	68%	82	91%	X
White	73	78%	85	89%	X	73	79%	90	89%	X
African American	70	59%	78	97%	√	70	61%	86	97%	√
Hispanic	42	52%	69	92%	X	42	55%	83	92%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	42	38%	86	85%	X	42	45%	92	85%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	53	47%	72	97%	√	53	47%	85	97%	√



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	756	761	746	9%	3%	29%	54%	6%	59%	48%
White	20	773	780	756	5%	N	15%	70%	10%	80%	58%
African American	26	751	751	727	8%	4%	35%	50%	4%	54%	30%
Hispanic	17	742	748	730	12%	6%	41%	41%	N	41%	31%
Asian	S	S	797	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	775	753	S	S	S	S	S	S	55%
Students with Disability	14	729	733	718	29%	7%	43%	14%	7%	21%	22%
English Language Learners	S	S	728	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	25	740	744	727	12%	4%	44%	40%	N	40%	28%
PARCC MATH											
Schoolwide	70	761	763	749	4%	6%	31%	41%	17%	59%	52%
White	20	771	777	757	5%	10%	10%	35%	40%	75%	63%
African American	26	755	754	730	4%	4%	42%	46%	4%	50%	31%
Hispanic	17	752	755	736	N	6%	47%	41%	6%	47%	35%
Asian	S	S	799	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	777	754	S	S	S	S	S	S	57%
Students with Disability	14	737	742	727	21%	7%	43%	14%	14%	29%	28%
English Language Learners	S	S	748	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	25	747	753	732	N	8%	56%	36%	N	36%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	77	770	760	750	3%	8%	9%	57%	23%	81%	54%
White	32	781	777	759	N	3%	6%	56%	34%	91%	64%
African American	29	756	752	733	7%	14%	10%	59%	10%	69%	33%
Hispanic	12	771	751	737	N	8%	17%	50%	25%	75%	37%
Asian	S	S	778	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	778	756	S	S	S	S	S	S	62%
Students with Disability	16	754	741	723	13%	19%	N	50%	19%	69%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	22	754	747	734	5%	14%	18%	59%	5%	64%	33%
PARCC MATH											
Schoolwide	77	763	758	745	3%	9%	13%	62%	13%	75%	47%
White	32	773	771	752	N	6%	3%	78%	13%	91%	57%
African American	29	755	750	727	7%	10%	14%	59%	10%	69%	24%
Hispanic	12	758	752	733	N	17%	33%	25%	25%	50%	30%
Asian	S	S	775	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	772	750	S	S	S	S	S	S	54%
Students with Disability	16	749	740	724	13%	13%	13%	56%	6%	63%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	22	752	748	730	5%	14%	18%	55%	9%	64%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-05

13-5680-120

ESSEX

WEST ORANGE TOWN

GREGORY ELEMENTARY SCHOOL

301 GREGORY AVE

W ORANGE, NJ 07052-4439

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	63	752	757	751	N	16%	30%	48%	6%	54%	53%
White	22	753	768	758	N	18%	23%	50%	9%	59%	64%
African American	20	749	749	733	N	20%	30%	50%	N	50%	32%
Hispanic	13	753	756	738	N	8%	46%	31%	15%	46%	37%
Asian	S	S	780	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	762	759	S	S	S	S	S	S	63%
Students with Disability	13	732	727	723	N	31%	46%	23%	N	23%	20%
English Language Learners	S	S	721	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	747	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	63	758	756	747	N	11%	21%	62%	6%	68%	47%
White	22	760	768	753	N	14%	18%	64%	5%	68%	57%
African American	20	751	746	728	N	15%	25%	55%	5%	60%	24%
Hispanic	13	763	757	735	N	8%	23%	54%	15%	69%	31%
Asian	S	S	778	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	764	754	S	S	S	S	S	S	56%
Students with Disability	13	751	734	725	N	23%	31%	46%	N	46%	19%
English Language Learners	S	S	735	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	747	732	S	S	S	S	S	S	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



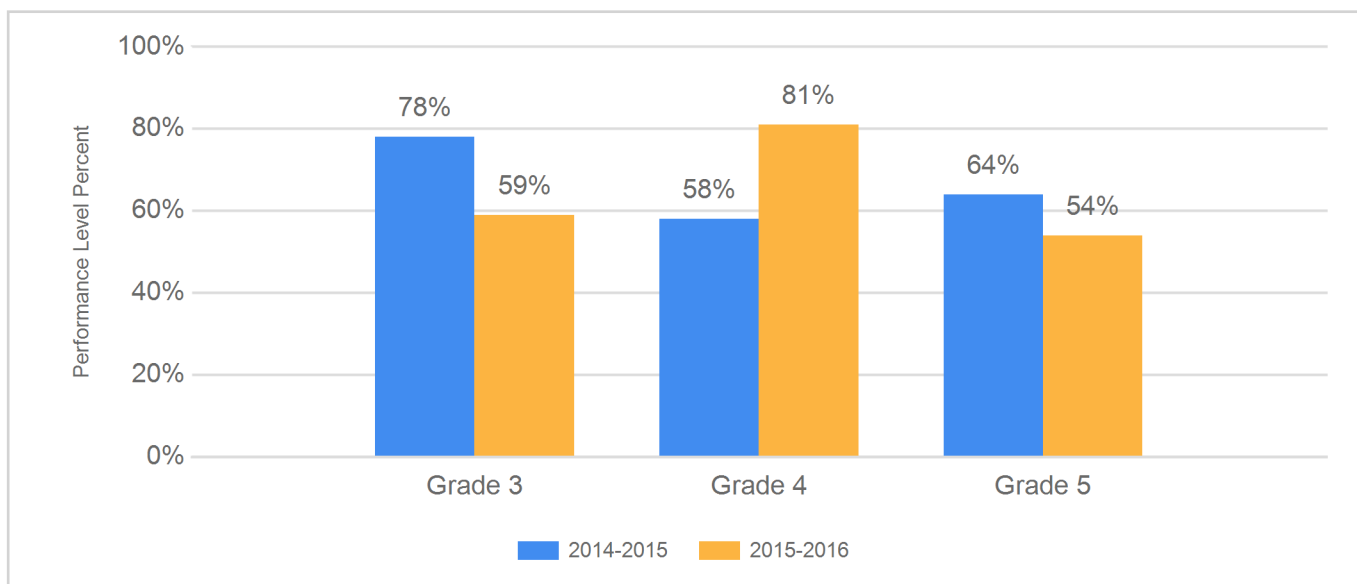
State of New Jersey
2015-2016

Grade Span KF-05

13-5680-120
ESSEX
WEST ORANGE TOWN
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301 GREGORY AVE
W ORANGE, NJ 07052-4439

PARCC ELA Performance Trends

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



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



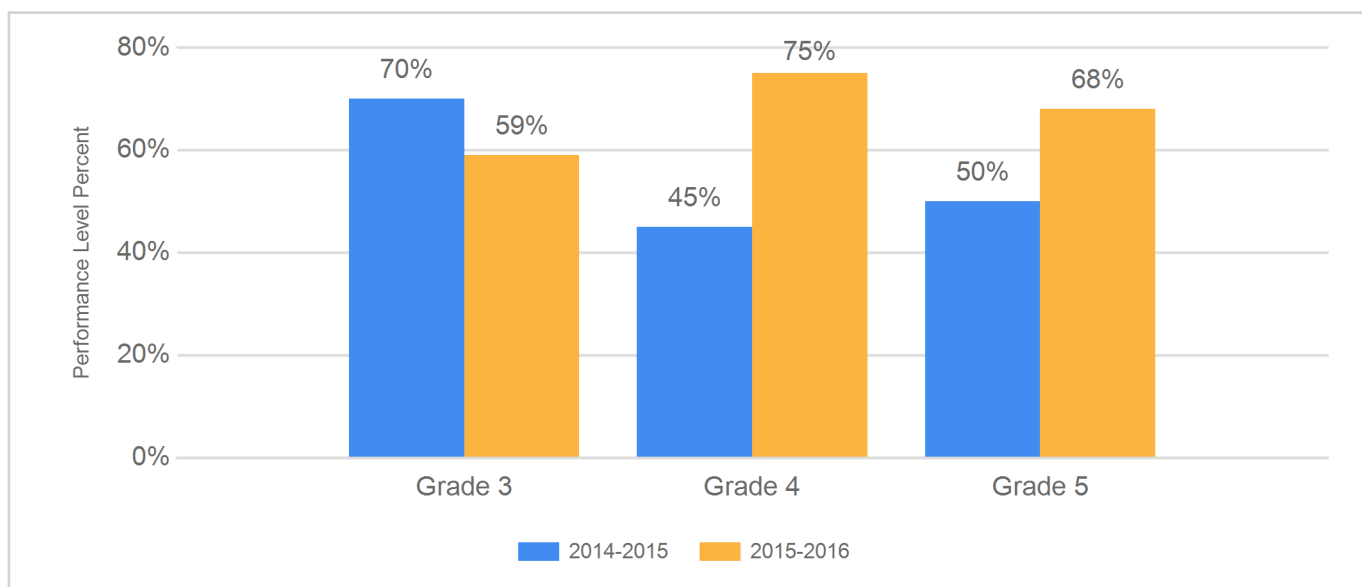
State of New Jersey
2015-2016

Grade Span KF-05

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PARCC Math Performance Trends

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



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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Grade Span KF-05

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

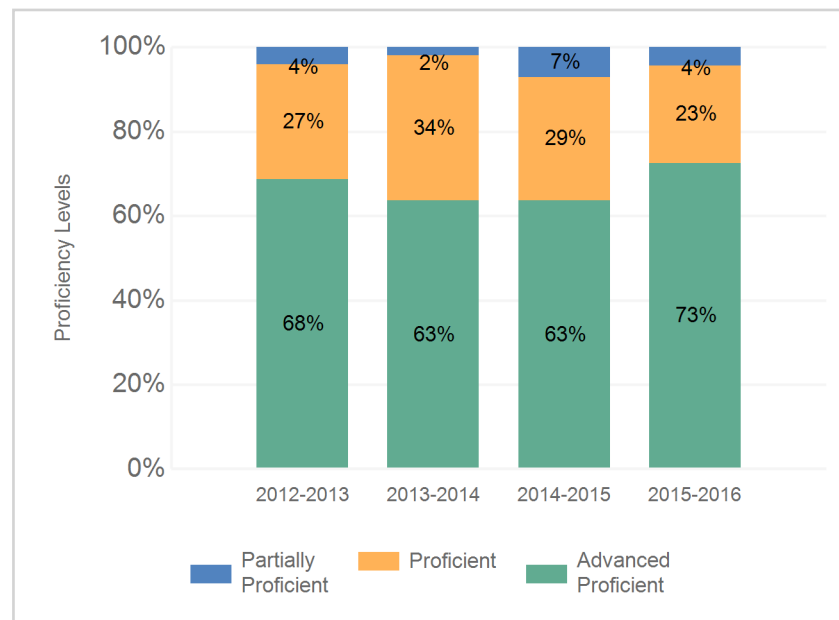
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	73%	23%	4%
White	94%	3%	3%
African American	55%	42%	3%
Hispanic	65%	24%	12%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	52%	32%	16%
English Language Learners	N	N	N
Economically Disadvantaged Students	52%	39%	9%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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2015-2016

Grade Span KF-05

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-05

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	40	55	50
Student Growth on Math	55	50	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	5%	7%	0%
Approached (L3)	9%	4%	3%
Met (L4)	25%	20%	10%
Exceeded (L5)	1%	4%	12%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	7%	2%	1%
Approached (L3)	7%	5%	5%
Met (L4)	15%	24%	24%
Exceeded (L5)	0%	3%	7%

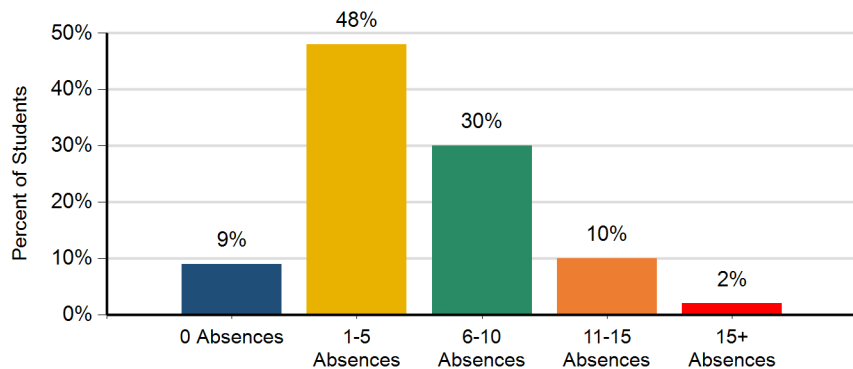


State of New Jersey
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Grade Span KF-05

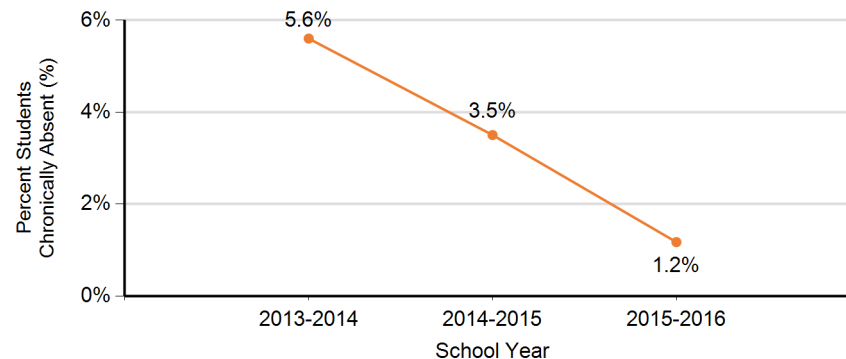
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span KF-05

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 38 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 43 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	9:1
Administrator	257:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	2.5%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



State of New Jersey
2015-2016

Grade Span KF-05

13-5680-130

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WEST ORANGE TOWN

HAZEL AVENUE ELEMENTARY SCHOOL

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W ORANGE, NJ 07052-4524

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-05

Enrollment by Grade

Enrollment by Gender

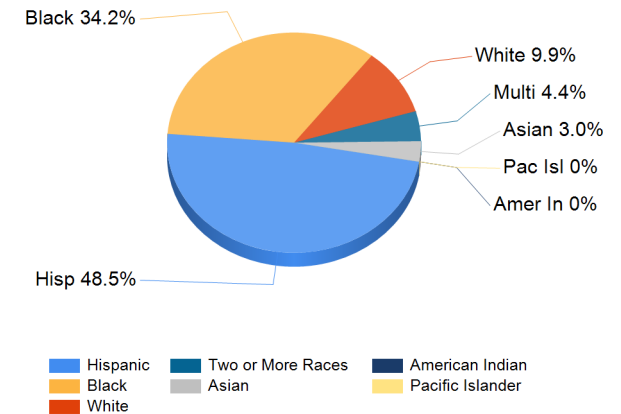
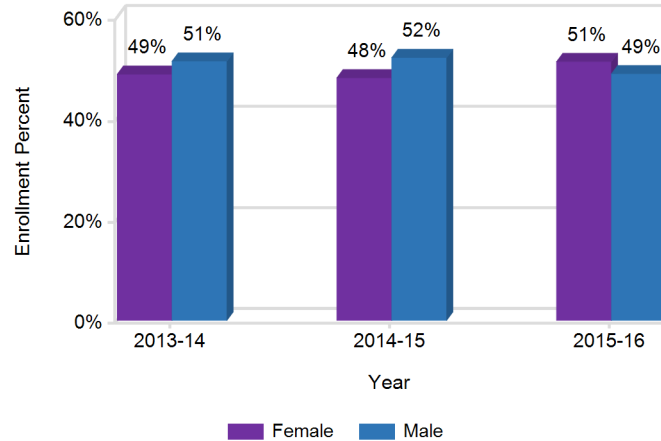
Enrollment by Ethnic/ Racial Subgroup

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

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

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.

	2013-14	2014-15	2015-16
Grade KG	68	60	45
Grade 01	57	65	62
Grade 02	58	63	65
Grade 03	70	59	58
Grade 04	65	68	62
Grade 05	58	66	73
UG	0	0	0
Total	376	381	365

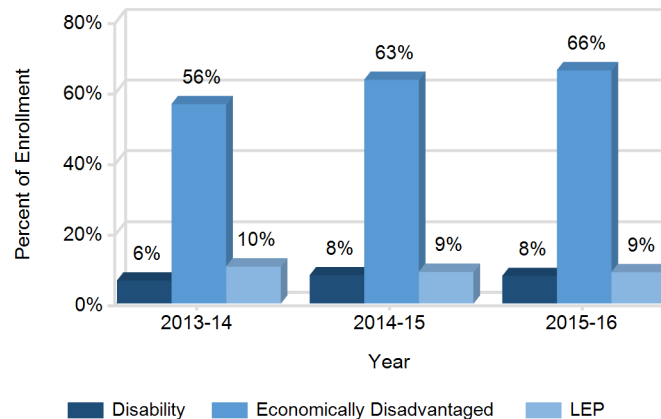


Enrollment Trends by Special Population

Language Diversity

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.

This table presents the main languages primarily spoken by students in their home.



2015-2016	Percent
English	64.9%
Spanish	28.8%
Creoles and pidgins, French-based	2.5%
Haitian	1.1%
Gujarati	0.5%
Other	2.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span KF-05

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	59%	30	54
Mathematics Met or Exceeded Expectations	62%	60	71

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	193	59%	54	95%	✓	193	62%	71	95%	✓
White	S	S	S	S		S	S	S	S	
African American	66	58%	73	97%	✓	67	57%	84	97%	✓
Hispanic	90	49%	61	96%	✓	90	57%	85	96%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	121	50%	75	96%	✓	121	59%	94	96%	✓



State of New Jersey
2015-2016

Grade Span KF-05

13-5680-130

ESSEX

WEST ORANGE TOWN

HAZEL AVENUE ELEMENTARY SCHOOL

45 HAZEL AVE

W ORANGE, NJ 07052-4524

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	61	763	761	746	3%	13%	18%	53%	13%	66%	48%
White	S	S	780	756	S	S	S	S	S	S	58%
African American	21	756	751	727	10%	19%	10%	52%	10%	62%	30%
Hispanic	31	758	748	730	N	13%	29%	52%	7%	58%	31%
Asian	S	S	797	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	775	753	S	S	S	S	S	S	55%
Students with Disability	S	S	733	718	S	S	S	S	S	S	22%
English Language Learners	S	S	728	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	43	759	744	727	2%	14%	21%	54%	9%	63%	28%
PARCC MATH											
Schoolwide	61	768	763	749	2%	5%	26%	43%	25%	67%	52%
White	S	S	777	757	S	S	S	S	S	S	63%
African American	21	764	754	730	5%	10%	24%	38%	24%	62%	31%
Hispanic	31	764	755	736	N	3%	32%	52%	13%	65%	35%
Asian	S	S	799	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	777	754	S	S	S	S	S	S	57%
Students with Disability	S	S	742	727	S	S	S	S	S	S	28%
English Language Learners	S	S	748	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	43	768	753	732	N	2%	28%	51%	19%	70%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-05

13-5680-130

ESSEX

WEST ORANGE TOWN

HAZEL AVENUE ELEMENTARY SCHOOL

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W ORANGE, NJ 07052-4524

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	63	756	760	750	5%	14%	30%	29%	22%	51%	54%
White	S	S	777	759	S	S	S	S	S	S	64%
African American	20	750	752	733	5%	15%	35%	35%	10%	45%	33%
Hispanic	32	751	751	737	6%	16%	31%	28%	19%	47%	37%
Asian	S	S	778	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	778	756	S	S	S	S	S	S	62%
Students with Disability	S	S	741	723	S	S	S	S	S	S	22%
English Language Learners	S	S	722	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	37	746	747	734	3%	19%	41%	24%	14%	38%	33%
PARCC MATH											
Schoolwide	63	754	758	745	3%	10%	32%	48%	8%	56%	47%
White	S	S	771	752	S	S	S	S	S	S	57%
African American	20	745	750	727	N	20%	35%	45%	N	45%	24%
Hispanic	32	753	752	733	6%	6%	34%	44%	9%	53%	30%
Asian	S	S	775	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	772	750	S	S	S	S	S	S	54%
Students with Disability	S	S	740	724	S	S	S	S	S	S	22%
English Language Learners	S	S	720	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	37	750	748	730	3%	11%	41%	38%	8%	46%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-05

13-5680-130

ESSEX

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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	80	754	757	751	1%	14%	30%	53%	3%	55%	53%
White	11	774	768	758	N	N	9%	91%	N	91%	64%
African American	31	752	749	733	3%	10%	36%	52%	N	52%	32%
Hispanic	33	748	756	738	N	24%	33%	36%	6%	42%	37%
Asian	S	S	780	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	762	759	S	S	S	S	S	S	63%
Students with Disability	12	733	727	723	8%	42%	25%	25%	N	25%	20%
English Language Learners	S	S	721	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	49	748	747	735	N	18%	39%	43%	N	43%	33%
PARCC MATH											
Schoolwide	83	757	756	747	N	10%	30%	49%	11%	60%	47%
White	11	776	768	753	N	N	18%	55%	27%	82%	57%
African American	32	750	746	728	N	16%	28%	50%	6%	56%	24%
Hispanic	35	756	757	735	N	9%	37%	43%	11%	54%	31%
Asian	S	S	778	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	764	754	S	S	S	S	S	S	56%
Students with Disability	12	746	734	725	N	17%	50%	33%	N	33%	19%
English Language Learners	S	S	735	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	51	752	747	732	N	8%	35%	53%	4%	57%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



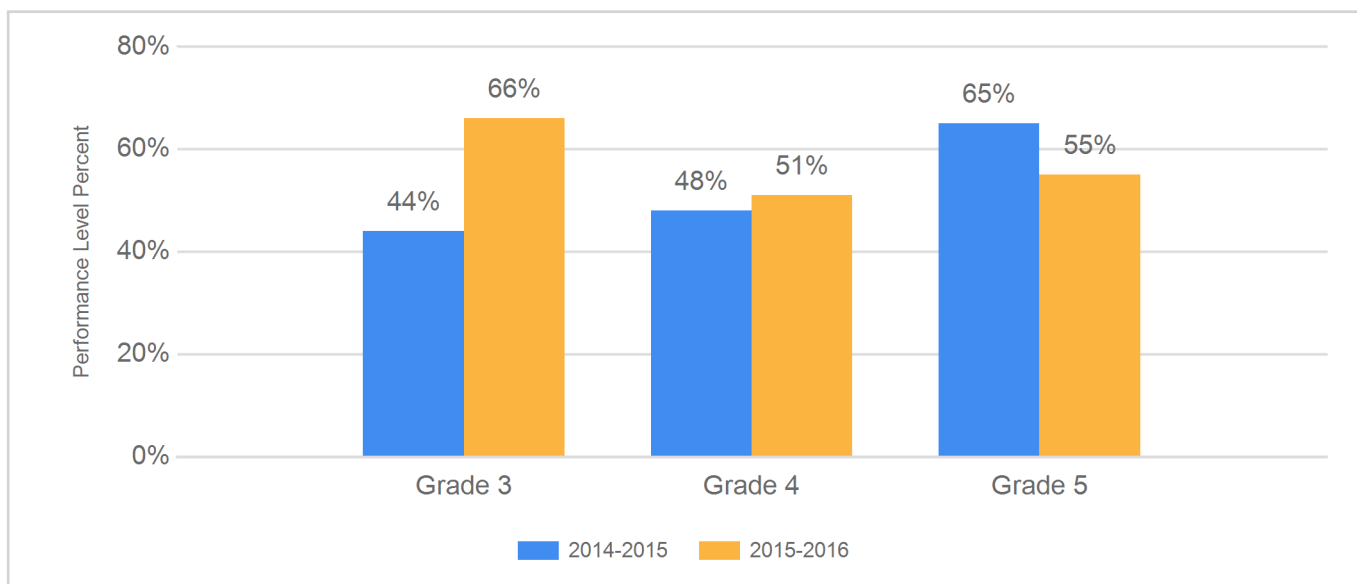
State of New Jersey
2015-2016

Grade Span KF-05

13-5680-130
ESSEX
WEST ORANGE TOWN
HAZEL AVENUE ELEMENTARY SCHOOL
45 HAZEL AVE
W ORANGE, NJ 07052-4524

PARCC ELA Performance Trends

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



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



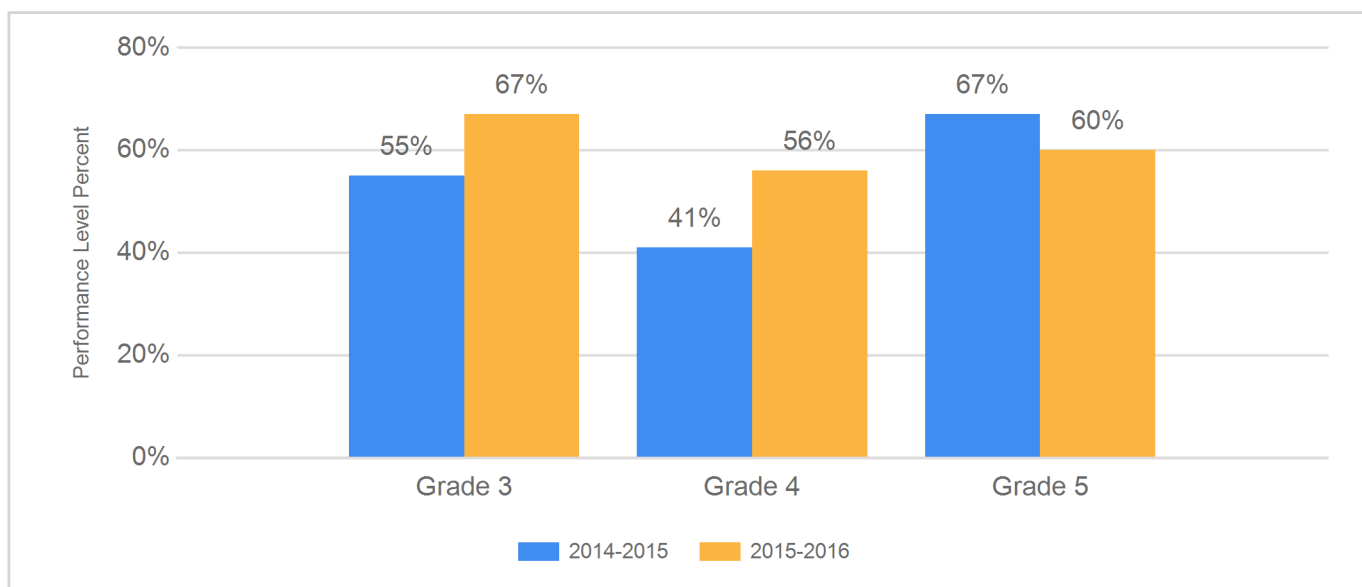
State of New Jersey
2015-2016

Grade Span KF-05

13-5680-130
ESSEX
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45 HAZEL AVE
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PARCC Math Performance Trends

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



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State of New Jersey
2015-2016

Grade Span KF-05

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

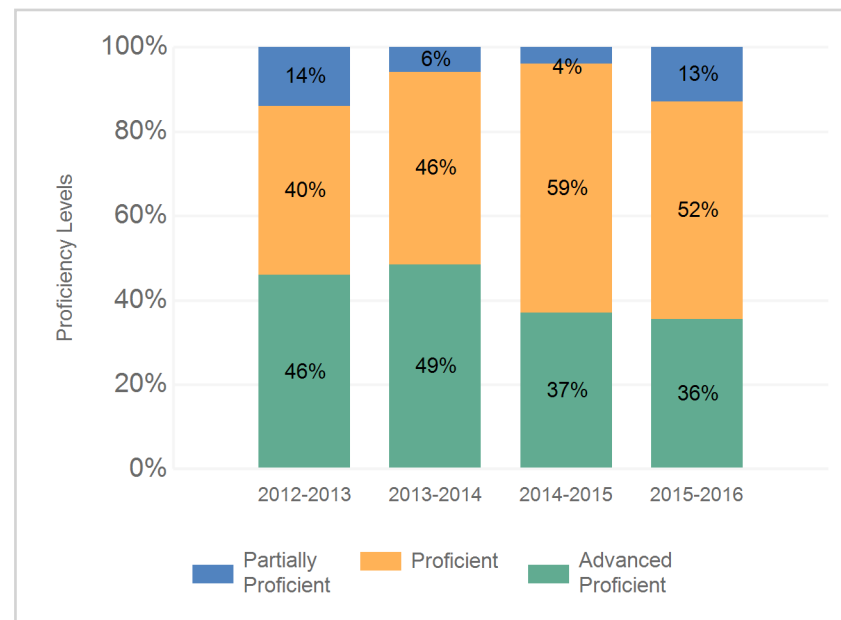
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	36%	52%	13%
White	S	S	S
African American	20%	65%	15%
Hispanic	33%	52%	15%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	21%	59%	21%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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State of New Jersey
2015-2016

Grade Span KF-05

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-05

13-5680-130

ESSEX

WEST ORANGE TOWN

HAZEL AVENUE ELEMENTARY SCHOOL

45 HAZEL AVE

W ORANGE, NJ 07052-4524

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	59	55	50
Student Growth on Math	64	50	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	9%	3%	1%
Approached (L3)	10%	12%	6%
Met (L4)	4%	14%	26%
Exceeded (L5)	0%	4%	10%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	0%
Partially Met (L2)	3%	3%	0%
Approached (L3)	3%	15%	12%
Met (L4)	8%	20%	26%
Exceeded (L5)	0%	3%	8%



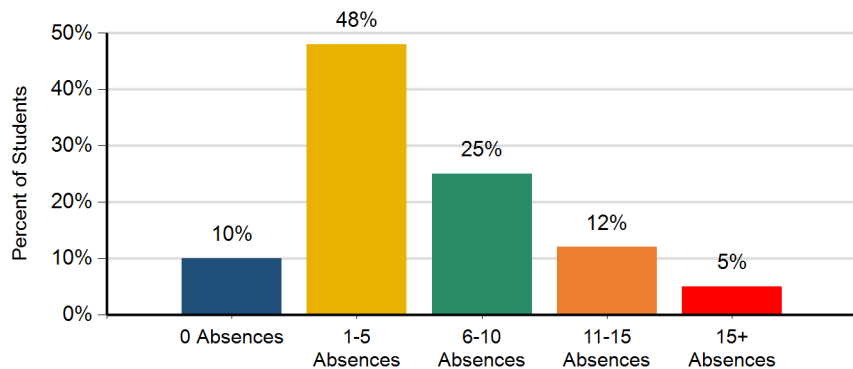
State of New Jersey
2015-2016

Grade Span KF-05

13-5680-130
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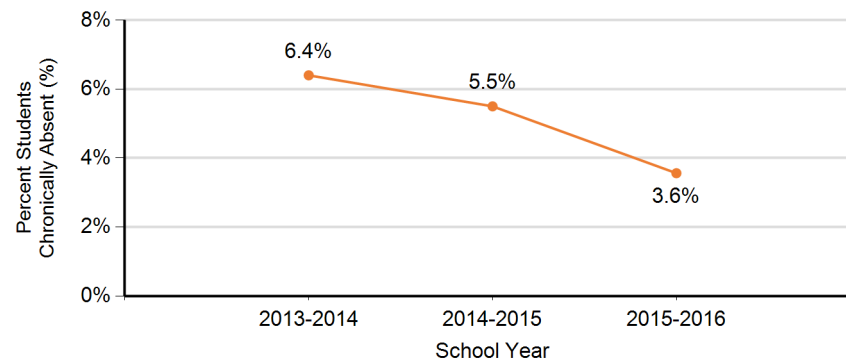
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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State of New Jersey
2015-2016

Grade Span KF-05

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 38 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 43 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	365:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.6%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



State of New Jersey
2015-2016

Grade Span 07-08

13-5680-135

ESSEX

WEST ORANGE TOWN

LIBERTY MIDDLE SCHOOL

1 KELLY DRIVE

WEST ORANGE, NJ 07052

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 07-08

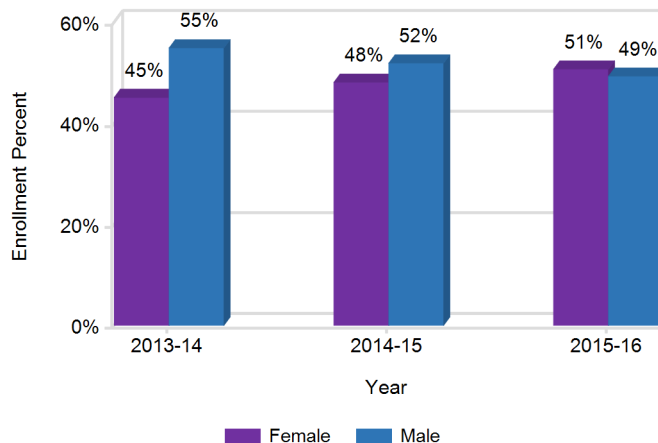
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 07	232	203	279
Grade 08	251	222	203
UG	20	24	19
Total	503	449	501

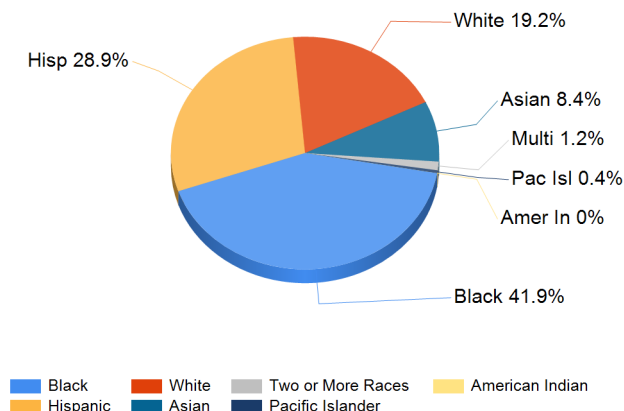
Enrollment by Gender

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



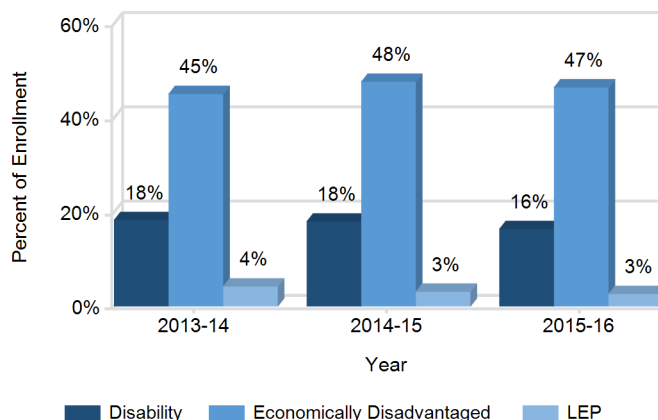
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	73.3%
Spanish	16.6%
Haitian	1.8%
Tagalog	1.4%
Igbo	1.0%
Other	6.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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State of New Jersey
2015-2016

Grade Span 07-08

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	68%	80	74
Mathematics Met or Exceeded Expectations	47%	30	46

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	457	68%	74	94%	X	457	47%	46	94%	X
White	82	81%	89	89%	X	82	67%	76	88%	X
African American	195	62%	80	96%	√	196	38%	66	96%	√
Hispanic	129	60%	79	94%	X	129	35%	51	93%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	43	98%	79	100%	√	43	86%	64	100%	√
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	74	27%	69	92%	X	74	16%	48	91%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	212	56%	87	94%	X	212	32%	56	94%	X



State of New Jersey
2015-2016

Grade Span 07-08

13-5680-135

ESSEX

WEST ORANGE TOWN

LIBERTY MIDDLE SCHOOL

1 KELLY DRIVE

WEST ORANGE, NJ 07052

PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	275	761	762	753	7%	10%	18%	37%	28%	64%	56%
White	58	780	776	760	3%	2%	12%	35%	48%	83%	65%
African American	122	753	757	733	9%	14%	21%	37%	20%	57%	35%
Hispanic	71	746	751	739	10%	14%	25%	41%	10%	51%	41%
Asian	S	S	787	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	768	759	S	S	S	S	S	S	63%
Students with Disability	47	729	728	716	26%	21%	26%	19%	9%	28%	16%
English Language Learners	S	S	731	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	125	745	749	735	11%	16%	25%	37%	11%	48%	37%
PARCC MATH											
Schoolwide	275	746	745	740	4%	19%	33%	37%	8%	44%	39%
White	58	762	758	747	N	9%	21%	53%	17%	71%	47%
African American	122	738	739	724	7%	22%	38%	30%	3%	33%	19%
Hispanic	71	738	739	729	1%	27%	45%	24%	3%	27%	23%
Asian	S	S	766	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	749	744	S	S	S	S	S	S	44%
Students with Disability	47	727	723	713	11%	43%	26%	17%	4%	21%	9%
English Language Learners	S	S	716	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	125	734	736	727	6%	28%	40%	23%	2%	26%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 07-08

13-5680-135

ESSEX
WEST ORANGE TOWN
LIBERTY MIDDLE SCHOOL
1 KELLY DRIVE
WEST ORANGE, NJ 07052

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	193	771	767	753	3%	10%	14%	44%	30%	74%	55%
White	25	778	783	759	4%	12%	4%	40%	40%	80%	63%
African American	79	766	761	732	5%	9%	18%	44%	24%	68%	34%
Hispanic	63	765	758	740	2%	13%	16%	48%	22%	70%	43%
Asian	S	S	797	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	773	756	S	S	S	S	S	S	59%
Students with Disability	26	730	722	715	15%	35%	23%	19%	8%	27%	16%
English Language Learners	S	S	729	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	92	761	754	736	3%	12%	19%	51%	15%	66%	38%
**PARCC MATH											
Schoolwide	135	728	727	726	18%	25%	28%	28%	1%	29%	26%
White	19	742	737	732	11%	16%	26%	42%	5%	47%	32%
African American	58	722	724	712	24%	22%	31%	22%	N	22%	14%
Hispanic	46	729	729	721	13%	33%	26%	28%	N	28%	20%
Asian	S	S	742	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	S	726	S	S	S	S	S	S	26%
Students with Disability	S	S	S	704	S	S	S	S	S	S	8%
English Language Learners	S	S	716	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	72	725	725	718	17%	33%	26%	22%	1%	24%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

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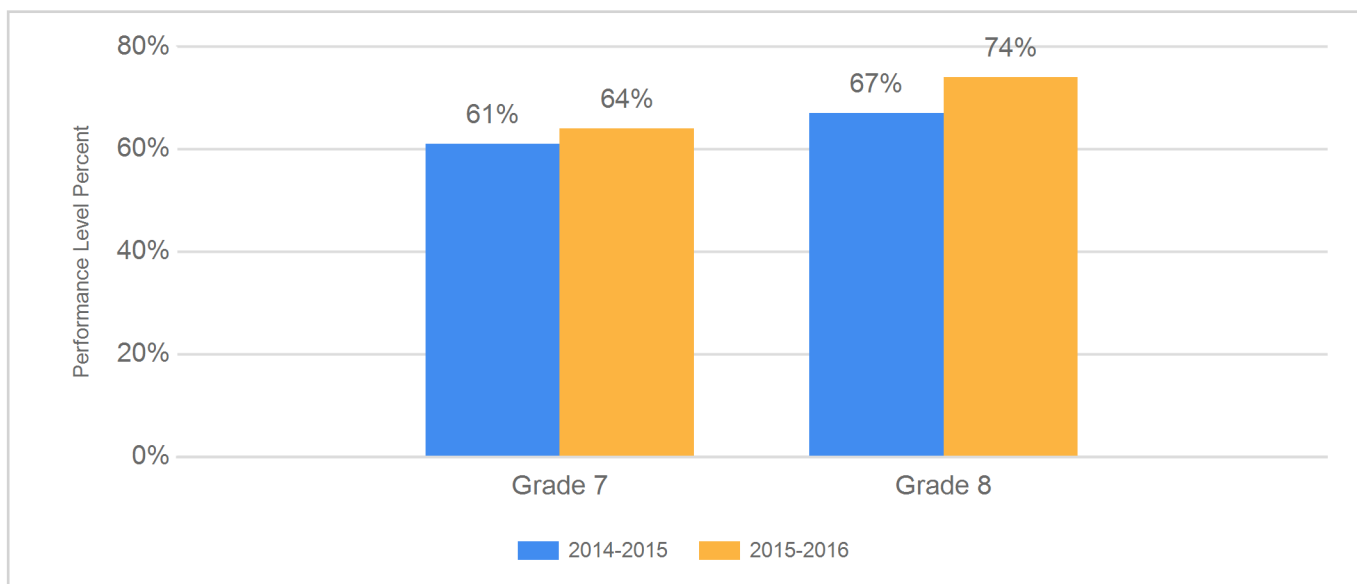
State of New Jersey
2015-2016

Grade Span 07-08

13-5680-135
ESSEX
WEST ORANGE TOWN
LIBERTY MIDDLE SCHOOL
1 KELLY DRIVE
WEST ORANGE, NJ 07052

PARCC ELA Performance Trends

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



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State of New Jersey
2015-2016

Grade Span 07-08

13-5680-135

ESSEX

WEST ORANGE TOWN

LIBERTY MIDDLE SCHOOL

1 KELLY DRIVE

WEST ORANGE, NJ 07052

PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	59	787	788	769	N	N	5%	68%	27%	95%	41%
White	S	S	799	772	S	S	S	S	S	S	51%
African American	22	781	781	748	N	N	5%	77%	18%	96%	20%
Hispanic	17	775	773	746	N	N	12%	82%	6%	88%	25%
Asian	12	813	808	789	N	N	N	25%	75%	100%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	781	776	S	S	S	S	S	S	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	S	S	S	723	S	S	S	S	S	S	9%
Economically Disadvantaged Students	21	778	777	746	N	N	5%	81%	14%	95%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



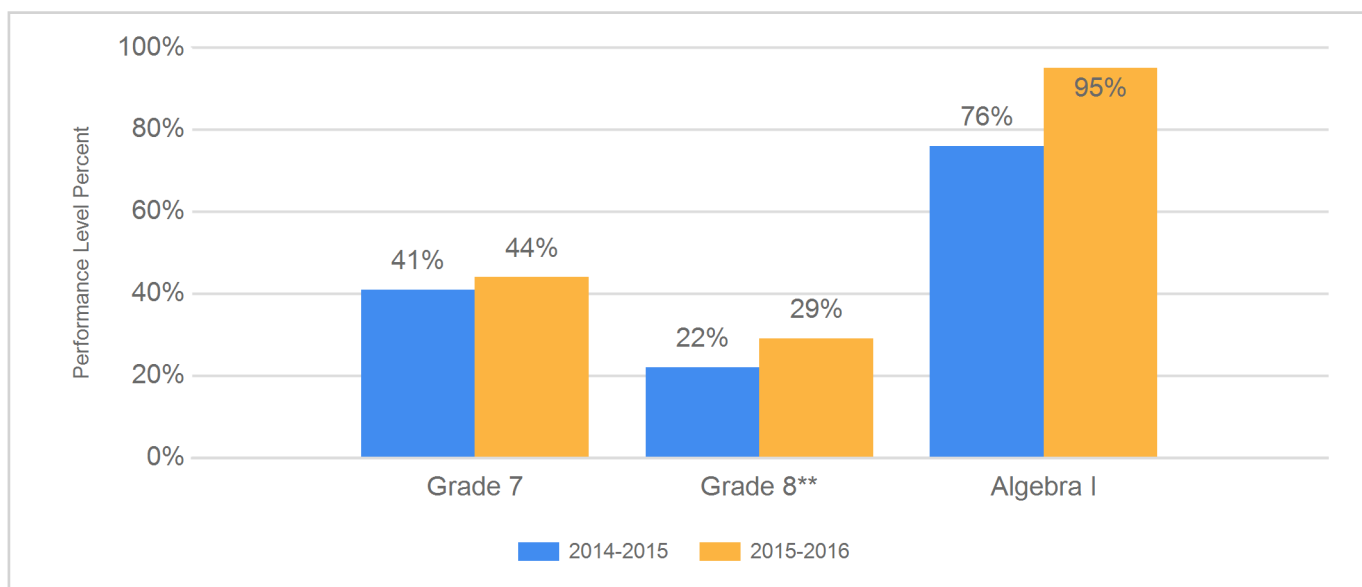
State of New Jersey
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Grade Span 07-08

13-5680-135
ESSEX
WEST ORANGE TOWN
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PARCC Math Performance Trends

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



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State of New Jersey
2015-2016

Grade Span 07-08

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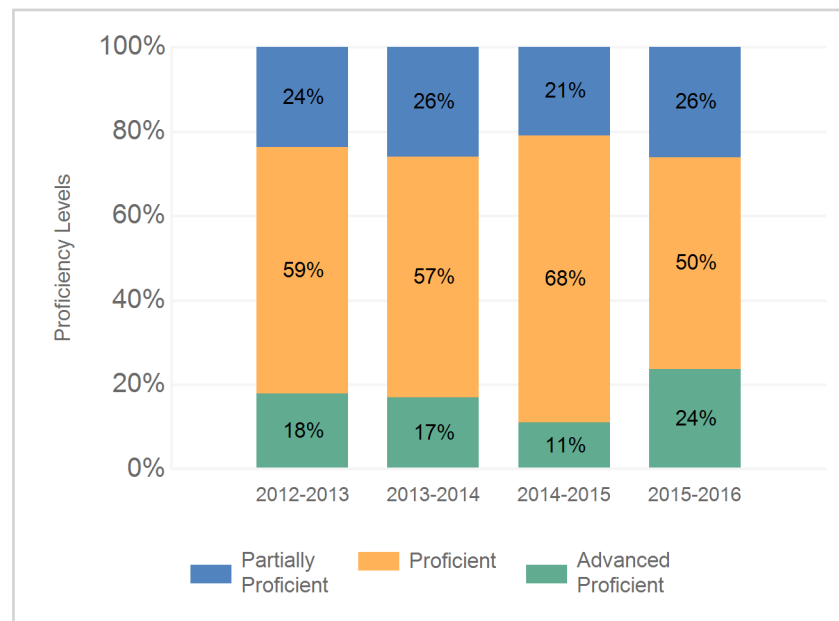
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	24%	50%	26%
White	27%	53%	20%
African American	18%	49%	33%
Hispanic	18%	58%	24%
American Indian	N	N	N
Asian	65%	30%	5%
Two or More Races	S	S	S
Students with Disability	N	31%	69%
English Language Learners	S	S	S
Economically Disadvantaged Students	14%	55%	31%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



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State of New Jersey
2015-2016

Grade Span 07-08

13-5680-135

ESSEX

WEST ORANGE TOWN

LIBERTY MIDDLE SCHOOL

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 07-08

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	64	55	50
Student Growth on Math	42	50	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	1%	0%
Partially Met (L2)	5%	2%	2%
Approached (L3)	7%	5%	4%
Met (L4)	7%	12%	20%
Exceeded (L5)	3%	4%	23%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	1%	0%
Partially Met (L2)	13%	5%	3%
Approached (L3)	12%	9%	9%
Met (L4)	10%	10%	15%
Exceeded (L5)	0%	1%	5%



State of New Jersey
2015-2016

Grade Span 07-08

13-5680-135

ESSEX

WEST ORANGE TOWN

LIBERTY MIDDLE SCHOOL

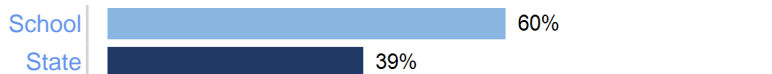
1 KELLY DRIVE

WEST ORANGE, NJ 07052

Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



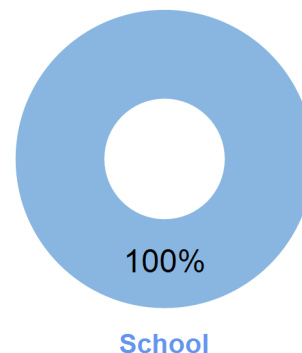
DANCE



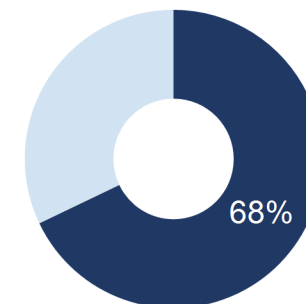
VISUAL ARTS



Any Visual and Performing Arts



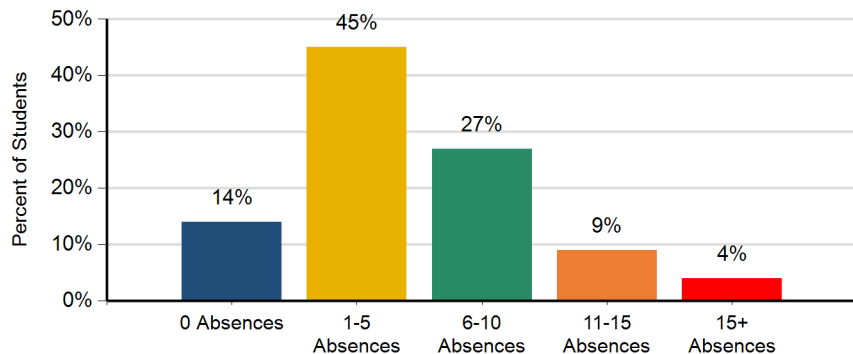
School



State

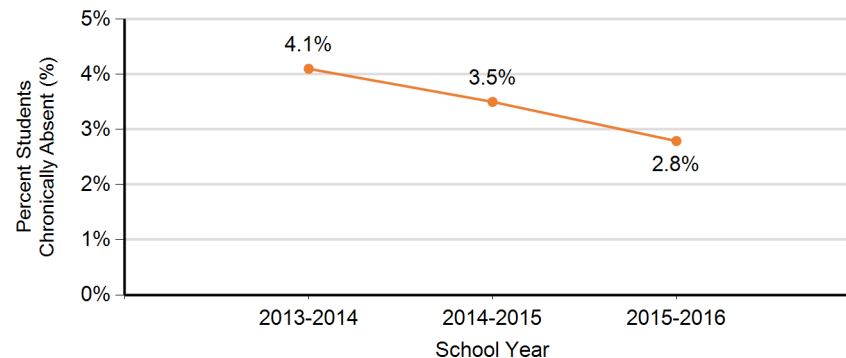
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span 07-08

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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 45 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 5 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	9:1
Administrator	167:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	9.8%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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Grade Span KF-05

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ESSEX

WEST ORANGE TOWN

MOUNT PLEASANT ELEMENTARY SCHOOL

9 MANGER ROAD

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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-05

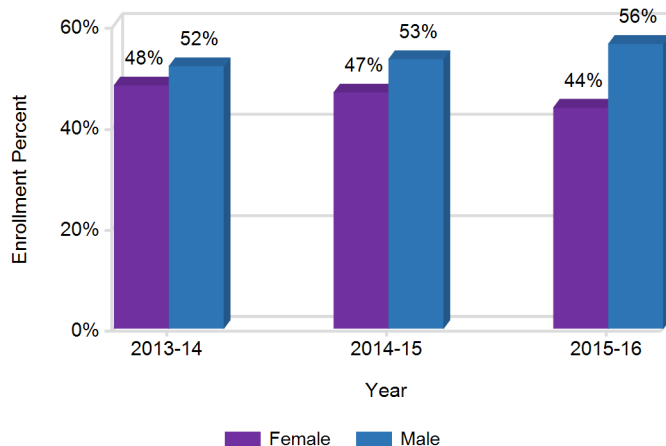
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	66	65	58
Grade 01	68	62	59
Grade 02	72	66	57
Grade 03	62	62	69
Grade 04	62	63	63
Grade 05	70	67	60
UG	14	9	12
Total	414	394	378

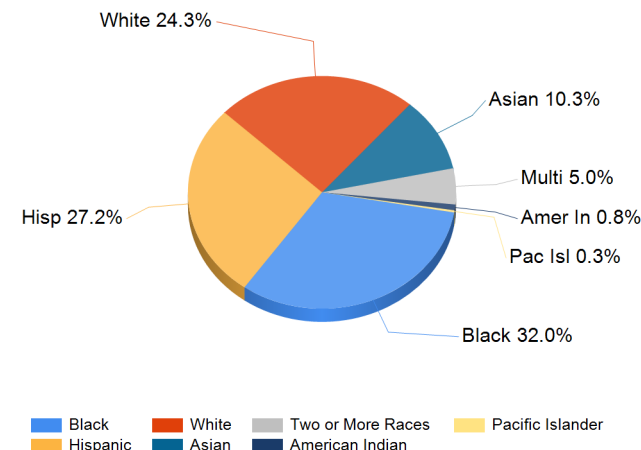
Enrollment by Gender

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



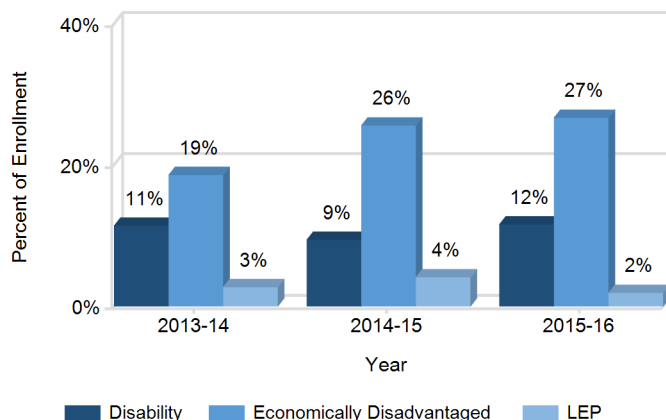
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	86.8%
Spanish	7.9%
Amharic	1.1%
Gujarati	0.8%
English, Middle (1100-1500)	0.5%
Other	3.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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2015-2016

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	65%	40	69
Mathematics Met or Exceeded Expectations	62%	70	72

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	189	65%	69	94%	X	189	62%	72	94%	X
White	46	81%	88	92%	X	46	72%	81	92%	X
African American	60	52%	73	94%	X	60	50%	82	94%	X
Hispanic	54	54%	74	94%	X	54	50%	79	94%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	56	43%	61	98%	✓	56	36%	63	98%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	71	761	761	746	10%	13%	20%	39%	18%	58%	48%
White	19	778	780	756	N	11%	16%	42%	32%	74%	58%
African American	22	749	751	727	18%	18%	14%	36%	14%	50%	30%
Hispanic	17	740	748	730	18%	12%	41%	24%	6%	29%	31%
Asian	S	S	797	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	775	753	S	S	S	S	S	S	55%
Students with Disability	S	S	733	718	S	S	S	S	S	S	22%
English Language Learners	S	S	728	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	17	719	744	727	35%	12%	35%	18%	N	18%	28%
PARCC MATH											
Schoolwide	71	763	763	749	4%	13%	25%	32%	25%	58%	52%
White	19	769	777	757	N	5%	26%	42%	26%	68%	63%
African American	22	751	754	730	14%	14%	36%	18%	18%	36%	31%
Hispanic	17	745	755	736	N	29%	24%	41%	6%	47%	35%
Asian	S	S	799	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	777	754	S	S	S	S	S	S	57%
Students with Disability	S	S	742	727	S	S	S	S	S	S	28%
English Language Learners	S	S	748	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	17	733	753	732	12%	24%	29%	35%	N	35%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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WEST ORANGE TOWN

MOUNT PLEASANT ELEMENTARY SCHOOL

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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	763	760	750	2%	11%	15%	52%	20%	72%	54%
White	15	773	777	759	7%	7%	N	47%	40%	87%	64%
African American	19	758	752	733	N	11%	32%	47%	11%	58%	33%
Hispanic	20	754	751	737	N	15%	15%	65%	5%	70%	37%
Asian	S	S	778	773	S	S	S	S	S	S	79%
American Indian	S	S	S	748	S	S	S	S	S	S	55%
Two or More Races	S	S	778	756	S	S	S	S	S	S	62%
Students with Disability	S	S	741	723	S	S	S	S	S	S	22%
English Language Learners	S	S	722	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	22	743	747	734	N	23%	27%	50%	N	50%	33%
PARCC MATH											
Schoolwide	65	763	758	745	2%	12%	17%	54%	15%	69%	47%
White	15	769	771	752	7%	N	7%	67%	20%	87%	57%
African American	19	756	750	727	N	16%	21%	63%	N	63%	24%
Hispanic	20	753	752	733	N	25%	20%	45%	10%	55%	30%
Asian	S	S	775	771	S	S	S	S	S	S	78%
American Indian	S	S	S	742	S	S	S	S	S	S	44%
Two or More Races	S	S	772	750	S	S	S	S	S	S	54%
Students with Disability	S	S	740	724	S	S	S	S	S	S	22%
English Language Learners	S	S	720	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	22	737	748	730	N	36%	36%	27%	N	27%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	60	761	757	751	8%	12%	13%	50%	17%	67%	53%
White	13	772	768	758	N	15%	N	62%	23%	85%	64%
African American	21	745	749	733	19%	19%	14%	38%	10%	48%	32%
Hispanic	19	761	756	738	5%	5%	26%	58%	5%	63%	37%
Asian	S	S	780	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	762	759	S	S	S	S	S	S	63%
Students with Disability	12	714	727	723	42%	25%	17%	17%	N	17%	20%
English Language Learners	S	S	721	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	20	745	747	735	10%	20%	20%	45%	5%	50%	33%
PARCC MATH											
Schoolwide	60	755	756	747	5%	18%	18%	42%	17%	58%	47%
White	13	763	768	753	N	15%	23%	39%	23%	62%	57%
African American	21	745	746	728	14%	29%	5%	38%	14%	52%	24%
Hispanic	19	752	757	735	N	16%	32%	42%	11%	53%	31%
Asian	S	S	778	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	764	754	S	S	S	S	S	S	56%
Students with Disability	S	S	734	725	S	S	S	S	S	S	19%
English Language Learners	S	S	735	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	20	740	747	732	N	35%	25%	40%	N	40%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



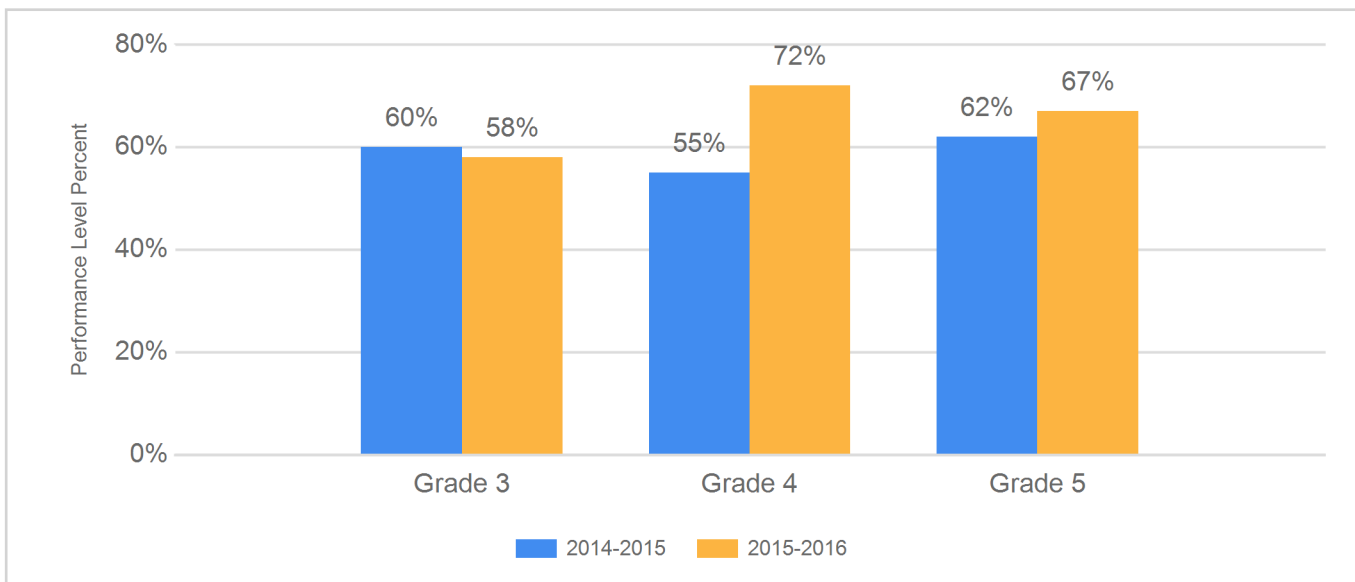
State of New Jersey
2015-2016

Grade Span KF-05

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9 MANGER ROAD
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PARCC ELA Performance Trends

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



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



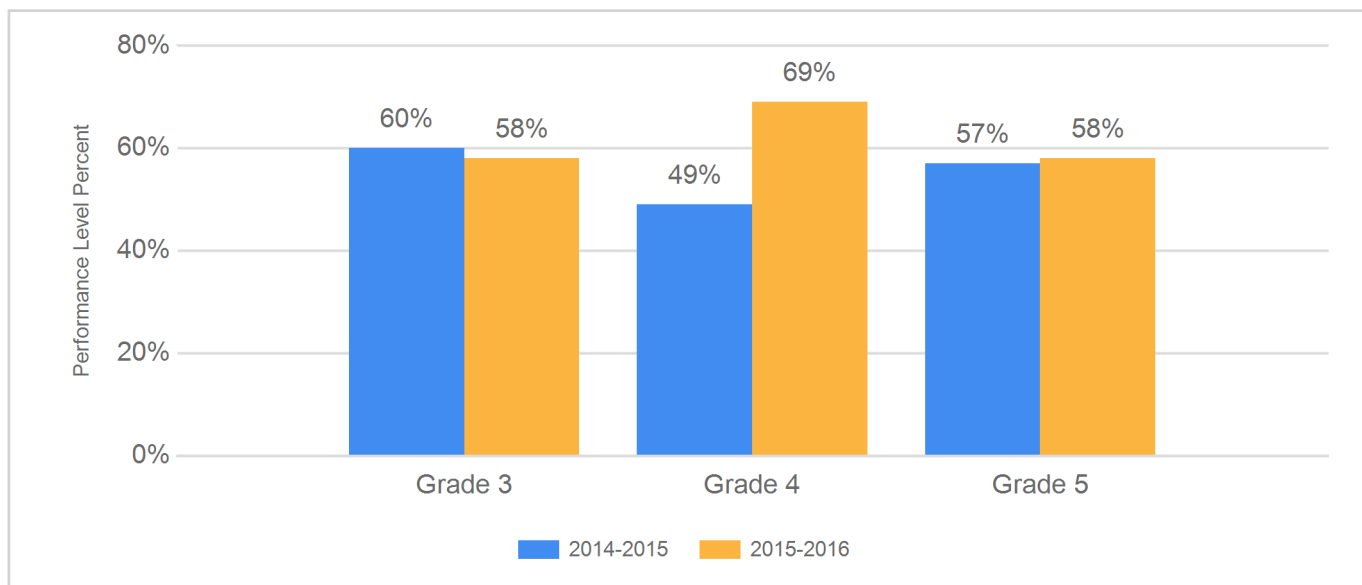
State of New Jersey
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PARCC Math Performance Trends

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



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
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Grade Span KF-05

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

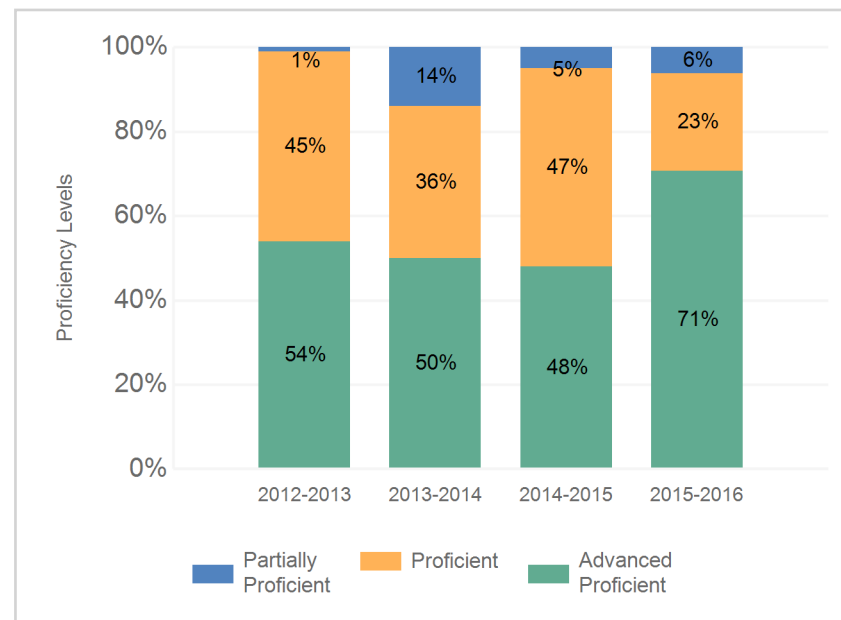
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	71%	23%	6%
White	90%	11%	N
African American	65%	25%	10%
Hispanic	57%	43%	N
American Indian	S	S	S
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	47%	41%	12%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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Grade Span KF-05

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-05

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	63	55	50
Student Growth on Math	71	50	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	5%	3%	0%
Approached (L3)	5%	4%	5%
Met (L4)	10%	15%	29%
Exceeded (L5)	2%	5%	15%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	4%	5%	1%
Approached (L3)	5%	6%	6%
Met (L4)	7%	13%	35%
Exceeded (L5)	1%	3%	13%

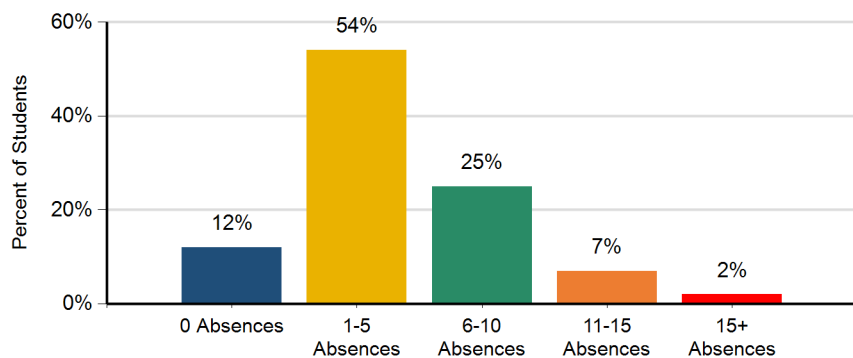


State of New Jersey
2015-2016

Grade Span KF-05

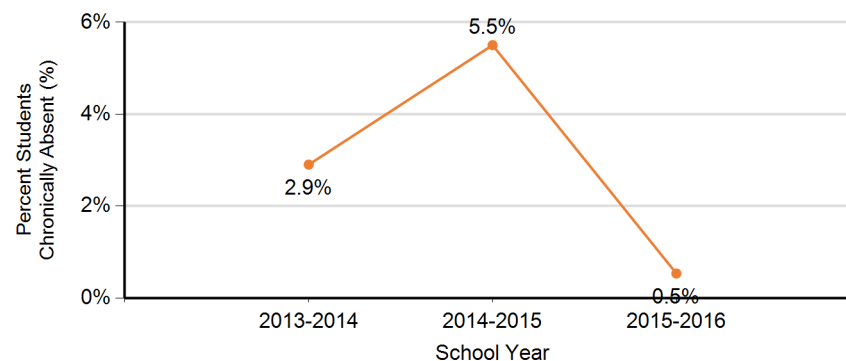
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span KF-05

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 38 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 43 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	9:1
Administrator	378:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	2.6%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



State of New Jersey
2015-2016

Grade Span 3H-05

13-5680-150

ESSEX

WEST ORANGE TOWN

PLEASANTDALE ELEMENTARY SCHOOL

555 PLEASANT VALLEY WAY

W ORANGE, NJ 07052-2803

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 3H-05

13-5680-150

ESSEX

WEST ORANGE TOWN

PLEASANTDALE ELEMENTARY SCHOOL

555 PLEASANT VALLEY WAY

W ORANGE, NJ 07052-2803

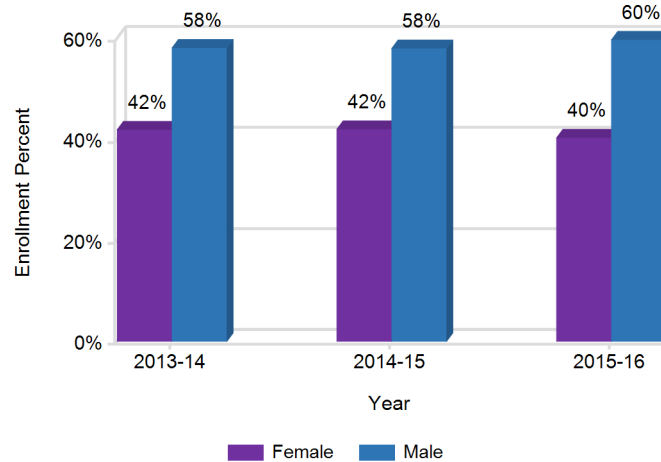
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	28	28	18
Grade KG	67	58	58
Grade 01	48	54	54
Grade 02	51	44	53
Grade 03	47	51	35
Grade 04	55	46	53
Grade 05	70	61	50
UG	126	103	123
Total	492	445	444

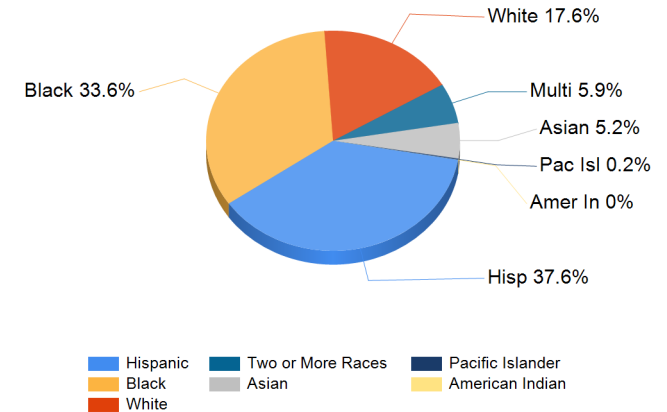
Enrollment by Gender

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



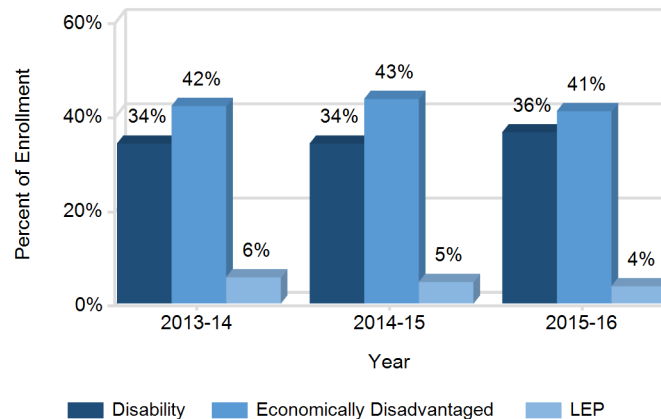
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	76.6%
Spanish	19.8%
Creoles and pidgins, French-based	1.8%
French	0.7%
Gujarati	0.2%
Other	0.8%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span 3H-05

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	67%	70	72
Mathematics Met or Exceeded Expectations	54%	50	60

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	165	67%	72	97%	✓	163	54%	60	96%	✓
White	S	S	S	S		S	S	S	S	
African American	60	55%	77	99%	✓	59	34%	65	97%	✓
Hispanic	52	62%	77	98%	✓	52	50%	72	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	75	57%	87	99%	✓	75	43%	79	99%	✓



State of New Jersey
2015-2016

Grade Span 3H-05

13-5680-150

ESSEX

WEST ORANGE TOWN

PLEASANTDALE ELEMENTARY SCHOOL

555 PLEASANT VALLEY WAY

W ORANGE, NJ 07052-2803

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	43	753	761	746	7%	14%	19%	56%	5%	61%	48%
White	S	S	780	756	S	S	S	S	S	S	58%
African American	S	S	751	727	S	S	S	S	S	S	30%
Hispanic	20	743	748	730	5%	25%	25%	45%	N	45%	31%
Asian	S	S	797	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	775	753	S	S	S	S	S	S	55%
Students with Disability	S	S	733	718	S	S	S	S	S	S	22%
English Language Learners	S	S	728	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	22	736	744	727	14%	18%	27%	41%	N	41%	28%
PARCC MATH											
Schoolwide	42	751	763	749	2%	24%	21%	43%	10%	52%	52%
White	S	S	777	757	S	S	S	S	S	S	63%
African American	S	S	754	730	S	S	S	S	S	S	31%
Hispanic	20	736	755	736	5%	45%	10%	40%	N	40%	35%
Asian	S	S	799	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	777	754	S	S	S	S	S	S	57%
Students with Disability	S	S	742	727	S	S	S	S	S	S	28%
English Language Learners	S	S	748	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	22	743	753	732	N	32%	23%	41%	5%	46%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3H-05

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	61	765	760	750	2%	10%	20%	43%	26%	69%	54%
White	15	784	777	759	N	N	20%	20%	60%	80%	64%
African American	23	753	752	733	N	17%	22%	57%	4%	61%	33%
Hispanic	16	756	751	737	6%	13%	25%	38%	19%	56%	37%
Asian	S	S	778	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	778	756	S	S	S	S	S	S	62%
Students with Disability	S	S	741	723	S	S	S	S	S	S	22%
English Language Learners	S	S	722	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	23	761	747	734	N	13%	17%	57%	13%	70%	33%
PARCC MATH											
Schoolwide	61	759	758	745	N	12%	23%	56%	10%	66%	47%
White	15	770	771	752	N	7%	N	73%	20%	93%	57%
African American	23	748	750	727	N	17%	39%	39%	4%	44%	24%
Hispanic	16	757	752	733	N	13%	25%	56%	6%	63%	30%
Asian	S	S	775	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	772	750	S	S	S	S	S	S	54%
Students with Disability	S	S	740	724	S	S	S	S	S	S	22%
English Language Learners	S	S	720	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	23	757	748	730	N	4%	35%	57%	4%	61%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3H-05

13-5680-150

ESSEX

WEST ORANGE TOWN

PLEASANTDALE ELEMENTARY SCHOOL

555 PLEASANT VALLEY WAY

W ORANGE, NJ 07052-2803

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	63	757	757	751	2%	11%	18%	67%	3%	70%	53%
White	11	773	768	758	N	N	9%	82%	9%	91%	64%
African American	31	751	749	733	3%	16%	23%	58%	N	58%	32%
Hispanic	17	757	756	738	N	12%	12%	71%	6%	77%	37%
Asian	S	S	780	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	762	759	S	S	S	S	S	S	63%
Students with Disability	S	S	727	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	32	748	747	735	N	22%	22%	56%	N	56%	33%
PARCC MATH											
Schoolwide	62	747	756	747	2%	19%	36%	40%	3%	44%	47%
White	11	763	768	753	N	9%	9%	73%	9%	82%	57%
African American	30	739	746	728	3%	27%	40%	30%	N	30%	24%
Hispanic	17	748	757	735	N	12%	47%	41%	N	41%	31%
Asian	S	S	778	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	764	754	S	S	S	S	S	S	56%
Students with Disability	S	S	734	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	32	741	747	732	N	25%	50%	22%	3%	25%	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



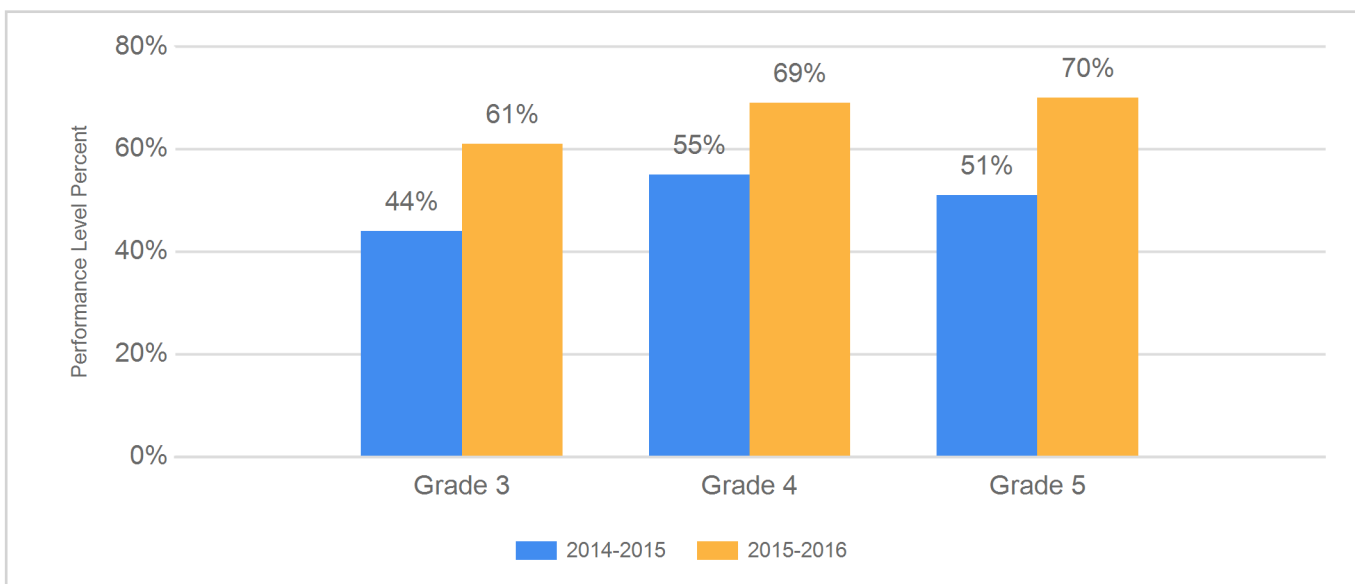
State of New Jersey
2015-2016

Grade Span 3H-05

13-5680-150
ESSEX
WEST ORANGE TOWN
PLEASANTDALE ELEMENTARY SCHOOL
555 PLEASANT VALLEY WAY
W ORANGE, NJ 07052-2803

PARCC ELA Performance Trends

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



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



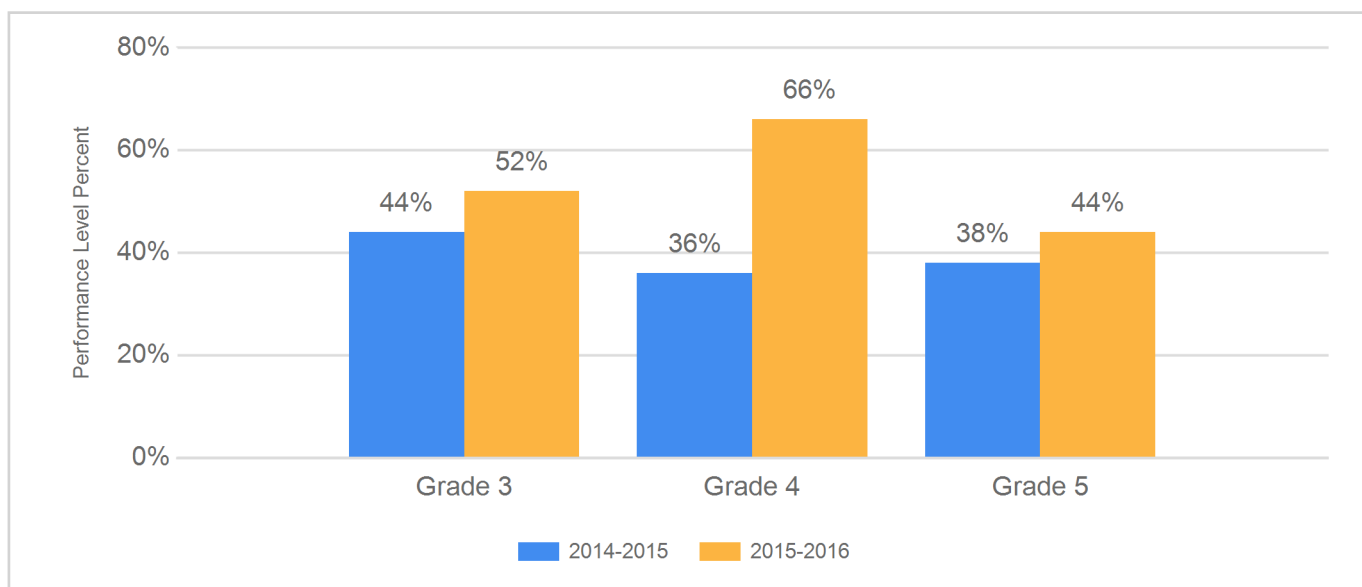
State of New Jersey
2015-2016

Grade Span 3H-05

13-5680-150
ESSEX
WEST ORANGE TOWN
PLEASANTDALE ELEMENTARY SCHOOL
555 PLEASANT VALLEY WAY
W ORANGE, NJ 07052-2803

PARCC Math Performance Trends

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



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State of New Jersey
2015-2016

Grade Span 3H-05

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

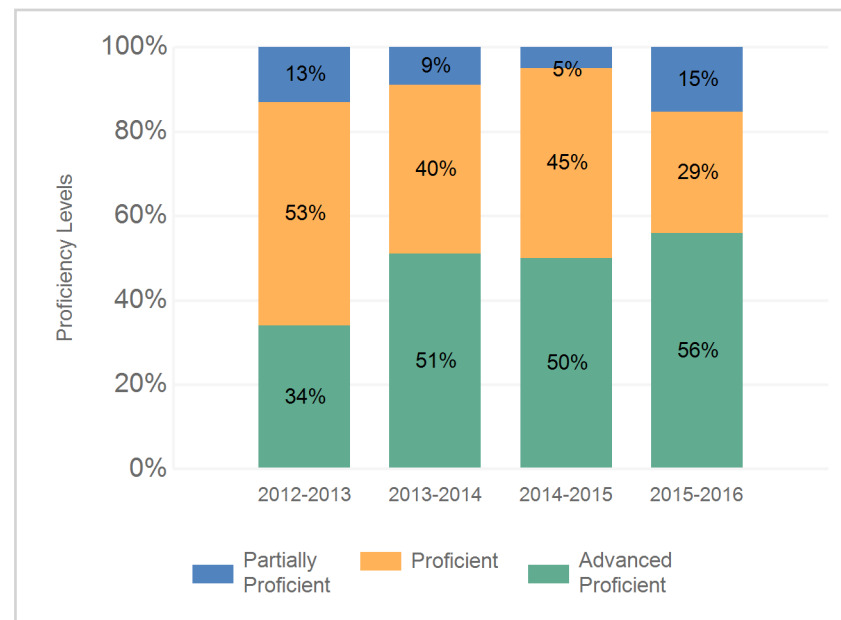
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	56%	29%	15%
White	82%	N	18%
African American	44%	40%	16%
Hispanic	47%	35%	18%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	39%	39%	23%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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State of New Jersey
2015-2016

Grade Span 3H-05

13-5680-150

ESSEX

WEST ORANGE TOWN

PLEASANTDALE ELEMENTARY SCHOOL

555 PLEASANT VALLEY WAY

W ORANGE, NJ 07052-2803

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 3H-05

13-5680-150

ESSEX

WEST ORANGE TOWN

PLEASANTDALE ELEMENTARY SCHOOL

555 PLEASANT VALLEY WAY

W ORANGE, NJ 07052-2803

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	68	55	50
Student Growth on Math	54	50	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	0%	0%
Partially Met (L2)	4%	4%	3%
Approached (L3)	5%	6%	9%
Met (L4)	7%	18%	28%
Exceeded (L5)	0%	2%	12%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	7%	6%	3%
Approached (L3)	13%	10%	10%
Met (L4)	6%	12%	27%
Exceeded (L5)	2%	0%	4%



State of New Jersey
2015-2016

Grade Span 3H-05

13-5680-150

ESSEX

WEST ORANGE TOWN

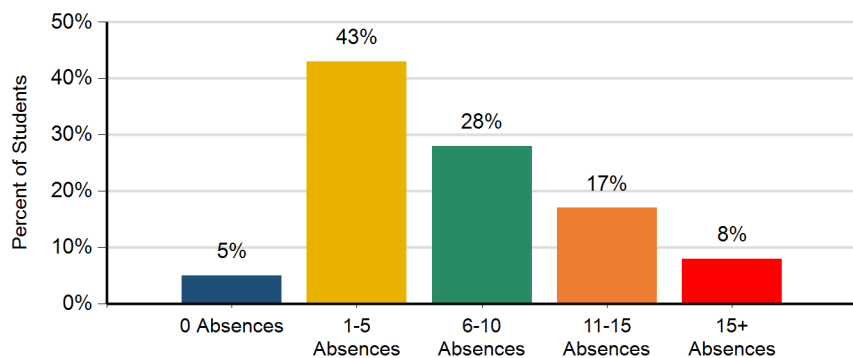
PLEASANTDALE ELEMENTARY SCHOOL

555 PLEASANT VALLEY WAY

W ORANGE, NJ 07052-2803

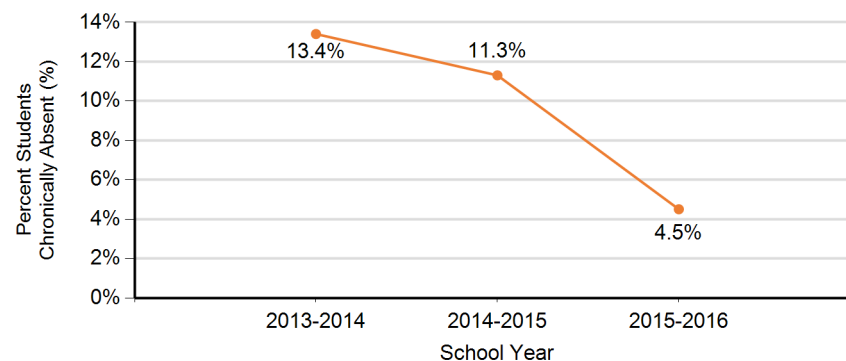
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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State of New Jersey
2015-2016

Grade Span 3H-05

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 38 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 43 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	8:1
Administrator	444:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.1%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



State of New Jersey
2015-2016

Grade Span KF-05

13-5680-160
ESSEX
WEST ORANGE TOWN
REDWOOD ELEMENTARY SCHOOL
75 REDWOOD AVE
W ORANGE, NJ 07052-3623

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-05

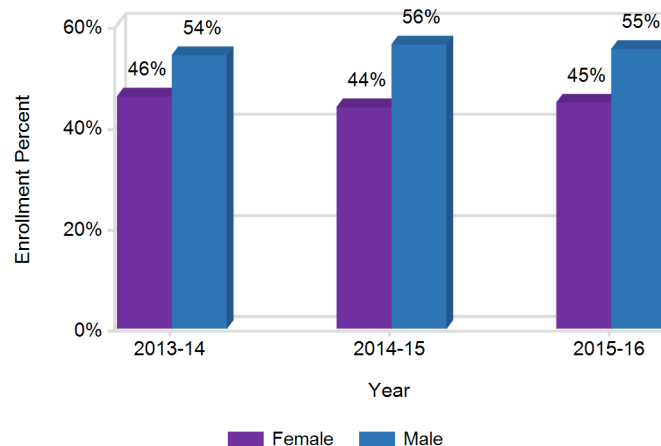
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	97	80	80
Grade 01	103	97	82
Grade 02	88	97	92
Grade 03	89	87	97
Grade 04	78	85	87
Grade 05	100	84	82
UG	36	36	39
Total	591	566	559

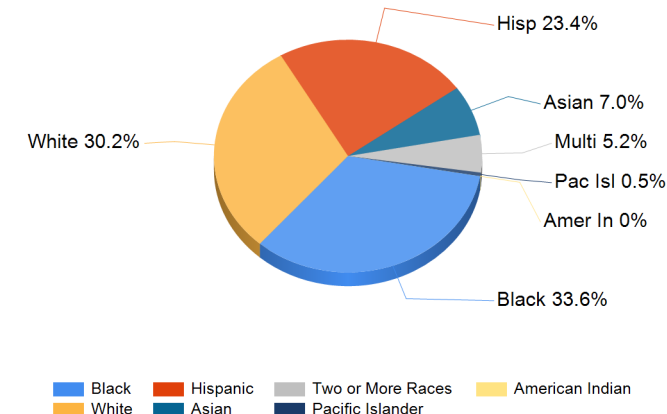
Enrollment by Gender

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



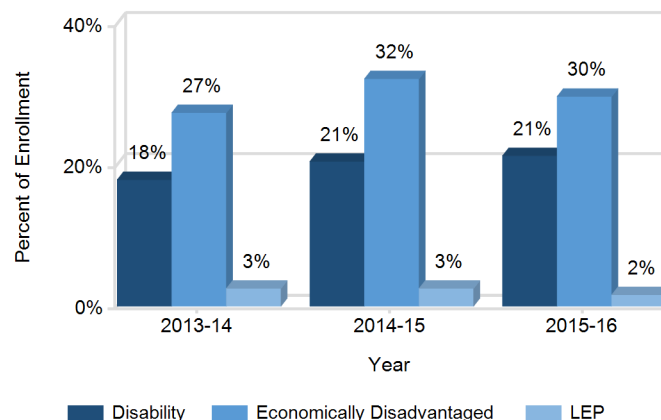
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	87.5%
Spanish	7.9%
Creoles and pidgins, French-based	1.4%
English, Middle (1100-1500)	0.4%
Haitian	0.4%
Other	2.8%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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State of New Jersey
2015-2016

Grade Span KF-05

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	68%	90	77
Mathematics Met or Exceeded Expectations	72%	90	86

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	243	68%	77	95%	✓	243	72%	86	95%	✓
White	65	78%	88	93%	✗	65	80%	93	93%	✗
African American	83	59%	79	97%	✓	83	59%	86	97%	✓
Hispanic	59	61%	83	93%	✗	59	70%	91	93%	✗
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	57	35%	82	91%	✗	57	37%	82	91%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	70	57%	89	94%	✗	71	59%	94	94%	✗



State of New Jersey
2015-2016

Grade Span KF-05

13-5680-160

ESSEX

WEST ORANGE TOWN

REDWOOD ELEMENTARY SCHOOL

75 REDWOOD AVE

W ORANGE, NJ 07052-3623

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	94	768	761	746	5%	6%	18%	52%	18%	70%	48%
White	26	778	780	756	4%	4%	4%	69%	19%	89%	58%
African American	33	758	751	727	6%	6%	27%	55%	6%	61%	30%
Hispanic	19	754	748	730	11%	16%	16%	42%	16%	58%	31%
Asian	S	S	797	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	775	753	S	S	S	S	S	S	55%
Students with Disability	18	749	733	718	11%	11%	28%	44%	6%	50%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	25	760	744	727	N	8%	36%	44%	12%	56%	28%
PARCC MATH											
Schoolwide	95	767	763	749	2%	8%	16%	51%	23%	74%	52%
White	26	783	777	757	N	8%	4%	46%	42%	89%	63%
African American	34	753	754	730	3%	12%	24%	56%	6%	62%	31%
Hispanic	19	758	755	736	5%	11%	16%	47%	21%	68%	35%
Asian	S	S	799	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	S	754	S	S	S	S	S	S	57%
Students with Disability	19	752	742	727	5%	21%	26%	32%	16%	47%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	25	756	753	732	N	12%	28%	52%	8%	60%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-05

13-5680-160

ESSEX

WEST ORANGE TOWN

REDWOOD ELEMENTARY SCHOOL

75 REDWOOD AVE

W ORANGE, NJ 07052-3623

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	78	765	760	750	1%	10%	15%	49%	24%	73%	54%
White	19	772	777	759	N	5%	5%	68%	21%	90%	64%
African American	22	764	752	733	N	14%	23%	36%	27%	64%	33%
Hispanic	24	753	751	737	4%	17%	17%	46%	17%	63%	37%
Asian	S	S	778	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	778	756	S	S	S	S	S	S	62%
Students with Disability	17	747	741	723	6%	35%	18%	24%	18%	41%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	26	758	747	734	4%	8%	23%	54%	12%	65%	33%
PARCC MATH											
Schoolwide	78	762	758	745	4%	8%	18%	62%	9%	71%	47%
White	19	771	771	752	N	11%	11%	58%	21%	79%	57%
African American	22	755	750	727	N	14%	27%	55%	5%	59%	24%
Hispanic	24	754	752	733	13%	4%	21%	58%	4%	63%	30%
Asian	S	S	775	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	772	750	S	S	S	S	S	S	54%
Students with Disability	17	745	740	724	12%	12%	35%	35%	6%	41%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	26	759	748	730	N	4%	27%	65%	4%	69%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-05

13-5680-160

ESSEX

WEST ORANGE TOWN

REDWOOD ELEMENTARY SCHOOL

75 REDWOOD AVE

W ORANGE, NJ 07052-3623

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	75	761	757	751	4%	12%	20%	52%	12%	64%	53%
White	19	764	768	758	5%	11%	21%	47%	16%	63%	64%
African American	30	753	749	733	3%	17%	23%	53%	3%	57%	32%
Hispanic	17	763	756	738	6%	6%	18%	53%	18%	71%	37%
Asian	S	S	780	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	762	759	S	S	S	S	S	S	63%
Students with Disability	15	721	727	723	20%	53%	13%	13%	N	13%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	18	748	747	735	6%	22%	22%	44%	6%	50%	33%
PARCC MATH											
Schoolwide	75	762	756	747	4%	7%	21%	56%	12%	68%	47%
White	18	773	768	753	6%	6%	6%	61%	22%	83%	57%
African American	30	754	746	728	3%	7%	30%	57%	3%	60%	24%
Hispanic	18	757	757	735	6%	11%	22%	50%	11%	61%	31%
Asian	S	S	778	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	764	754	S	S	S	S	S	S	56%
Students with Disability	15	729	734	725	20%	33%	33%	7%	7%	13%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	18	748	747	732	6%	17%	39%	33%	6%	39%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



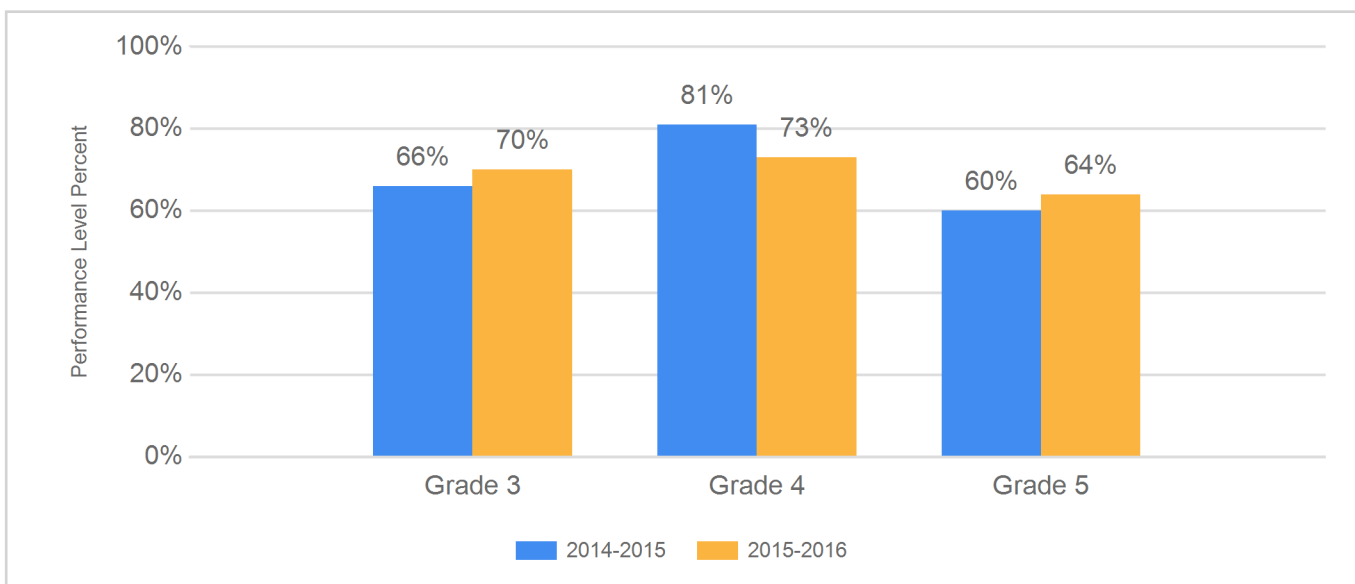
State of New Jersey
2015-2016

Grade Span KF-05

13-5680-160
ESSEX
WEST ORANGE TOWN
REDWOOD ELEMENTARY SCHOOL
75 REDWOOD AVE
W ORANGE, NJ 07052-3623

PARCC ELA Performance Trends

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



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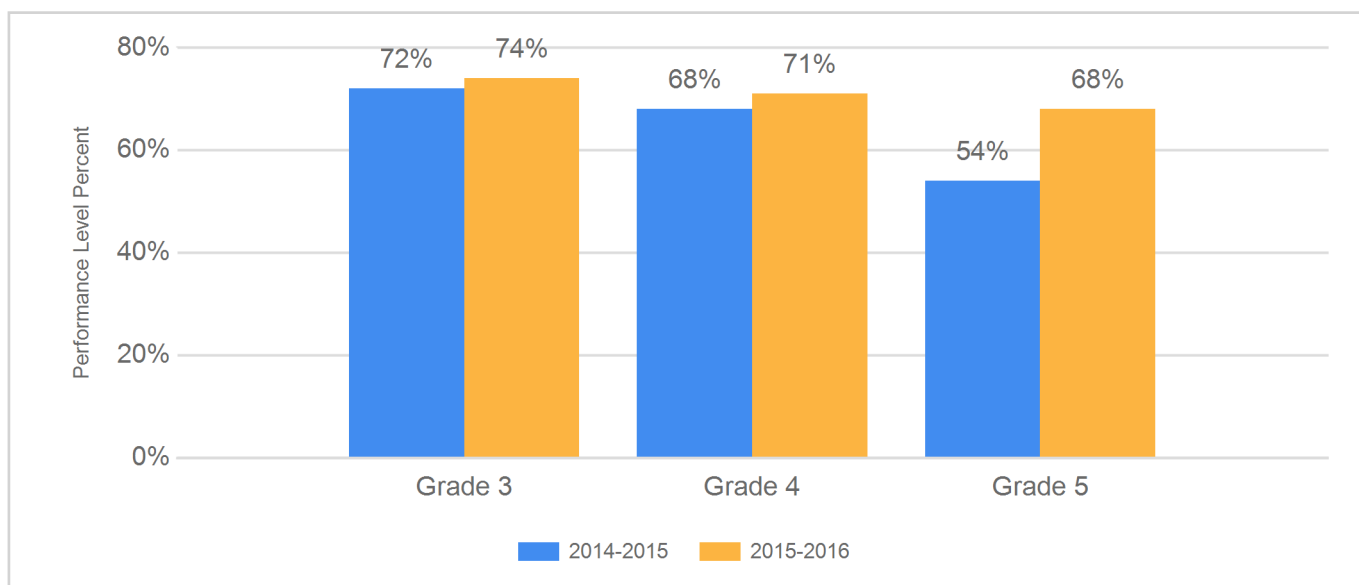
State of New Jersey
2015-2016

Grade Span KF-05

13-5680-160
ESSEX
WEST ORANGE TOWN
REDWOOD ELEMENTARY SCHOOL
75 REDWOOD AVE
W ORANGE, NJ 07052-3623

PARCC Math Performance Trends

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



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State of New Jersey
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Grade Span KF-05

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

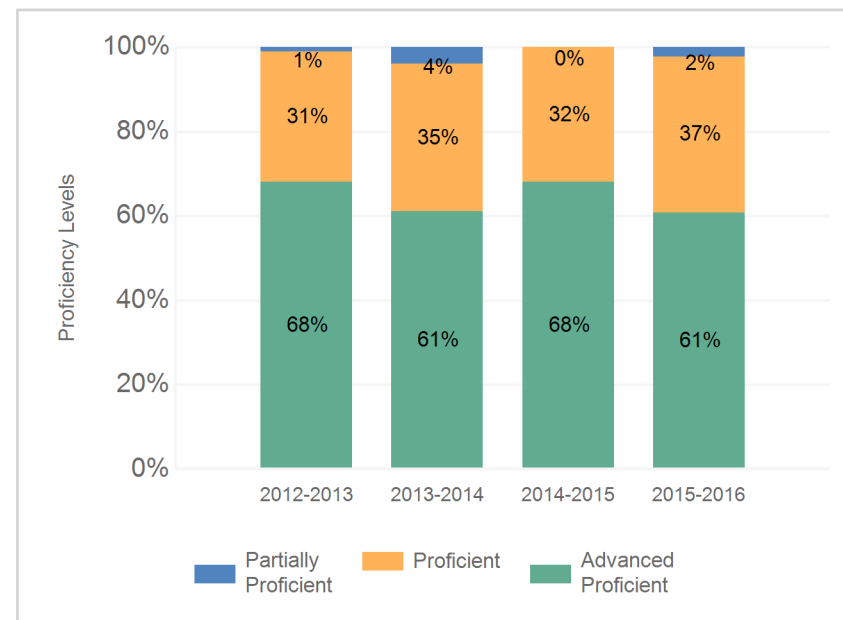
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	61%	37%	2%
White	68%	32%	N
African American	54%	46%	N
Hispanic	45%	48%	7%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	36%	56%	8%
English Language Learners	N	N	N
Economically Disadvantaged Students	53%	47%	N

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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State of New Jersey
2015-2016

Grade Span KF-05

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KF-05

13-5680-160

ESSEX

WEST ORANGE TOWN

REDWOOD ELEMENTARY SCHOOL

75 REDWOOD AVE

W ORANGE, NJ 07052-3623

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	55	55	50
Student Growth on Math	67	50	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	0%
Partially Met (L2)	5%	5%	2%
Approached (L3)	12%	3%	3%
Met (L4)	13%	13%	21%
Exceeded (L5)	1%	5%	16%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	0%
Partially Met (L2)	3%	2%	2%
Approached (L3)	6%	5%	6%
Met (L4)	9%	17%	34%
Exceeded (L5)	0%	2%	10%



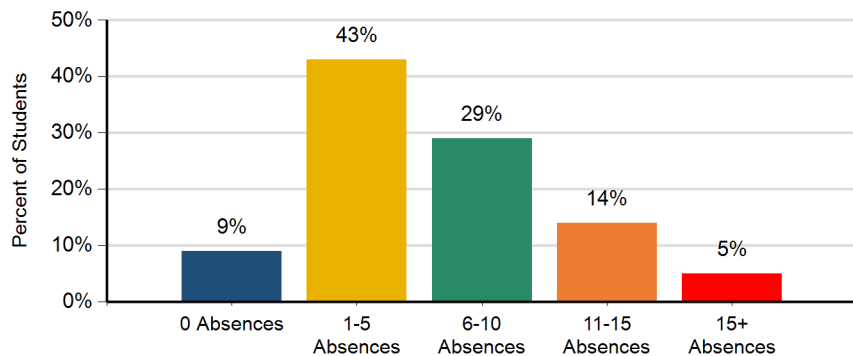
State of New Jersey
2015-2016

Grade Span KF-05

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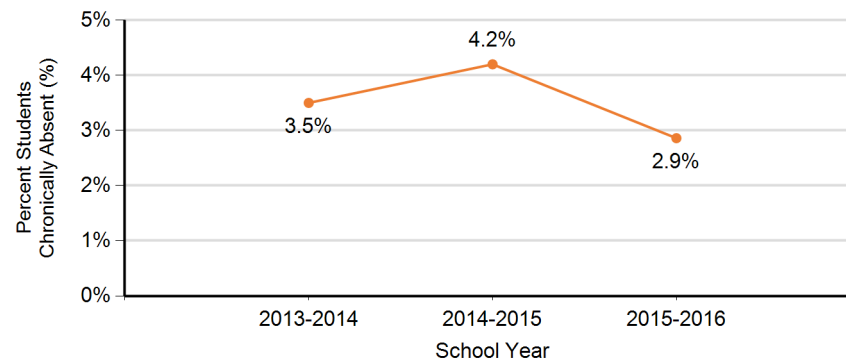
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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State of New Jersey
2015-2016

Grade Span KF-05

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 38 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 43 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	280:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	2.1%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



State of New Jersey
2015-2016

Grade Span 07-08

13-5680-090
ESSEX
WEST ORANGE TOWN
ROOSEVELT MIDDLE SCHOOL
36 GILBERT PL
W ORANGE, NJ 07052-3948

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 07-08

13-5680-090
ESSEX
WEST ORANGE TOWN
ROOSEVELT MIDDLE SCHOOL
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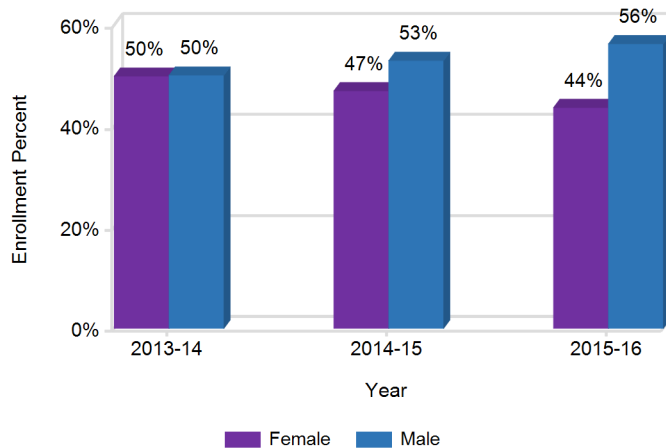
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 07	238	236	259
Grade 08	232	240	233
UG	45	45	41
Total	515	521	533

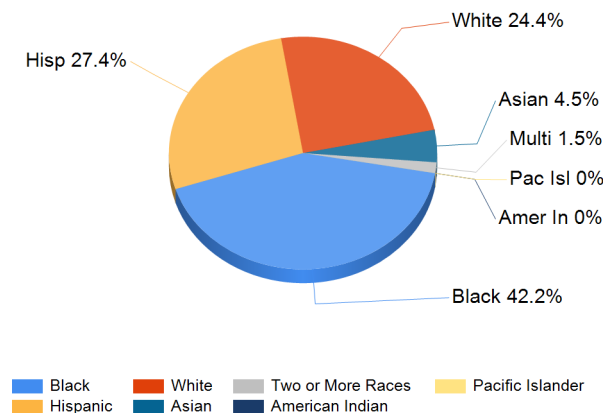
Enrollment by Gender

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



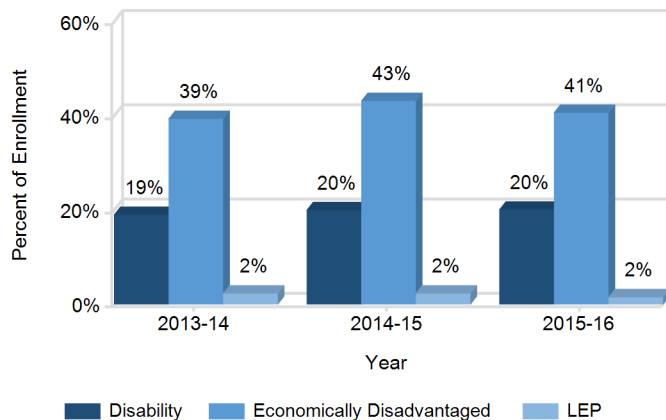
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	75.2%
Spanish	17.8%
Creoles and pidgins, French-based	1.7%
Amharic	0.6%
French	0.4%
Other	4.6%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span 07-08

13-5680-090

ESSEX

WEST ORANGE TOWN

ROOSEVELT MIDDLE SCHOOL

36 GILBERT PL

W ORANGE, NJ 07052-3948

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	67%	60	70
Mathematics Met or Exceeded Expectations	44%	10	41

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	459	67%	70	91%	X	459	44%	41	91%	X
White	104	73%	76	81%	X	104	64%	71	81%	X
African American	203	65%	83	96%	√	203	35%	63	96%	√
Hispanic	125	64%	82	92%	X	125	38%	54	92%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	96	26%	50	93%	X	96	14%	35	93%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	198	56%	86	93%	X	198	32%	53	94%	X



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Grade Span 07-08

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WEST ORANGE TOWN

ROOSEVELT MIDDLE SCHOOL

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	239	763	762	753	4%	9%	20%	41%	27%	68%	56%
White	56	772	776	760	2%	13%	18%	27%	41%	68%	65%
African American	109	762	757	733	5%	7%	18%	48%	22%	70%	35%
Hispanic	59	757	751	739	3%	10%	22%	42%	22%	64%	41%
Asian	S	S	787	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	768	759	S	S	S	S	S	S	63%
Students with Disability	41	728	728	716	15%	32%	29%	22%	2%	24%	16%
English Language Learners	S	S	731	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	98	753	749	735	2%	13%	27%	42%	16%	58%	37%
PARCC MATH											
Schoolwide	238	743	745	740	4%	21%	34%	35%	7%	42%	39%
White	54	753	758	747	4%	15%	24%	46%	11%	57%	47%
African American	109	740	739	724	6%	20%	40%	28%	6%	34%	19%
Hispanic	60	740	739	729	3%	27%	30%	37%	3%	40%	23%
Asian	S	S	766	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	749	744	S	S	S	S	S	S	44%
Students with Disability	S	S	723	713	S	S	S	S	S	S	9%
English Language Learners	S	S	716	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	98	737	736	727	4%	28%	38%	28%	3%	31%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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ESSEX

WEST ORANGE TOWN

ROOSEVELT MIDDLE SCHOOL

36 GILBERT PL

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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	219	763	767	753	6%	11%	19%	40%	24%	64%	55%
White	45	786	783	759	2%	9%	9%	31%	49%	80%	63%
African American	96	757	761	732	7%	16%	19%	41%	18%	58%	34%
Hispanic	65	752	758	740	8%	8%	26%	51%	8%	59%	43%
Asian	S	S	797	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	773	756	S	S	S	S	S	S	59%
Students with Disability	S	S	722	715	S	S	S	S	S	S	16%
English Language Learners	S	S	729	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	98	748	754	736	10%	12%	26%	45%	7%	52%	38%
**PARCC MATH											
Schoolwide	156	727	727	726	15%	30%	32%	23%	N	23%	26%
White	S	S	737	732	S	S	S	S	S	S	32%
African American	77	725	724	712	18%	31%	30%	21%	N	21%	14%
Hispanic	55	728	729	721	9%	33%	38%	20%	N	20%	20%
Asian	S	S	742	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	32	712	712	704	25%	44%	19%	13%	N	13%	8%
English Language Learners	S	S	716	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	84	724	725	718	16%	31%	36%	18%	N	18%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



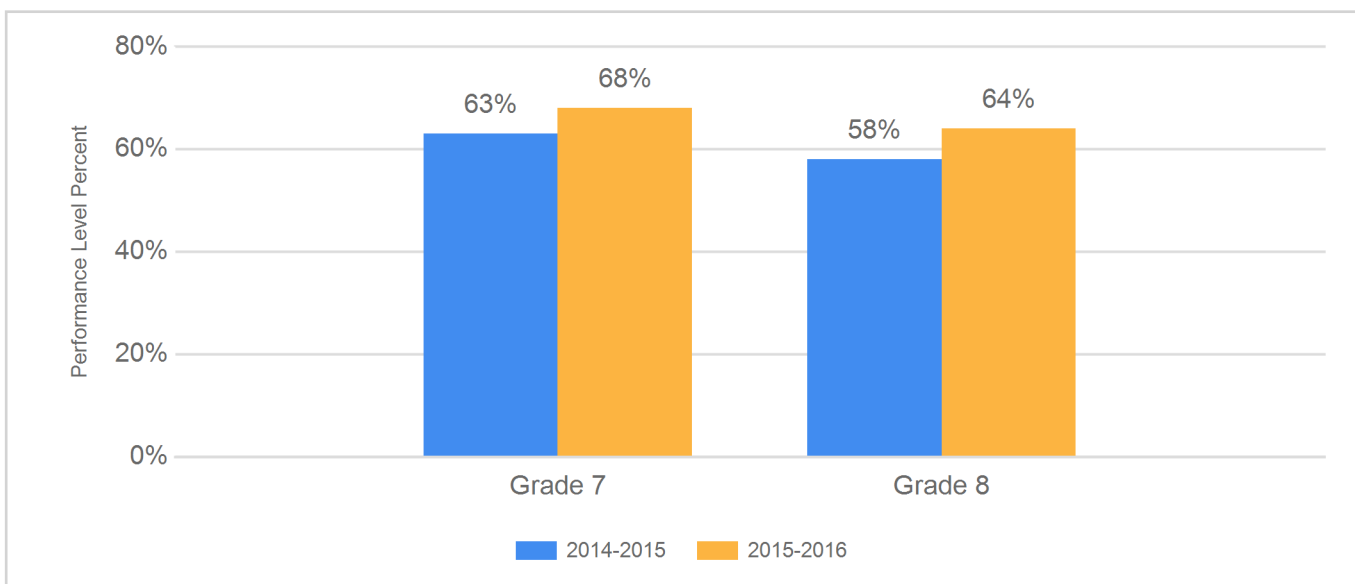
State of New Jersey
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Grade Span 07-08

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ESSEX
WEST ORANGE TOWN
ROOSEVELT MIDDLE SCHOOL
36 GILBERT PL
W ORANGE, NJ 07052-3948

PARCC ELA Performance Trends

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



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	67	789	788	769	N	N	3%	72%	25%	97%	41%
White	27	801	799	772	N	N	N	56%	44%	100%	51%
African American	19	780	781	748	N	N	5%	84%	11%	95%	20%
Hispanic	12	771	773	746	N	N	8%	92%	N	92%	25%
Asian	S	S	808	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	781	776	S	S	S	S	S	S	47%
Students with Disability	S	S	S	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	15	776	777	746	N	N	N	100%	N	100%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



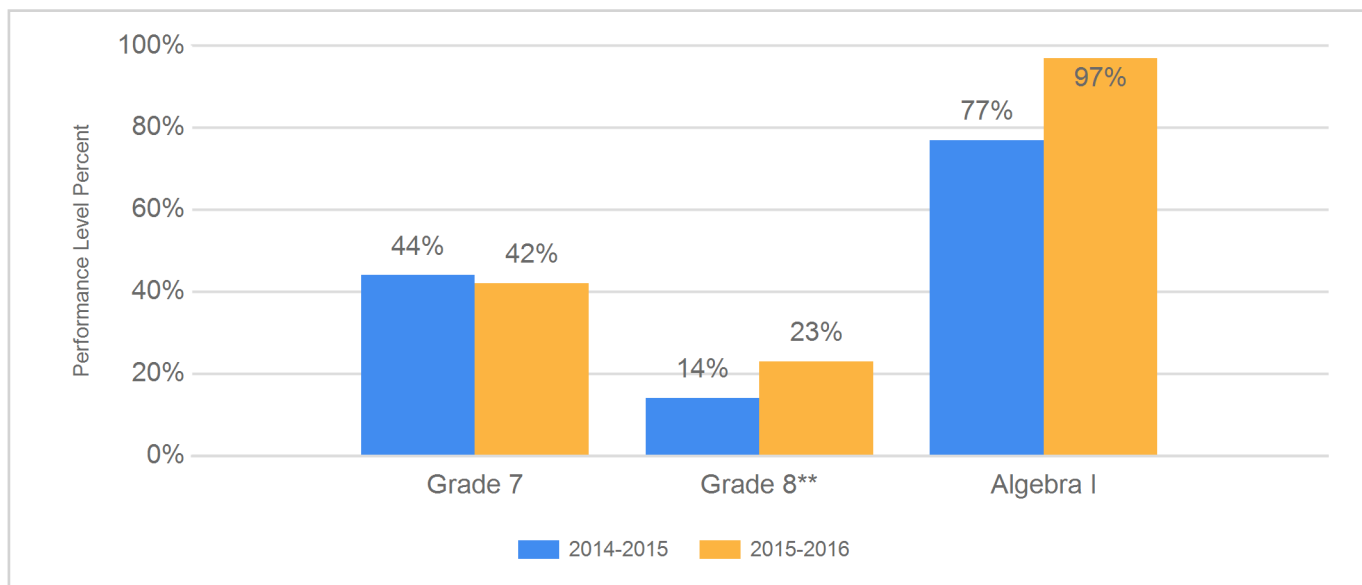
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PARCC Math Performance Trends

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



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

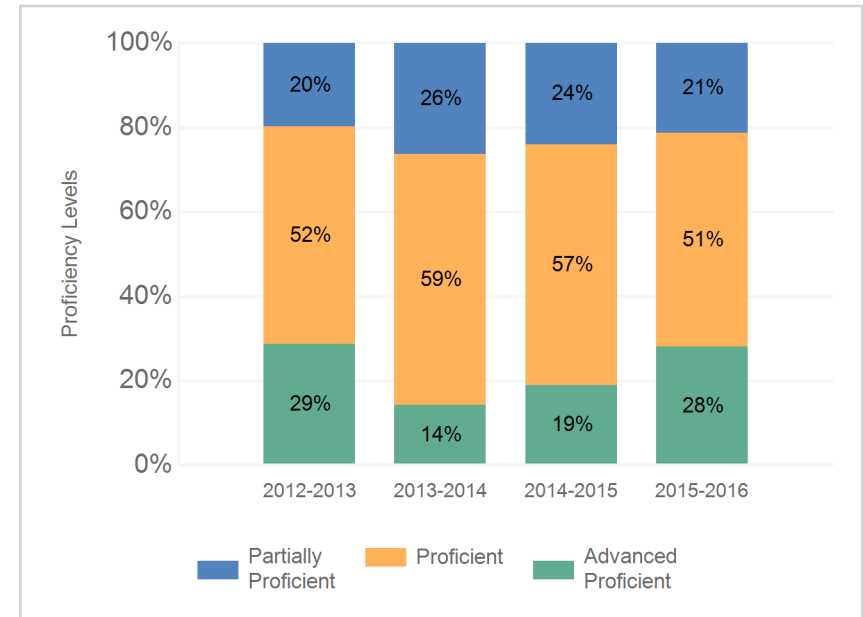
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	28%	51%	21%
White	52%	40%	9%
African American	20%	54%	27%
Hispanic	12%	59%	29%
American Indian	N	N	N
Asian	58%	42%	N
Two or More Races	S	S	S
Students with Disability	5%	44%	51%
English Language Learners	S	S	S
Economically Disadvantaged Students	14%	52%	34%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	53	55	50
Student Growth on Math	40	50	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	0%	0%
Partially Met (L2)	6%	3%	1%
Approached (L3)	6%	8%	3%
Met (L4)	10%	16%	15%
Exceeded (L5)	2%	6%	18%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	7%	1%	0%
Partially Met (L2)	12%	9%	2%
Approached (L3)	13%	14%	5%
Met (L4)	8%	12%	13%
Exceeded (L5)	0%	1%	3%



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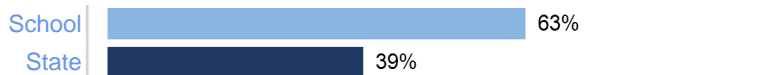
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



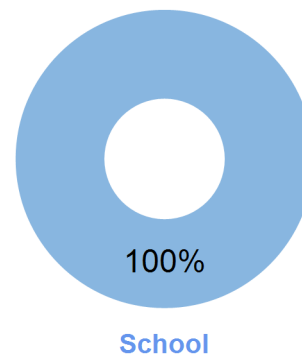
DANCE



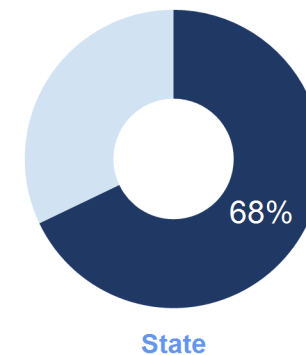
VISUAL ARTS



Any Visual and Performing Arts



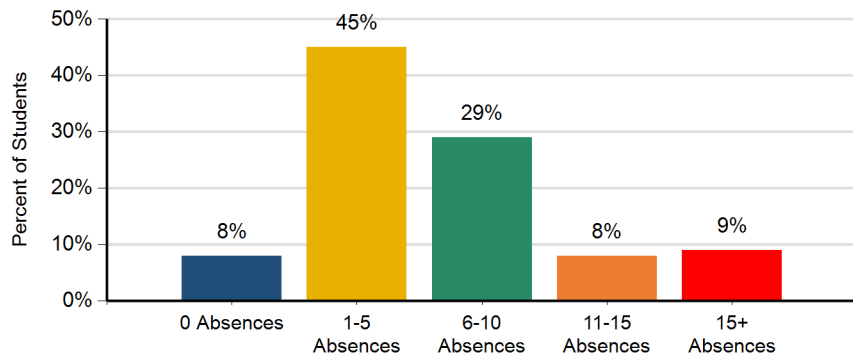
School



State

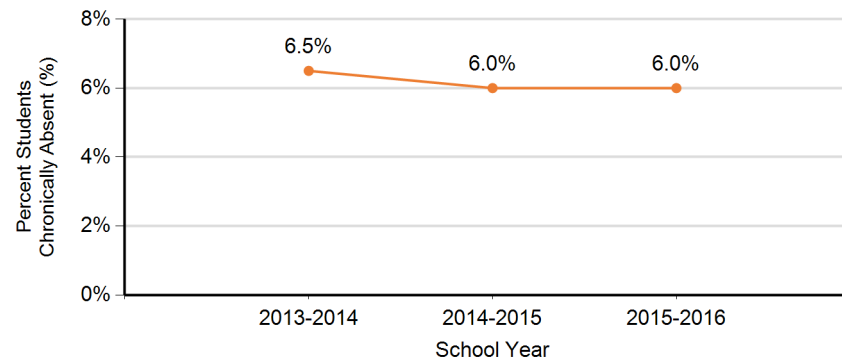
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 45 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 5 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	9:1
Administrator	267:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	7.1%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



State of New Jersey
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Grade Span KF-05

13-5680-170

ESSEX

WEST ORANGE TOWN

ST. CLOUD ELEMENTARY SCHOOL

71 SHERIDAN AVE

W ORANGE, NJ 07052-2635

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
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Grade Span KF-05

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WEST ORANGE TOWN

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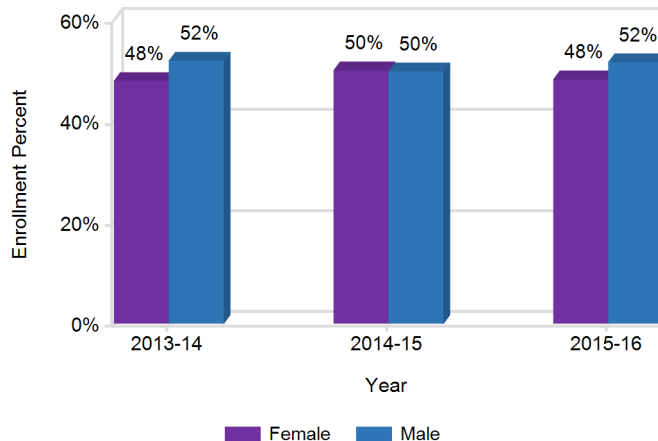
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	80	74	75
Grade 01	67	76	68
Grade 02	50	64	65
Grade 03	60	58	60
Grade 04	68	62	53
Grade 05	69	67	56
UG	0	0	0
Total	394	401	377

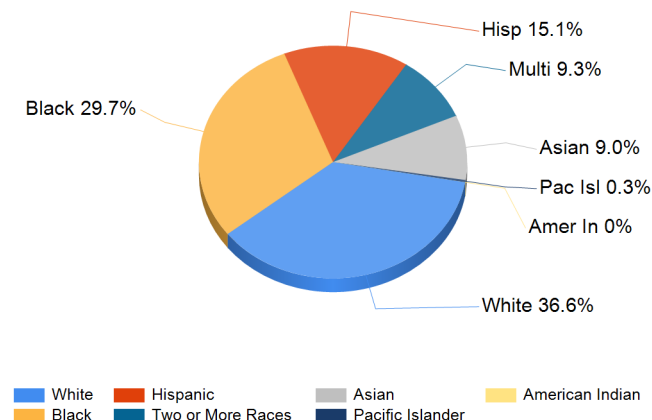
Enrollment by Gender

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



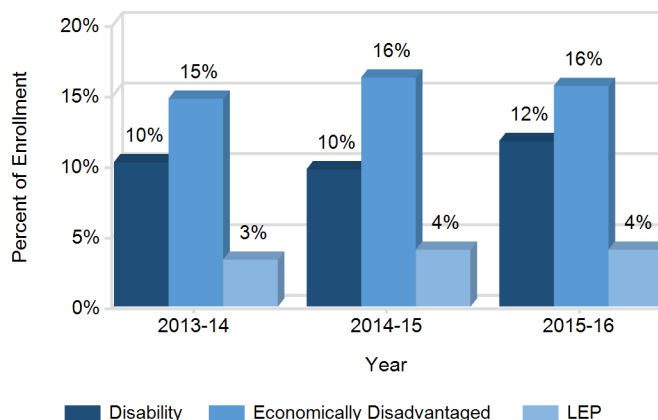
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	89.4%
Spanish	4.5%
Hindi	1.1%
Chinese	0.8%
Creoles and pidgins, French-based	0.8%
Other	3.6%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
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Grade Span KF-05

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	79%	100	90
Mathematics Met or Exceeded Expectations	77%	100	91

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	145	79%	90	87%	X	145	77%	91	87%	X
White	51	90%	94	92%	X	51	90%	95	92%	X
African American	39	62%	76	84%	X	39	59%	84	84%	X
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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ST. CLOUD ELEMENTARY SCHOOL

71 SHERIDAN AVE

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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	780	761	746	2%	3%	17%	53%	24%	78%	48%
White	20	792	780	756	N	5%	5%	60%	30%	90%	58%
African American	23	764	751	727	4%	N	30%	57%	9%	65%	30%
Hispanic	S	S	748	730	S	S	S	S	S	S	31%
Asian	S	S	797	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	775	753	S	S	S	S	S	S	55%
Students with Disability	11	744	733	718	9%	18%	27%	46%	N	46%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	744	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	58	777	763	749	2%	N	16%	55%	28%	83%	52%
White	20	789	777	757	N	N	N	60%	40%	100%	63%
African American	23	761	754	730	4%	N	35%	48%	13%	61%	31%
Hispanic	S	S	755	736	S	S	S	S	S	S	35%
Asian	S	S	799	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	777	754	S	S	S	S	S	S	57%
Students with Disability	11	753	742	727	9%	N	18%	73%	N	73%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	S	S	753	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-05

13-5680-170

ESSEX

WEST ORANGE TOWN

ST. CLOUD ELEMENTARY SCHOOL

71 SHERIDAN AVE

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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	45	770	760	750	9%	7%	13%	42%	29%	71%	54%
White	18	775	777	759	6%	N	17%	44%	33%	78%	64%
African American	15	750	752	733	20%	13%	20%	33%	13%	47%	33%
Hispanic	S	S	751	737	S	S	S	S	S	S	37%
Asian	S	S	778	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	778	756	S	S	S	S	S	S	62%
Students with Disability	S	S	741	723	S	S	S	S	S	S	22%
English Language Learners	S	S	S	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	11	737	747	734	27%	18%	27%	18%	9%	27%	33%
PARCC MATH											
Schoolwide	45	766	758	745	4%	11%	13%	49%	22%	71%	47%
White	18	770	771	752	N	6%	17%	67%	11%	78%	57%
African American	15	749	750	727	13%	20%	13%	40%	13%	53%	24%
Hispanic	S	S	752	733	S	S	S	S	S	S	30%
Asian	S	S	775	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	772	750	S	S	S	S	S	S	54%
Students with Disability	S	S	740	724	S	S	S	S	S	S	22%
English Language Learners	S	S	720	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	11	740	748	730	18%	27%	18%	18%	18%	36%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	52	775	757	751	N	N	17%	65%	17%	83%	53%
White	16	783	768	758	N	N	N	88%	13%	100%	64%
African American	S	S	749	733	S	S	S	S	S	S	32%
Hispanic	17	771	756	738	N	N	29%	47%	24%	71%	37%
Asian	S	S	780	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	762	759	S	S	S	S	S	S	63%
Students with Disability	S	S	727	723	S	S	S	S	S	S	20%
English Language Learners	S	S	721	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	747	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	52	769	756	747	4%	6%	19%	42%	29%	71%	47%
White	16	775	768	753	N	N	13%	63%	25%	88%	57%
African American	S	S	746	728	S	S	S	S	S	S	24%
Hispanic	17	762	757	735	6%	12%	18%	41%	24%	65%	31%
Asian	S	S	778	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	764	754	S	S	S	S	S	S	56%
Students with Disability	S	S	734	725	S	S	S	S	S	S	19%
English Language Learners	S	S	735	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	747	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



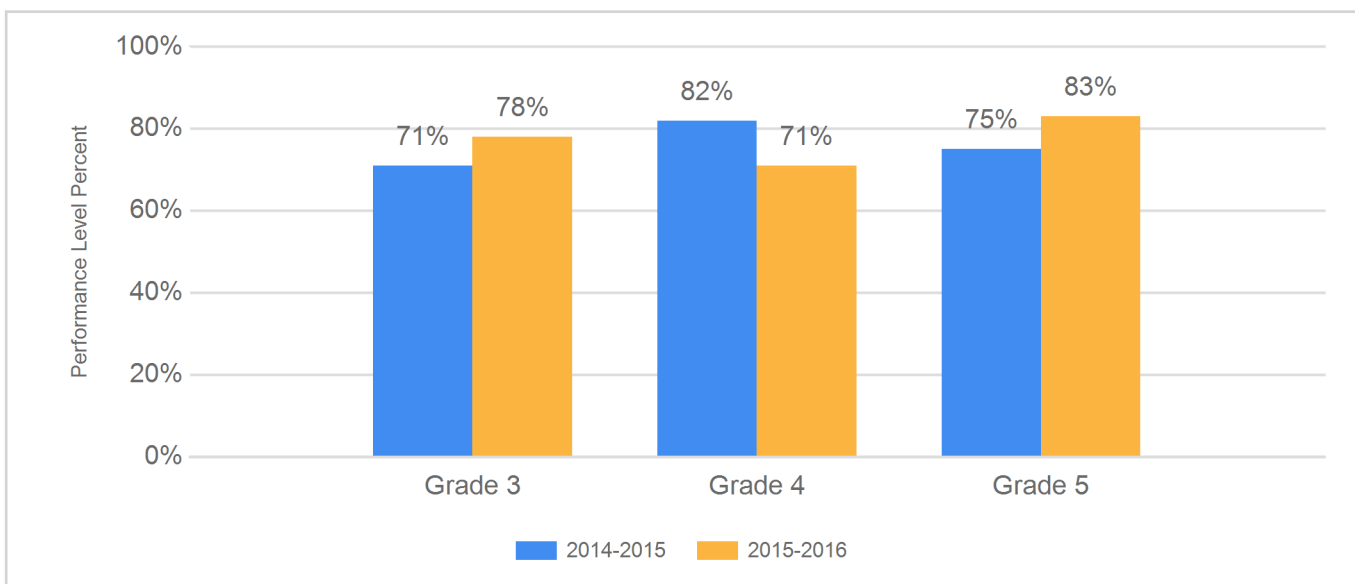
State of New Jersey
2015-2016

Grade Span KF-05

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PARCC ELA Performance Trends

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



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



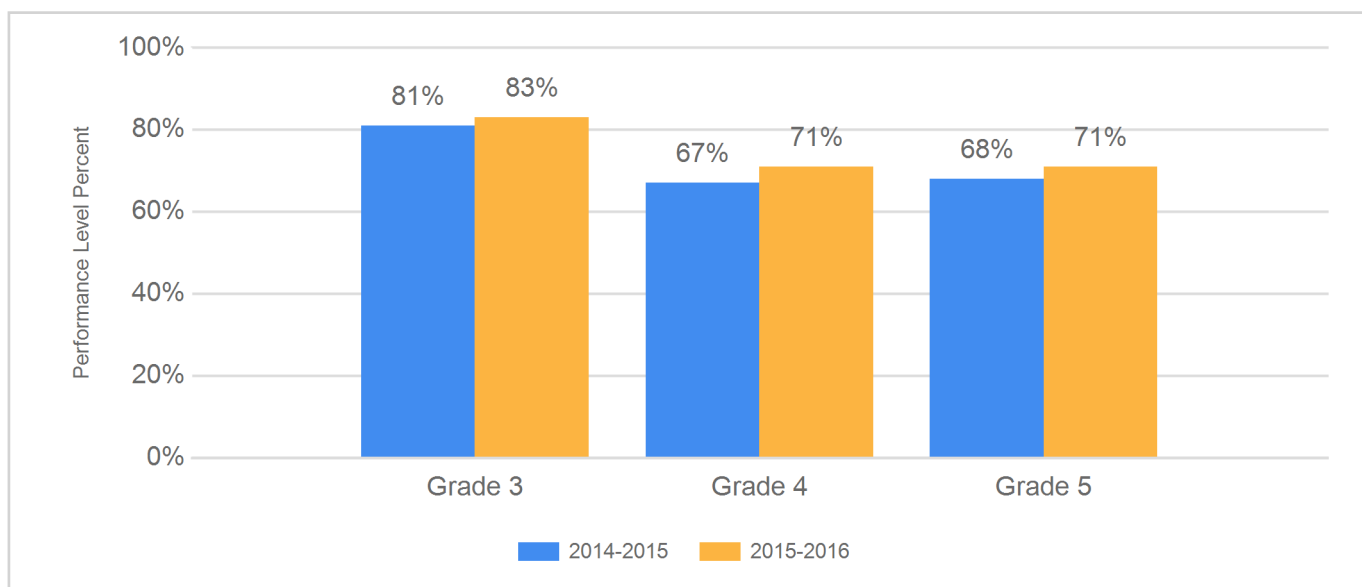
State of New Jersey
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PARCC Math Performance Trends

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



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

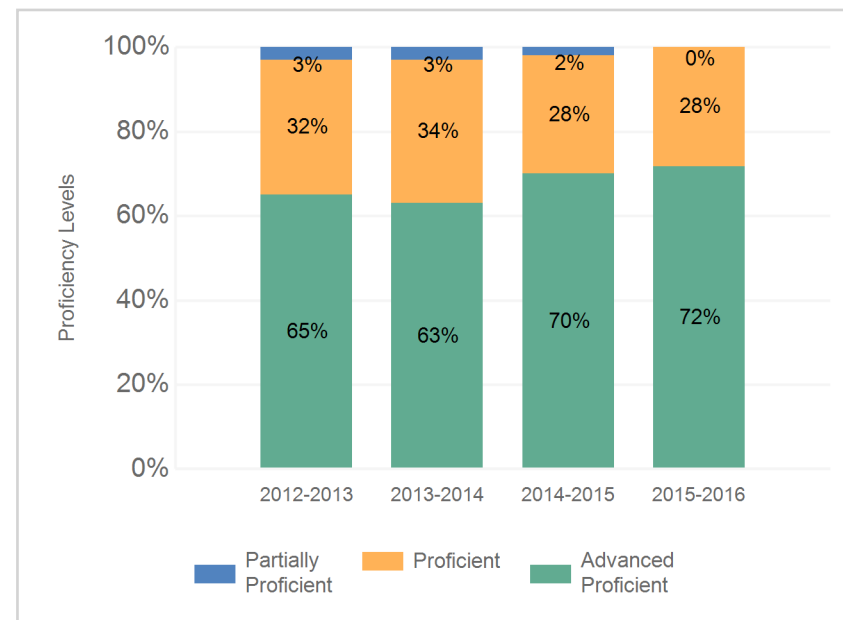
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	72%	28%	N
White	76%	24%	N
African American	56%	44%	N
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	58	55	50
Student Growth on Math	67	50	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	0%	3%	0%
Approached (L3)	8%	3%	1%
Met (L4)	18%	16%	25%
Exceeded (L5)	0%	9%	16%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	5%	1%	1%
Approached (L3)	6%	5%	3%
Met (L4)	11%	10%	25%
Exceeded (L5)	1%	6%	24%



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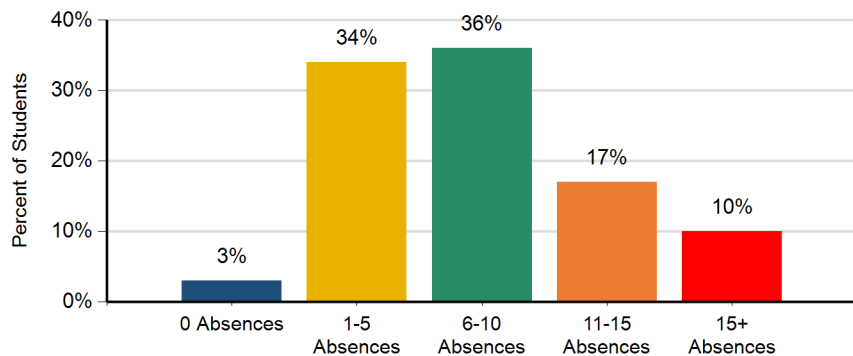
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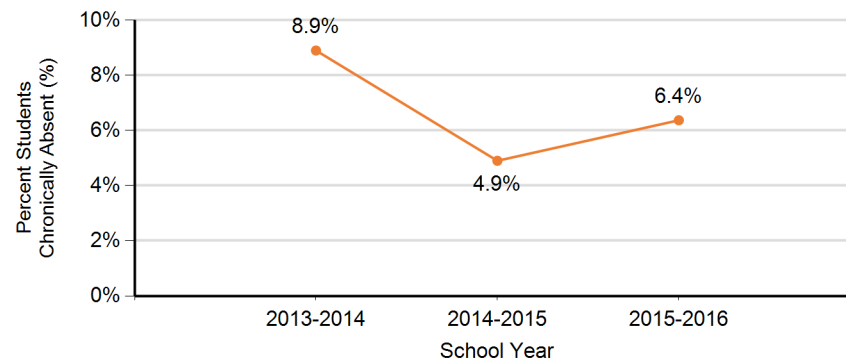
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 38 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 43 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	377:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.9%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-05

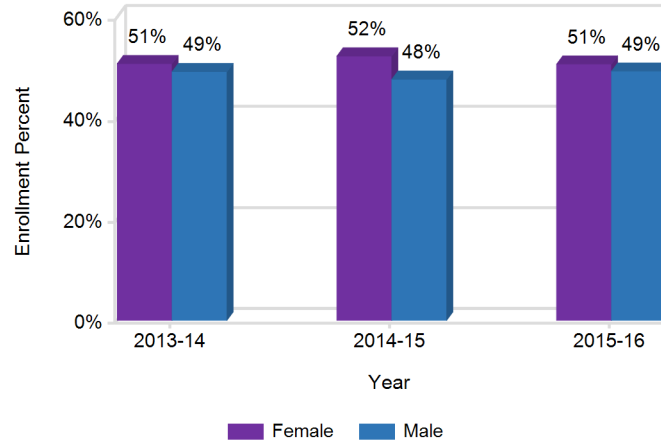
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	72	75	57
Grade 01	70	65	80
Grade 02	74	77	70
Grade 03	70	78	73
Grade 04	72	71	80
Grade 05	86	72	72
UG	1	0	0
Total	445	438	432

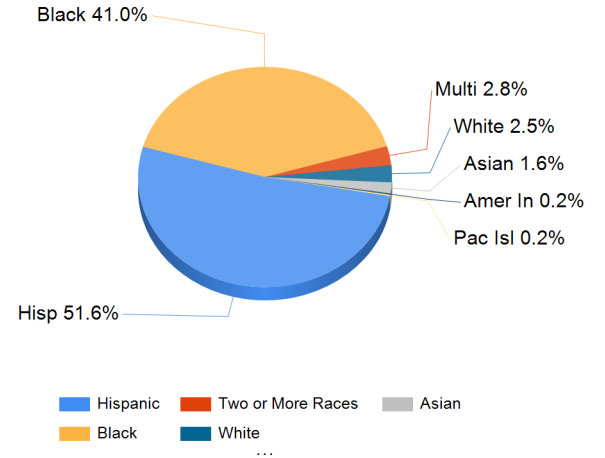
Enrollment by Gender

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



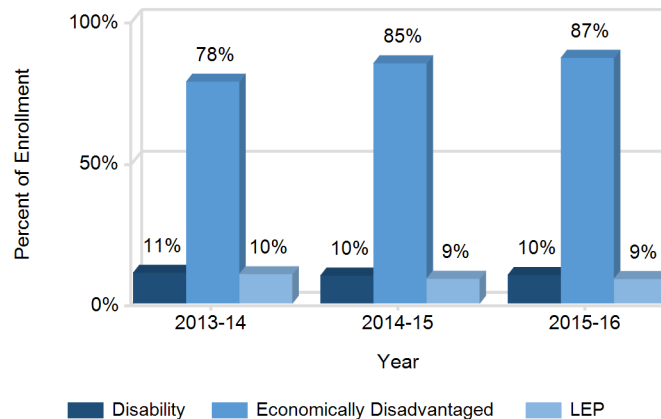
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	58.8%
Spanish	34.0%
Creoles and pidgins, French-based	3.5%
Arabic	0.9%
Haitian	0.7%
Other	2.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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Grade Span KF-05

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	39%	10	24
Mathematics Met or Exceeded Expectations	53%	40	57

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	210	39%	24	97%	✓	210	53%	57	96%	✓
White	S	S	S	S		S	S	S	S	
African American	96	37%	49	97%	✓	96	44%	72	97%	✓
Hispanic	106	41%	45	96%	✓	106	60%	89	95%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	180	37%	55	96%	✓	180	52%	91	96%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	72	740	761	746	10%	19%	33%	38%	N	38%	48%
White	S	S	780	756	S	S	S	S	S	S	58%
African American	32	739	751	727	9%	25%	28%	38%	N	38%	30%
Hispanic	37	740	748	730	11%	16%	38%	35%	N	35%	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	775	753	S	S	S	S	S	S	55%
Students with Disability	S	S	733	718	S	S	S	S	S	S	22%
English Language Learners	S	S	728	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	59	739	744	727	10%	19%	34%	37%	N	37%	28%
PARCC MATH											
Schoolwide	72	754	763	749	3%	7%	33%	46%	11%	57%	52%
White	S	S	777	757	S	S	S	S	S	S	63%
African American	32	747	754	730	6%	6%	41%	44%	3%	47%	31%
Hispanic	37	759	755	736	N	8%	30%	43%	19%	62%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	777	754	S	S	S	S	S	S	57%
Students with Disability	S	S	742	727	S	S	S	S	S	S	28%
English Language Learners	S	S	S	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	59	754	753	732	2%	9%	34%	44%	12%	56%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	81	739	760	750	4%	22%	38%	33%	3%	36%	54%
White	S	S	777	759	S	S	S	S	S	S	64%
African American	35	739	752	733	N	26%	40%	31%	3%	34%	33%
Hispanic	41	739	751	737	7%	17%	39%	34%	2%	37%	37%
Asian	S	S	778	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	778	756	S	S	S	S	S	S	62%
Students with Disability	S	S	741	723	S	S	S	S	S	S	22%
English Language Learners	S	S	722	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	70	738	747	734	4%	23%	39%	31%	3%	34%	33%
PARCC MATH											
Schoolwide	81	744	758	745	6%	12%	31%	49%	1%	51%	47%
White	S	S	771	752	S	S	S	S	S	S	57%
African American	35	744	750	727	3%	14%	34%	49%	N	49%	24%
Hispanic	41	744	752	733	10%	10%	29%	49%	2%	51%	30%
Asian	S	S	775	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	772	750	S	S	S	S	S	S	54%
Students with Disability	S	S	740	724	S	S	S	S	S	S	22%
English Language Learners	S	S	720	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	70	744	748	730	7%	13%	29%	50%	1%	51%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KF-05

13-5680-180

ESSEX

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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	746	757	751	5%	17%	32%	43%	3%	46%	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	34	742	749	733	6%	21%	32%	38%	3%	41%	32%
Hispanic	S	S	756	738	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	762	759	S	S	S	S	S	S	63%
Students with Disability	S	S	727	723	S	S	S	S	S	S	20%
English Language Learners	S	S	721	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	59	745	747	735	5%	19%	34%	39%	3%	42%	33%
PARCC MATH											
Schoolwide	65	748	756	747	N	17%	34%	43%	6%	49%	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	34	740	746	728	N	27%	41%	29%	3%	32%	24%
Hispanic	S	S	757	735	S	S	S	S	S	S	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	764	754	S	S	S	S	S	S	56%
Students with Disability	11	730	734	725	N	46%	36%	18%	N	18%	19%
English Language Learners	S	S	735	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	59	748	747	732	N	17%	37%	41%	5%	46%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



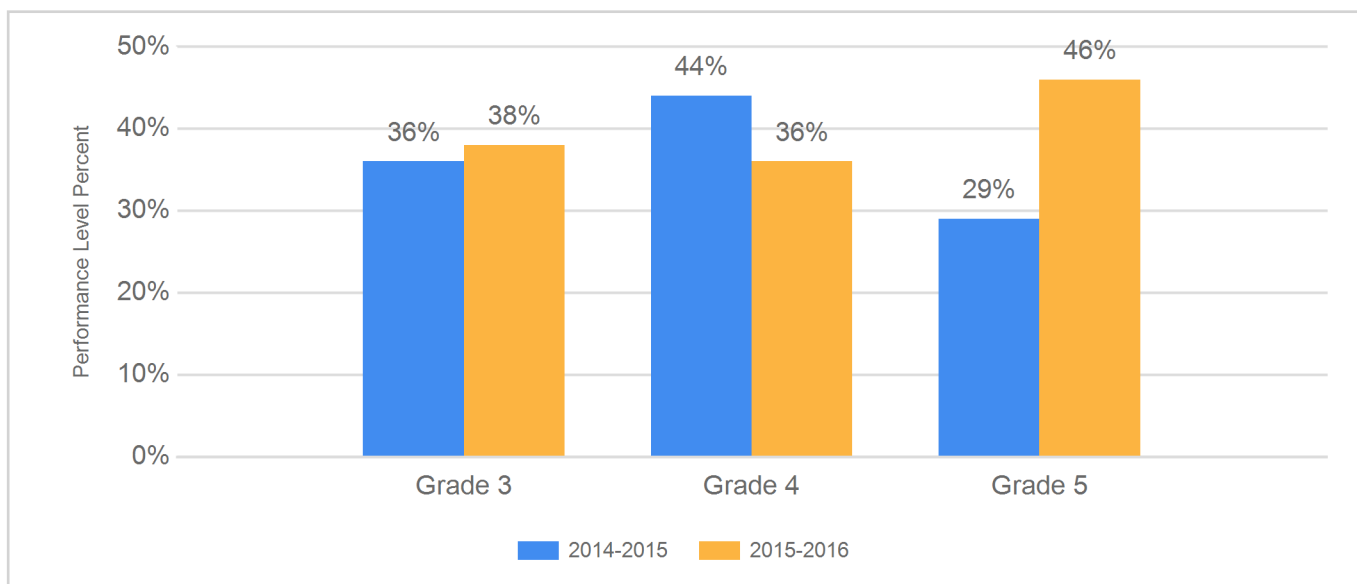
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PARCC ELA Performance Trends

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



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



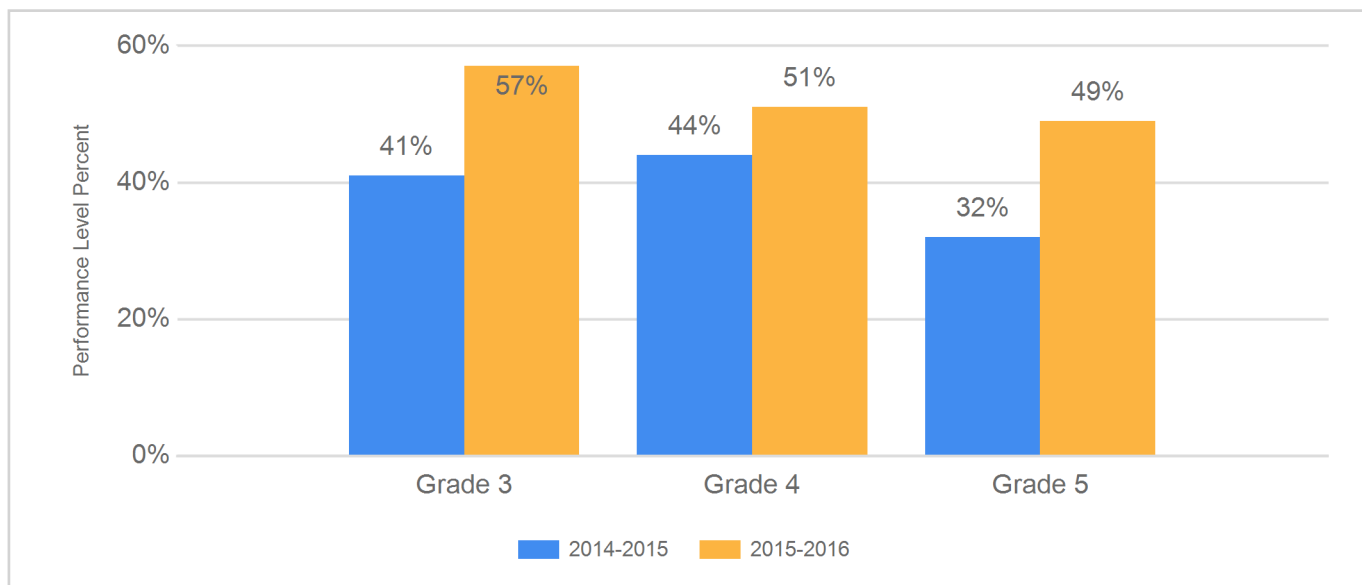
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PARCC Math Performance Trends

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



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

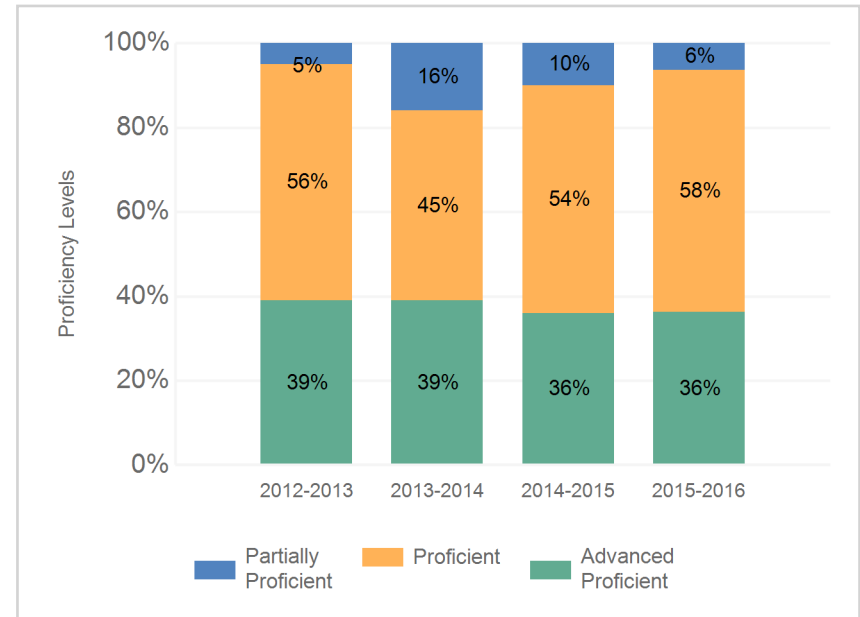
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	36%	58%	6%
White	S	S	S
African American	30%	67%	3%
Hispanic	38%	52%	10%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	32%	61%	8%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	39	55	50
Student Growth on Math	49	50	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	0%
Partially Met (L2)	13%	4%	2%
Approached (L3)	16%	14%	7%
Met (L4)	13%	17%	9%
Exceeded (L5)	0%	0%	2%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	0%	0%
Partially Met (L2)	7%	4%	2%
Approached (L3)	13%	14%	5%
Met (L4)	12%	19%	18%
Exceeded (L5)	1%	1%	2%



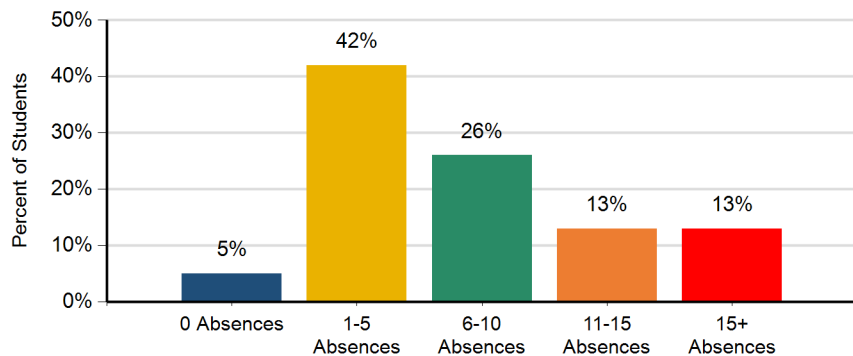
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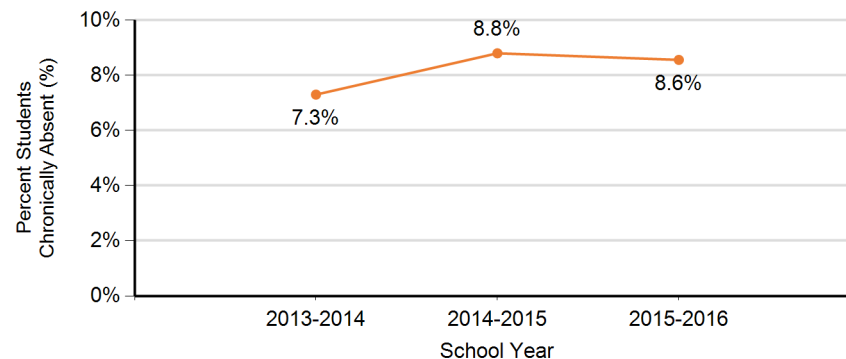
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 38 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 43 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	432:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.4%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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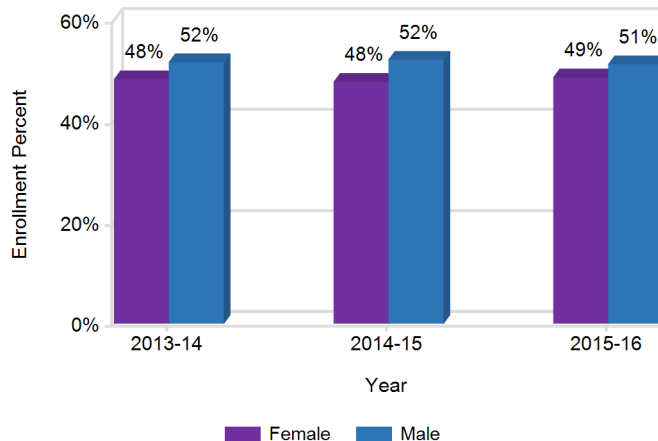
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	515	507	496
Grade 10	543	500	497
Grade 11	476	498	469
Grade 12	489	436	483
UG	96	101	96
Total	2118	2041	2041

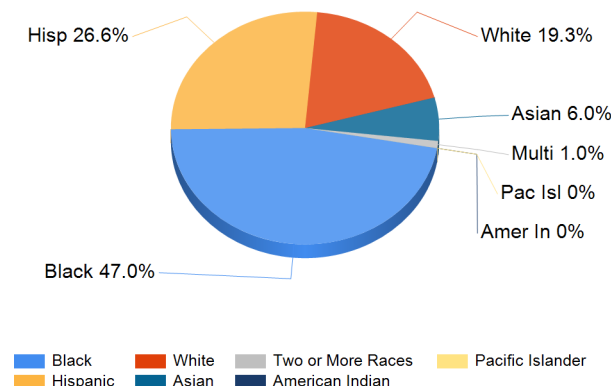
Enrollment by Gender

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



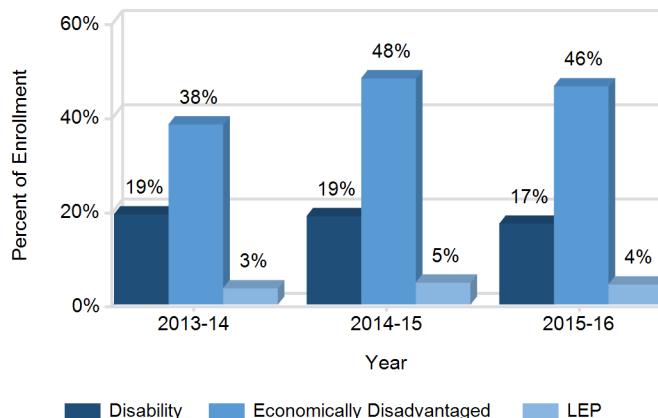
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	72.4%
Spanish	17.7%
Haitian	2.7%
Creoles and pidgins, French-based	2.1%
Tagalog	0.6%
Other	3.3%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	45%	S	50
Mathematics Met or Exceeded Expectations	26%	S	51

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	749	45%	50	79%	X	664	26%	51	72%	X
White	143	53%	54	76%	X	121	36%	66	71%	X
African American	339	44%	77	78%	X	299	19%	69	70%	X
Hispanic	212	38%	52	81%	X	192	23%	58	73%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	48	61%	55	86%	X	44	52%	64	89%	X
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	145	14%	53	77%	X	138	7%	35	77%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	364	33%	57	78%	X	325	18%	51	69%	X



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	474	749	749	746	12%	14%	24%	34%	17%	50%	49%
White	86	760	760	754	12%	8%	20%	34%	27%	61%	58%
African American	218	746	746	729	11%	15%	28%	35%	12%	46%	30%
Hispanic	132	741	741	730	15%	18%	22%	33%	11%	45%	34%
Asian	S	S	S	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	S	S	S	713	S	S	S	S	S	S	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	222	735	735	729	17%	21%	27%	30%	6%	36%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	323	734	734	740	19%	21%	25%	30%	5%	35%	44%
White	64	743	743	747	11%	27%	19%	33%	11%	44%	50%
African American	147	733	733	722	20%	20%	24%	33%	3%	36%	28%
Hispanic	89	724	724	726	25%	23%	30%	20%	2%	23%	33%
Asian	19	749	749	767	5%	11%	37%	42%	5%	47%	69%
American Indian	S	S	S	729	S	S	S	S	S	S	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	S	S	S	702	S	S	S	S	S	S	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	159	724	724	723	25%	22%	31%	20%	3%	22%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	217	744	744	736	11%	22%	26%	27%	14%	41%	40%
White	25	743	743	739	12%	24%	24%	28%	12%	40%	42%
African American	113	746	746	728	11%	20%	27%	29%	14%	43%	30%
Hispanic	66	732	732	732	12%	29%	30%	21%	8%	29%	37%
Asian	S	S	S	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	S	736	S	S	S	S	S	S	39%
Students with Disability	49	720	720	710	31%	22%	27%	18%	2%	20%	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	113	738	738	730	12%	23%	27%	29%	9%	38%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**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.



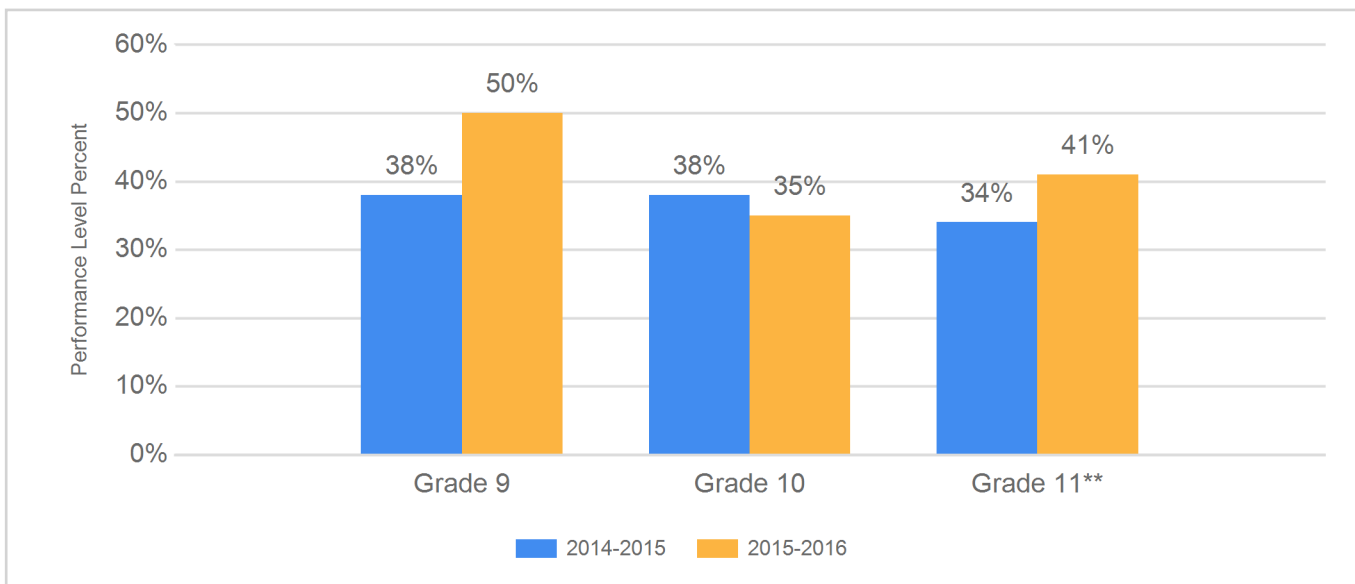
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PARCC ELA Performance Trends

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



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

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	328	723	723	727	17%	33%	31%	19%	N	19%	41%
White	37	722	722	734	19%	30%	35%	16%	N	16%	51%
African American	174	720	720	717	21%	31%	33%	16%	N	16%	20%
Hispanic	98	725	725	720	12%	40%	27%	21%	N	21%	25%
Asian	S	S	S	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	185	720	720	719	21%	35%	29%	16%	N	16%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	373	730	730	730	13%	30%	28%	27%	2%	29%	27%
White	77	745	745	736	5%	18%	26%	44%	7%	51%	34%
African American	152	722	722	717	18%	34%	29%	18%	1%	18%	9%
Hispanic	111	724	724	720	15%	40%	27%	17%	1%	18%	13%
Asian	28	754	754	750	N	7%	21%	68%	4%	71%	61%
American Indian	S	S	S	722	S	S	S	S	S	S	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	18	708	708	710	33%	50%	6%	11%	N	11%	6%
Economically Disadvantaged Students	173	717	717	719	22%	40%	25%	13%	N	13%	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	182	708	708	722	44%	27%	19%	10%	N	10%	27%
White	28	717	717	728	36%	21%	25%	18%	N	18%	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	S	S	S	707	S	S	S	S	S	S	12%
Asian	S	S	S	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	S	705	S	S	S	S	S	S	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



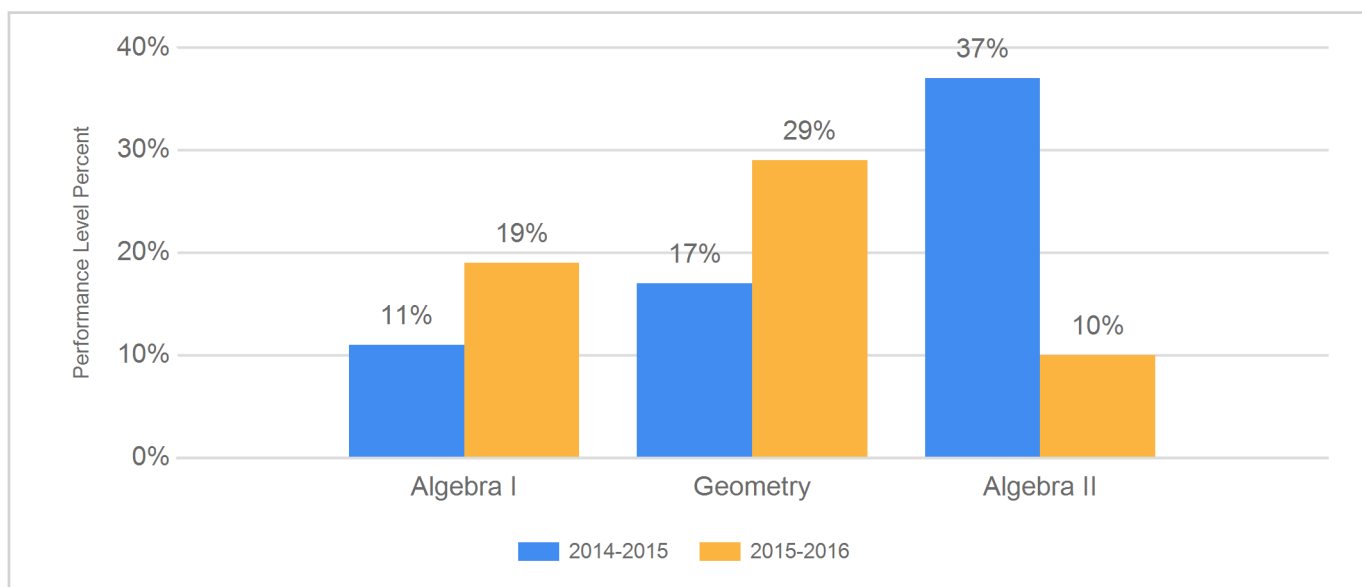
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PARCC Math Performance Trends

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



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.

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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

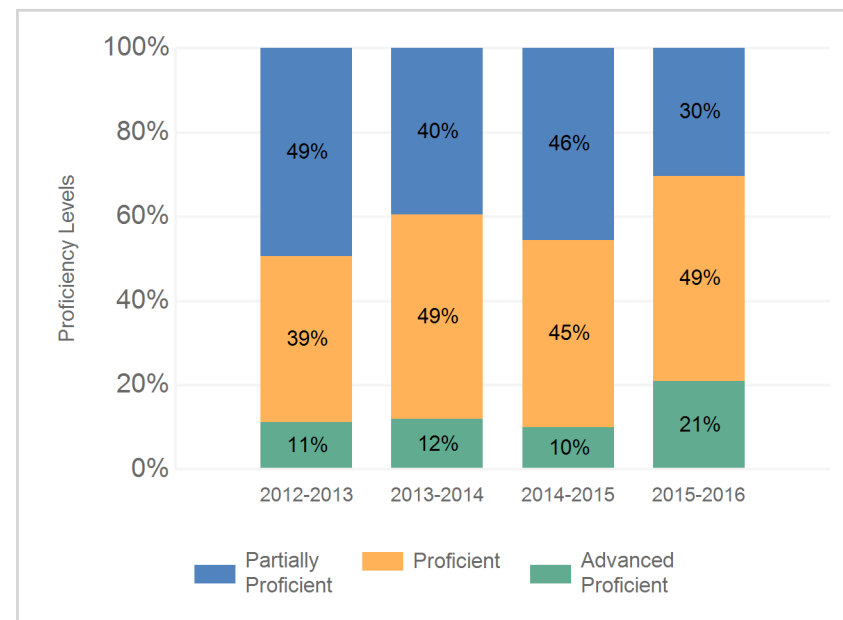
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	21%	49%	30%
White	40%	42%	18%
African American	17%	49%	35%
Hispanic	12%	53%	35%
American Indian	N	N	N
Asian	35%	50%	15%
Two or More Races	8%	58%	33%
Students with Disability	5%	19%	76%
English Language Learners	N	N	N
Economically Disadvantaged Students	11%	48%	41%

Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	91.4%	95.5%
Percent of Students Participating in SAT	66.8%	58.0%
Percent of Students Participating in ACT	45.3%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	67%	71%
Math	530	40%	53%
ACT	-	-	-
Reading	22	50%	58%
English	18	69%	74%
Math	22	45%	61%
Science	23	32%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	933	950
SAT	-	-
Reading and Writing	529	537
Math	514	538
ACT	-	-
Reading	22	23
English	21	22
Math	21	23
Science	21	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1030	910	810
SAT	-	-	-
Reading and Writing	600	520	450
Math	580	510	440
ACT	-	-	-
Reading	26	22	18
English	25	20	16
Math	25	20	17
Science	24	20	17

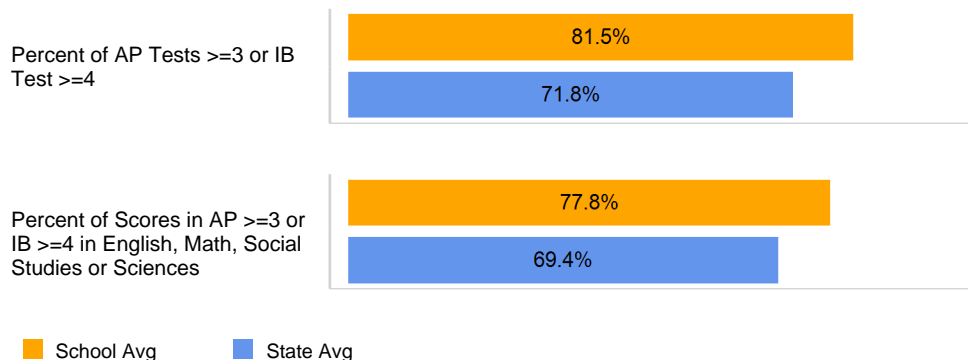


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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	38.6%	39.1%
One of More Test	35.8%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	26.1%	26.6%
Participating in Dual Enrollment	23.9%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	35	33
AP Calculus AB	63	62
AP Calculus BC	17	18
AP Chemistry	13	13
AP Chinese Language and Culture	11	7
AP Computer Science A	19	17
AP English Language and Composition	54	54
AP English Literature and Composition	38	31
AP Environmental Science	7	8
AP Italian Language and Culture	9	9
AP Microeconomics	0	1
AP Music Theory	11	11
AP Physics 1	40	37
AP Physics 2	7	7
AP Physics C: Electricity and Magnetism	26	23
AP Physics C: Mechanics	46	45
AP Psychology	88	79
AP Spanish Language	18	18
AP Spanish Literature	6	4
AP Statistics	75	68
AP Studio Art—General Portfolio	0	9
AP Studio Art—Two-Dimensional	9	0
AP U.S. Government and Politics	25	21
AP U.S. History	76	75
AP World History	42	32



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AP/IB Course	Students Enrolled	Students Tested
Student AP Tests ≥ 3 and IB Tests ≥ 4		278

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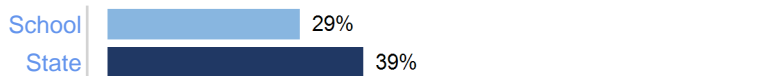
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

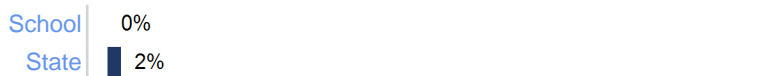
MUSIC



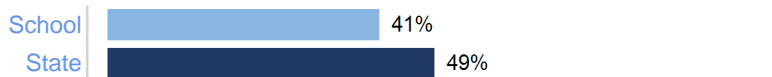
DRAMA



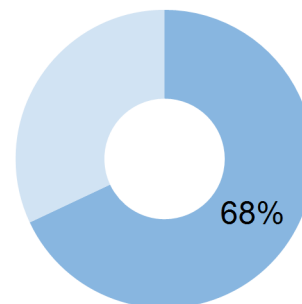
DANCE



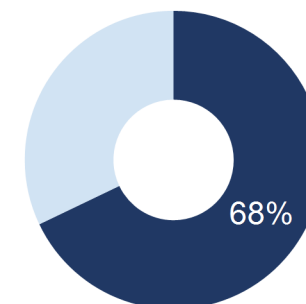
VISUAL ARTS



Any Visual and Performing Arts



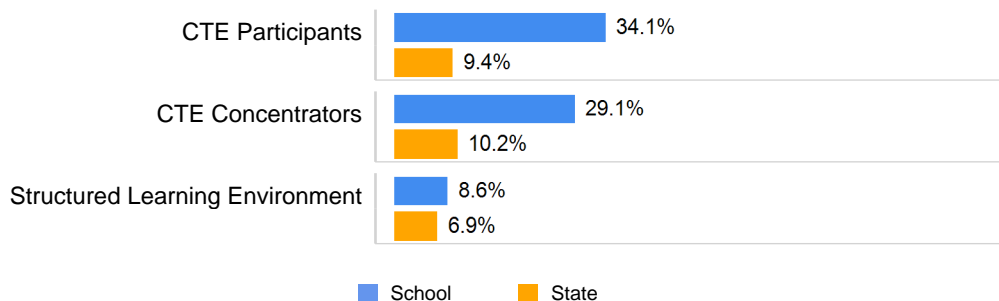
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State

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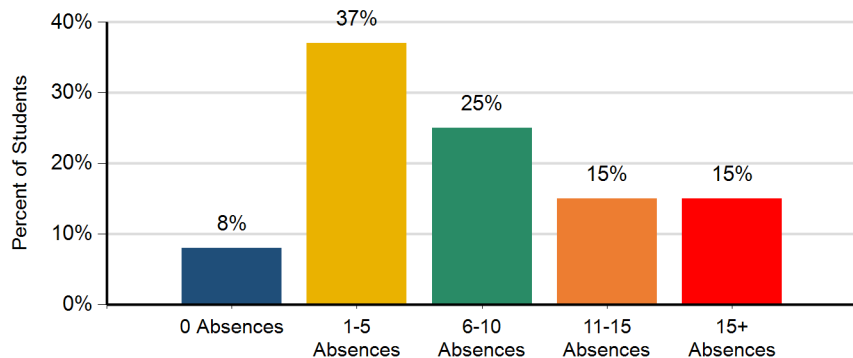
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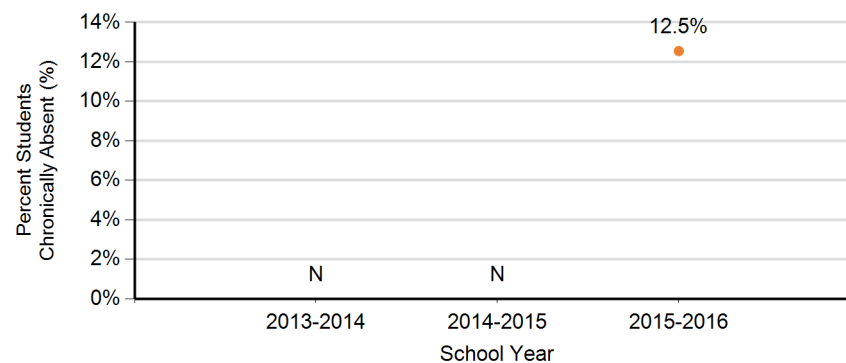
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	84.9%	20	81%
White	88.6%	19	
African American	85.6%	38	
Hispanic	76.9%	15	
American Indian	N	N	
Asian	97.1%	28	
Native Hawaiian	N	6	
Two or More Races	S	S	
Students with Disability	73.1%	25	
English Language Learners	S	S	
Economically Disadvantaged Students	79.3%	22	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	1.0%	1.2%
White	0.5%	0.6%
African American	1.2%	2.6%
Hispanic	1.5%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	1.2%	1.7%
English Language Learners	0.1%	0.1%
Economically Disadvantaged Students	1.5%	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	86%	91%
2014	85%	89%
2015	86%	91%
2016	85%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	78.2%	29.7%	70.3%
White	82.1%	15.6%	84.4%
African American	78.5%	31.1%	68.9%
Hispanic	68.3%	46.5%	53.5%
American Indian	0.0%	0.0%	0.0%
Asian	93.9%	12.9%	87.1%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	68.8%	54.5%	45.5%
English Language Learners	S	S	S
Economically Disadvantaged Students	70.4%	42.0%	58.0%



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 28 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

	School
2015-16	
Full Time	5 Hrs. 28 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

	School
2015-16	
Faculty	10:1
Administrator	121:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	11.7%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%