NJ SCHOOL PERFORMANCE REPORT

ORANGE AVENUE SCHOOL
(39-0980-037)
Grades Offered: 03-08
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	UNION
District	CRANFORD TWP
Principal Name	MR. EDERY
Address	901 ORANGE AVENUE CRANFORD, NJ 07016-2099
Phone Number	(908)709-6257
Email Address	EDERY@CRANFORDSCHOOLS.ORG
Website	https://www.cranfordschools.org/Domain/9
Facebook	https://www.facebook.com/profile.php?id=100013178444985
Twitter	https://twitter.com/OASPrincipal1

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
3	85	79	86
4	85	88	87
5	96	86	91
6	161	180	149
7	169	164	184
8	169	170	165
Total	765	767	762

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	47.5%	44.6%	46.1%
Male	52.5%	55.4%	53.9%
Economically Disadvantaged Students	1.8%	1.3%	1.6%
Students with Disabilities	16.7%	16.0%	17.6%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.1%	0.1%
Military-Connected Students		0.0%	0.3%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	88.9%	88.7%	86.4%
Hispanic	5.6%	5.6%	6.0%
Black or African American	0.8%	0.4%	0.7%
Asian	4.2%	4.4%	5.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.5%	0.9%	1.7%

Enrollment by Home Language

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

Home Language	% of Students
English	99.0%
Other Languages	1.0%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	52	49	50	Met Standard	68	61	50	Exceeds Standard
White	51	48	50	Met Standard	67	62	51	Exceeds Standard
Hispanic	62.5	55.5	49	Exceeds Standard	78	59	48	Exceeds Standard
Black or African American	*	39	44	**	*	47	44	**
Asian, Native Hawaiian, or Pacific Islander	61	60	61	Exceeds Standard	72	65.5	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	45.5	43.5	49	**	78	51	51	**
Economically Disadvantaged	*	45.5	48	**	*	58	47	**
Students with Disabilities	51	44	41	Met Standard	58	51.5	43	Met Standard
English Learners	*	58.5	54	**	*	*	51	**

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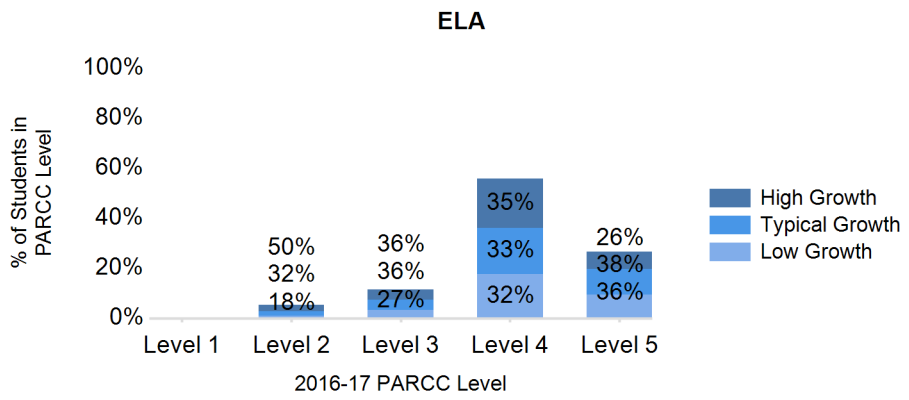
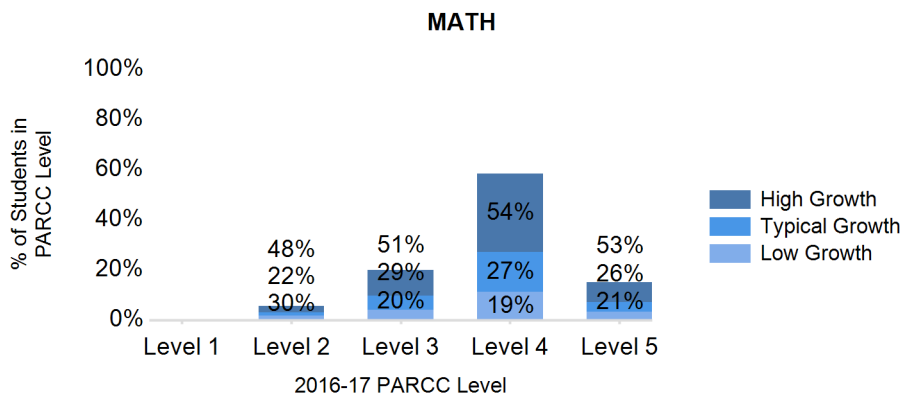
Student Growth by Performance Level

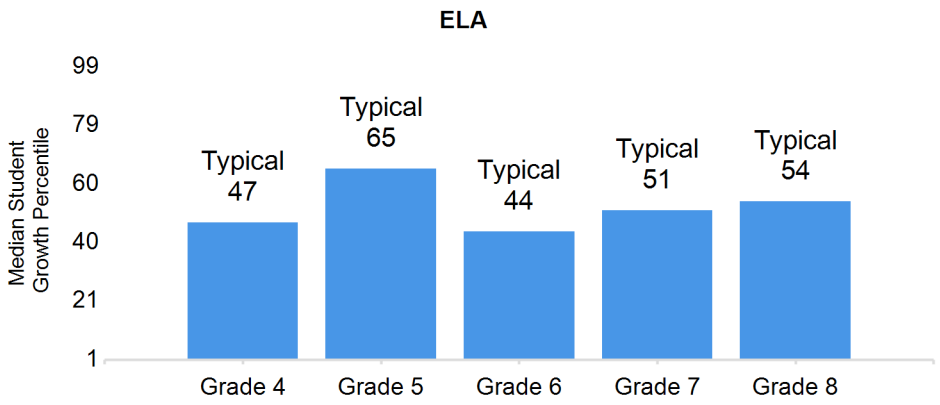
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

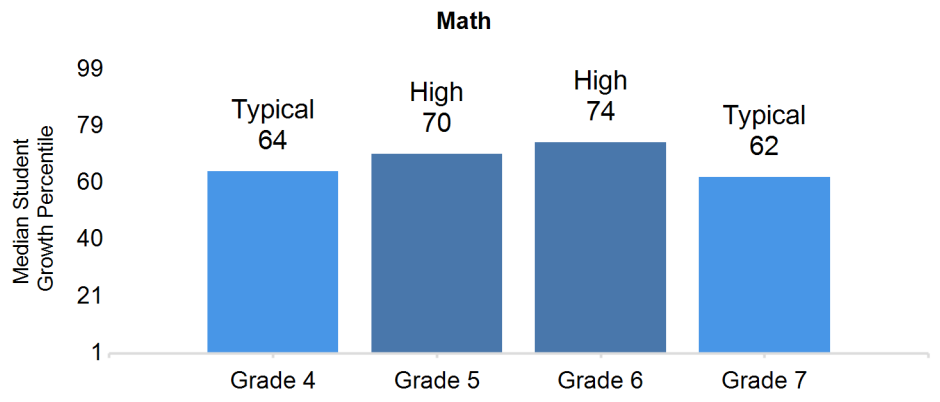




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	749	97.7	81.6	75.5	56.7	81.6	77	Met Goal
White	651	97.9	81.2	76.2	65.6	81.2	77.8	Met Goal
Hispanic	43	95.7	76.8	69.4	42.5	76.8	62	Met Target
Black or African American	*	*	*	43.3	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	40	100.0	92.5	89.4	82.3	92.5	80	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	344	98.0	87.0	82.4	64.5	87.0		
Male	405	97.4	77.0	68.9	49.4	77.0		
Economically Disadvantaged Students	12	85.7	33.4	*	38.5	30.0	**	**
Non-Economically Disadvantaged Students	737	97.9	82.4	*	67.5	82.4		
Students with Disabilities	136	96.5	47.8	40.2	21.6	47.8	39.9	Met Target
Students without Disabilities	613	97.9	89.1	84.2	63.9	89.1		
English Learners	*	*	*	62.5	27.3	*	**	**
Non-English Learners	*	*	*	75.6	59.4	*		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	764	766	750	*	*	26%	*	*	63%	52%
White	76	762	767	759	*	*	28%	*	*	61%	61%
Hispanic	*	*	760	736	*	*	*	*	*	*	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	45	765	773	756	*	*	*	*	*	58%	57%
Male	41	762	759	744	*	*	*	*	*	68%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	64%
Students with Disabilities	24	750	745	719	*	*	42%	*	*	38%	24%
Students without Disabilities	62	769	771	756	*	*	19%	*	*	73%	57%
English Learners	N	N	*	712	N	N	N	N	N	N	15%
Non-English Learners	86	764	*	753	*	*	26%	*	*	63%	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	765	772	756	*	*	23%	40%	26%	67%	58%
White	79	764	772	764	*	*	23%	42%	24%	66%	68%
Hispanic	*	*	763	744	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	798	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	33	770	777	762	*	*	*	33%	36%	70%	63%
Male	51	762	768	751	*	*	*	45%	20%	65%	53%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	773	767	*	*	*	*	*	*	70%
Students with Disabilities	21	735	749	726	*	*	*	*	*	33%	25%
Students without Disabilities	63	775	779	762	*	*	*	*	*	78%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	84	765	772	759	*	*	23%	40%	26%	67%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	775	775	755	0%	*	*	58%	22%	80%	58%
White	72	774	775	763	0%	*	*	*	*	81%	68%
Hispanic	10	774	770	743	0%	*	*	*	*	80%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	791	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	38	788	785	762	0%	*	*	*	*	97%	66%
Male	53	766	765	749	0%	*	*	*	*	68%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	71%
Students with Disabilities	12	751	746	724	0%	*	*	*	*	33%	22%
Students without Disabilities	79	779	781	762	0%	*	*	*	*	87%	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	91	775	*	757	0%	*	*	58%	22%	80%	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	145	775	770	754	*	*	10%	59%	27%	86%	56%
White	122	775	771	761	*	*	10%	61%	25%	87%	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	N	N	*	737	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	12	786	*	779	0%	0%	*	*	*	92%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	70	779	774	761	*	*	*	60%	30%	90%	64%
Male	75	772	765	748	*	*	*	59%	24%	83%	48%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	68%
Students with Disabilities	20	752	748	723	*	*	*	*	*	70%	18%
Students without Disabilities	125	779	775	760	*	*	*	*	*	89%	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	145	775	770	755	*	*	10%	59%	27%	86%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	176	781	773	760	*	*	9%	45%	44%	89%	63%
White	154	780	775	768	0%	*	*	46%	43%	89%	72%
Hispanic	*	*	*	746	*	*	*	*	*	*	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	790	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	84	788	781	769	*	*	*	37%	55%	92%	72%
Male	92	774	766	752	*	*	*	53%	34%	87%	54%
Economically Disadvantaged Students	*	*	*	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	30	751	741	721	*	*	*	*	*	57%	22%
Students without Disabilities	146	787	782	768	*	*	*	*	*	96%	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	176	781	773	762	*	*	9%	45%	44%	89%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

ORANGE AVENUE SCHOOL
(39-0980-037)
Grades Offered: 03-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	164	783	774	759	*	*	*	52%	37%	89%	60%
White	143	783	775	767	0%	*	*	56%	34%	90%	70%
Hispanic	*	*	*	744	*	*	*	*	*	*	45%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	793	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	*	766	N	N	N	N	N	N	66%
Female	75	795	778	768	*	*	*	*	*	99%	69%
Male	89	773	770	751	*	*	*	*	*	81%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Non-Economically Disadvantaged Students	*	*	*	769	*	*	*	*	*	*	71%
Students with Disabilities	24	748	743	719	*	*	*	54%	0%	54%	19%
Students without Disabilities	140	789	781	766	*	*	*	52%	43%	95%	68%
English Learners	N	N	*	703	N	N	N	N	N	N	*
Non-English Learners	164	783	*	761	*	*	*	52%	37%	89%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

ORANGE AVENUE SCHOOL
(39-0980-037)
Grades Offered: 03-08
2017-2018

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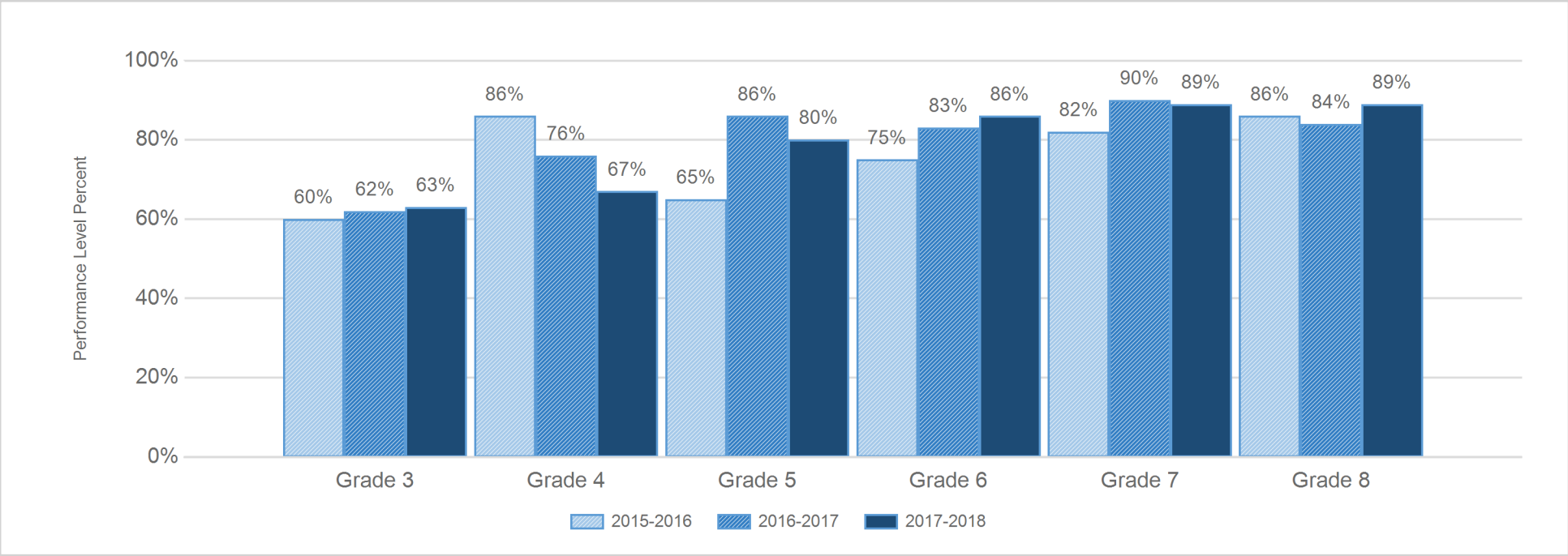
English Language Arts/Literacy Assessment - Performance Trends

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



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Grades Offered: 03-08
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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	746	97.4	72.4	62.5	45.0	72.4	70.2	Met Target
White	648	97.6	72.3	63.3	54.1	72.3	70.2	Met Target
Hispanic	43	95.7	65.1	52.8	29.2	65.1	57.5	Met Target
Black or African American	*	*	*	30.9	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	40	100.0	85.0	80.8	77.0	85.0	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	344	98.0	75.3	62.7	46.0	75.3		
Male	402	96.9	69.9	62.3	43.9	69.9		
Economically Disadvantaged Students	12	85.7	25.0	*	26.6	22.6	**	**
Non-Economically Disadvantaged Students	734	97.6	73.1	*	55.9	73.1		
Students with Disabilities	135	95.7	42.2	32.0	17.1	42.2	41.3	Met Target
Students without Disabilities	611	97.8	79.1	70.0	50.5	79.1		
English Learners	*	*	*	58.8	24.6	*	**	**
Non-English Learners	*	*	*	62.5	46.9	*		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

ORANGE AVENUE SCHOOL
(39-0980-037)
Grades Offered: 03-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	757	766	752	*	*	28%	48%	14%	62%	53%
White	76	754	766	760	*	*	32%	*	*	57%	64%
Hispanic	*	*	761	739	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	45	751	763	752	*	*	*	*	*	53%	53%
Male	41	763	769	751	*	*	*	*	*	71%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	66%
Students with Disabilities	24	747	751	730	*	*	*	*	*	50%	29%
Students without Disabilities	62	761	770	756	*	*	*	*	*	66%	57%
English Learners	N	N	*	726	N	N	N	N	N	N	23%
Non-English Learners	86	757	*	754	*	*	28%	48%	14%	62%	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

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(39-0980-037)
Grades Offered: 03-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	755	760	748	*	*	29%	*	*	61%	49%
White	77	755	760	755	*	*	29%	*	*	61%	60%
Hispanic	*	*	749	737	*	*	*	*	*	*	34%
Black or African American	N	N	*	730	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	33	753	759	748	*	*	36%	*	*	55%	50%
Male	49	757	761	748	*	*	24%	*	*	65%	49%
Economically Disadvantaged Students	*	*	733	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	761	758	*	*	*	*	*	*	62%
Students with Disabilities	21	733	736	725	*	*	*	*	*	33%	22%
Students without Disabilities	61	763	767	753	*	*	*	*	*	70%	55%
English Learners	N	N	N	722	N	N	N	N	N	N	16%
Non-English Learners	82	755	760	750	*	*	29%	*	*	61%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

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ORANGE AVENUE SCHOOL
(39-0980-037)
Grades Offered: 03-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	766	767	748	*	*	21%	53%	20%	73%	49%
White	72	765	768	756	0%	*	22%	*	*	74%	60%
Hispanic	10	768	761	736	*	*	*	*	*	70%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	38	774	771	749	*	*	*	*	*	89%	50%
Male	53	760	763	747	*	*	*	*	*	60%	48%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	12	743	745	726	*	*	*	*	*	42%	20%
Students without Disabilities	79	769	771	752	*	*	*	*	*	77%	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	91	766	*	750	*	*	21%	53%	20%	73%	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	*	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

ORANGE AVENUE SCHOOL
(39-0980-037)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	145	772	766	744	0%	*	*	63%	24%	88%	44%
White	122	773	767	751	0%	*	*	66%	22%	89%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	N	N	*	726	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	12	782	*	771	0%	*	0%	*	*	92%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	70	772	767	745	0%	*	*	67%	21%	89%	45%
Male	75	773	765	742	0%	*	*	60%	27%	87%	42%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	753	*	*	*	*	*	*	56%
Students with Disabilities	20	750	745	717	0%	*	*	*	*	60%	13%
Students without Disabilities	125	776	771	748	0%	*	*	*	*	92%	49%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	145	772	766	745	0%	*	*	63%	24%	88%	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	*	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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ORANGE AVENUE SCHOOL
(39-0980-037)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	176	766	760	743	*	*	19%	52%	23%	75%	43%
White	154	766	761	750	*	*	18%	55%	22%	77%	54%
Hispanic	*	*	*	732	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	84	768	761	745	*	*	15%	60%	21%	81%	45%
Male	92	765	758	741	*	*	22%	46%	24%	70%	42%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	55%
Students with Disabilities	30	745	736	717	*	*	*	*	*	47%	12%
Students without Disabilities	146	770	766	748	*	*	*	*	*	81%	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	176	766	760	744	*	*	19%	52%	23%	75%	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

ORANGE AVENUE SCHOOL
(39-0980-037)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	736	729	728	*	*	51%	24%	0%	24%	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	*	*	733	722	*	*	*	*	*	*	22%
Black or African American	N	N	*	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	*	729	N	N	N	N	N	N	28%
Female	23	741	725	731	*	*	65%	*	*	22%	31%
Male	32	732	733	725	*	*	41%	*	*	25%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	21	735	718	705	*	*	*	*	*	33%	*
Students without Disabilities	34	736	736	735	*	*	*	*	*	18%	*
English Learners	N	N	*	705	N	N	N	N	N	N	10%
Non-English Learners	55	736	*	729	*	*	51%	24%	0%	24%	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	782	763	746	*	*	*	76%	17%	93%	46%
White	93	781	764	755	0%	*	*	77%	15%	92%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	N	N	*	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	52	783	765	748	*	*	*	*	*	94%	48%
Male	56	780	761	745	*	*	*	*	*	91%	44%
Economically Disadvantaged Students	*	*	757	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	763	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	731	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	770	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	108	782	*	749	*	*	*	76%	17%	93%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

ORANGE AVENUE SCHOOL
(39-0980-037)
Grades Offered: 03-08
2017-2018

Report Key:
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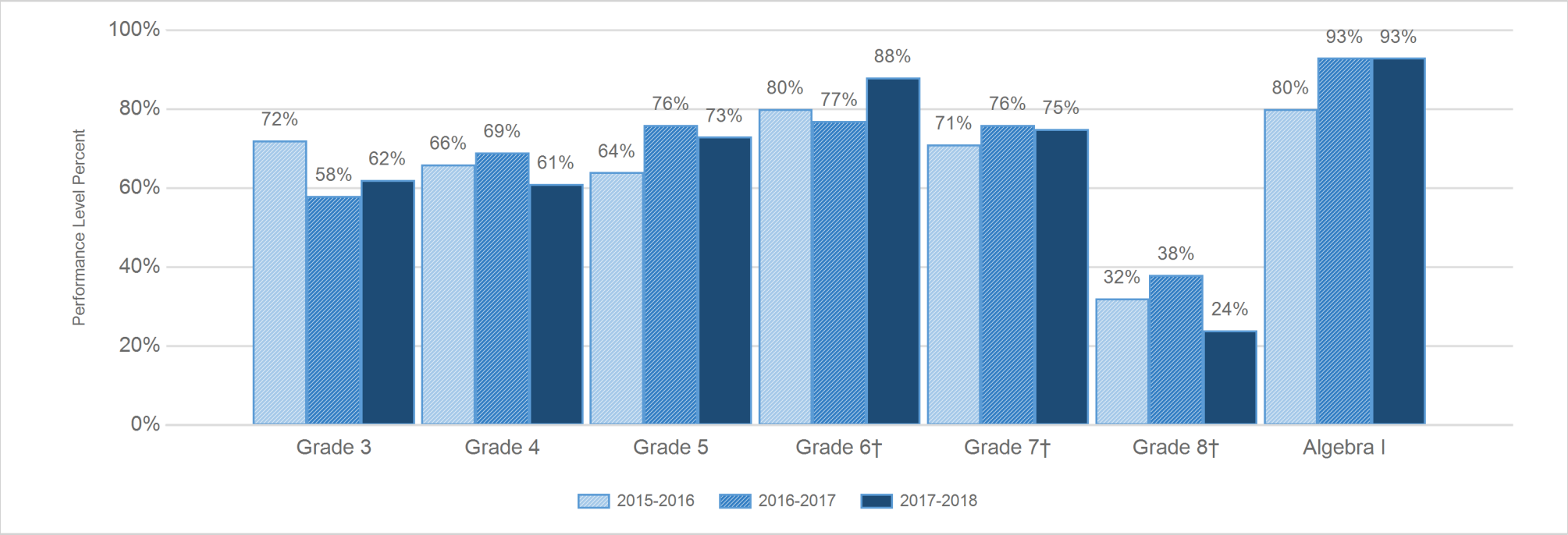
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	N	N
7	*	*
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N

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

NJASK Science Assessment Information

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

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	147
7	0	0	128
8	120	0	0
Total	120	0	275

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	70	21	0	25	13	0	17
7	89	22	0	26	21	0	10
8	89	18	0	21	14	0	9
Total	248	61	0	72	48	0	36

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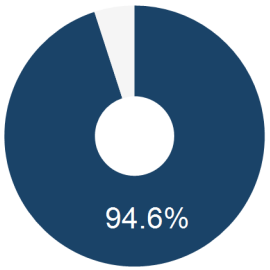
Visual and Performing Arts – Course Participation

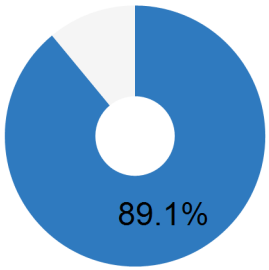
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

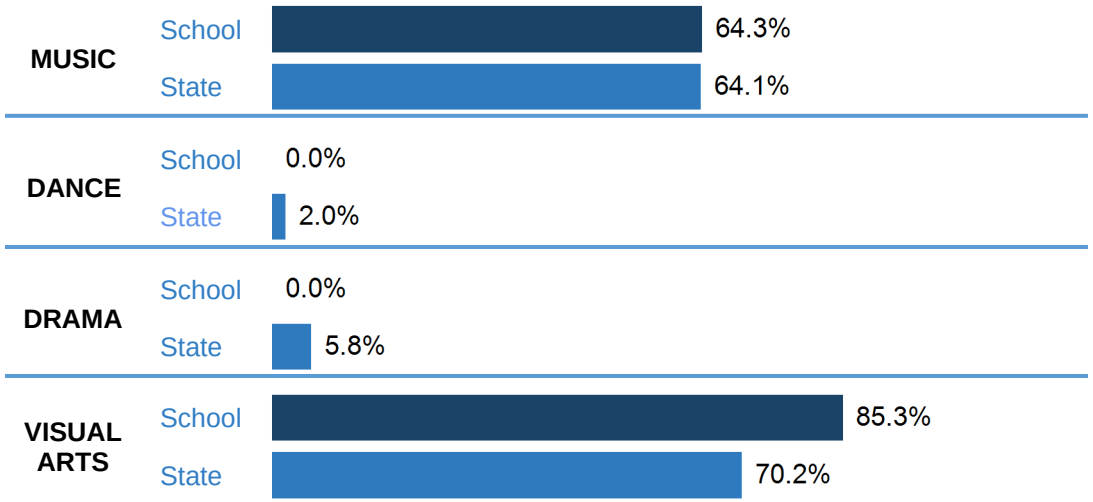


School



State

Students enrolled in one or more classes by discipline:



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

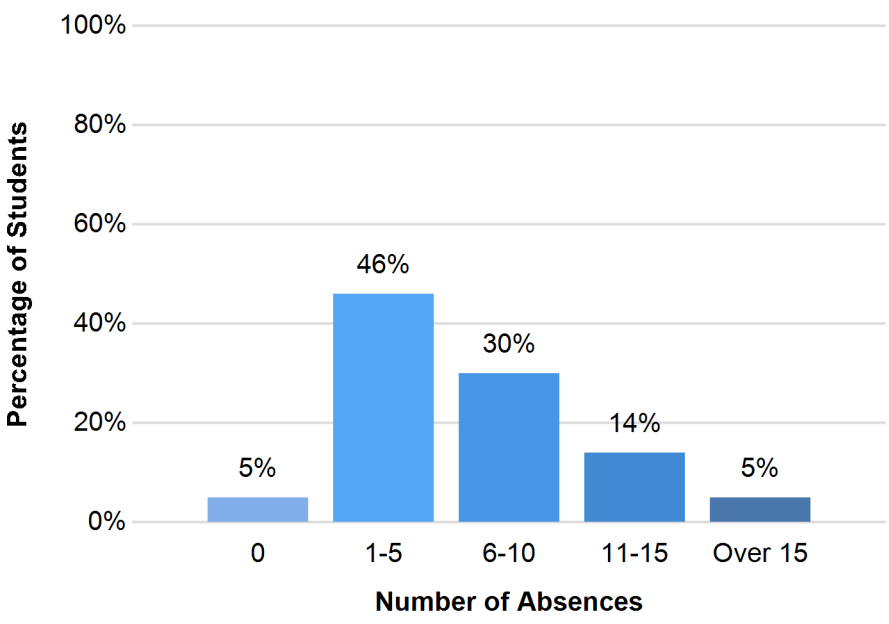
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	20	2.6	8.5	Met
White	16	2.4	8.5	Met
Hispanic	3	6.5	8.5	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	1	2.5	8.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	0	0	**	**
Students with Disabilities	5	3.4	8.5	Met
English Learners	N	N	N	N

Days Absent

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



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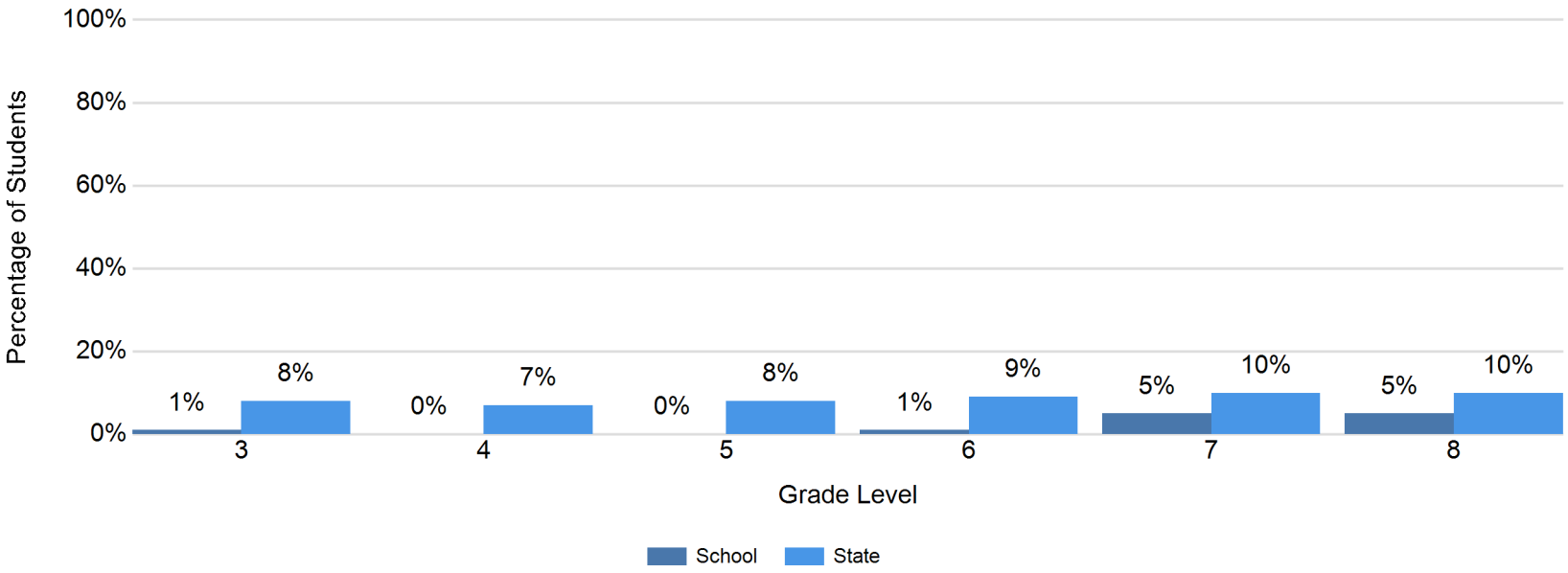
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.79

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	0	2
Religion	0	0	0
Ancestry	0	2	2
Gender	1	1	2
Sexual Orientation	0	2	2
Disability	0	1	1
Other	1	1	2
No Identified Nature	12		12

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

Category	School
Typical Start Time	8:05 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 51 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.2:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$272	$14,560	$14,832

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	72	117,464
Average years experience in public schools	12.1	12.0
Average years experience in district	10.1	10.7
Teachers in district for 4 or more years	77.8%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,374
Average years experience in public schools	20.2	16.0
Average years experience in district	11.1	12.0
Administrators in district for 4 or more years	64.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	254:1	154:1
Teachers to Administrators	24:1	13:1
Students to Librarians/Media Specialists		772:1
Students to Nurses		483:1
Students to Counselors		483:1
Students to Child Study Team		241:1

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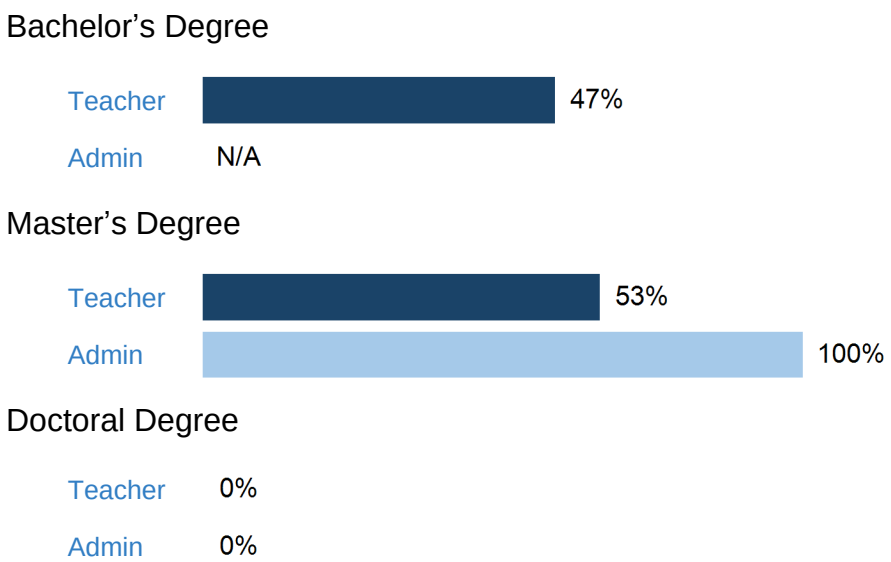
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	90.0%	90.2%
2016-17 Administrators: Same district 2017-18	84.6%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.1%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	87.5%	0.0%
Male	12.5%	100.0%
White	94.4%	100.0%
Hispanic	1.4%	0.0%
Black or African American	4.2%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	91.29	17.5%
Mathematics Proficiency	88.33	17.5%
English Language Arts Growth	62.86	25.0%
Mathematics Growth	94.78	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	89.39	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	84.25	n/a
Summative Rating: Percentile Rank of Summative Score	94.19	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Goal	Met Target	Met Standard	Exceeds Standard	N	Met	No
White	79.60	14.08	No	Met Goal	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	91.54	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	67.31	14.08	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	**	No
Students with Disabilities	88.60	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

NJ SCHOOL PERFORMANCE REPORT

ORANGE AVENUE SCHOOL
(39-0980-037)
Grades Offered: 03-08
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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

Highlights:	• OAS was awarded a character education grant from Rutgers. This 3-year initiative focuses on character education, school climate, and the health/wellness of our students and staff. • OAS led a “Volley for Heart” Fundraiser. Students, faculty and staff created awareness about heart health and raised funds to support the American Heart Association. Our school donated over $16,000. • OAS students regularly participate in technology based personal and blended learning experiences.
Mission, Vision, Theme:	At Orange Avenue School, we are passionate about promoting a respectful and safe learning community that values the academic, emotional, and social growth of every student. We are dedicated in preparing our students to become productive leaders in a global society. Our engine is driven by an amazing community of staff, students, and parents. As a school, we pride ourselves on a positive, personalized, and team based approach to learning.
Awards, Recognition, Accomplishments:	OAS was awarded a character education grant - School Climate Transformation Project - from Rutgers University. This three year initiative involves stakeholders from across our school community and focuses on character education, school climate, and the health/wellness of our students and staff. OAS also led a “Volley for Heart” Fundraiser. Students, faculty and staff worked together to raise awareness about heart health and raised funds to support the American Heart Association. Our school donated over $16,000.

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Courses, Curriculum, Instruction:	In order to align our student needs with the NJSLS, we have an ongoing curriculum review cycle. Standard Based Report Cards were developed to enhance student learning. Leveled instruction is used to guarantee personalized learning. The 8th grade offers advanced classes in ELA, math, science, and social studies. Our world language department offers 5 languages: French, German, Japanese, Latin, and Spanish.
Clubs and Activities:	Orange Avenue School, in partnership with the Township of Cranford, provides a vast number of interscholastic athletics and co-curricular activities available for students. We are proud that 91 percent of our student body participates in one or more school-sponsored extra-curricular activity. We also offer Golf, Yoga, and Volleyball through a Sustainable NJ Grant.

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Staff and Professional Learning:	Each monthly faculty meeting at Orange Avenue School is used as a professional development opportunity. Teacher led presentations are delivered to the larger staff in the areas of personal learning, blended learning, educational technology, data analysis, teacher evaluation, and student centered lesson planning. Professional development opportunities involve teacher voice and choice.

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Student Supports and Services:	Every student in our school has a network of supportive and caring educational professionals dedicated to helping them succeed. Grade-level teams of teachers collaborate to meet the needs of our students in a number of areas within and beyond the scope of academics. Special Education, Gifted and Talented, English as a Second Language and Basic Skills services are available to all of our students.
Student Health and Wellness:	Student health and wellness is promoted on an ongoing basis through a variety of programs. Competitive and non-competitive athletic activities are available for students after school. Our health and physical education program promotes fitness, healthy living, and an overall healthy lifestyle. Our NJ Sustainable Health and Wellness grant supports “nontraditional” offerings such as volleyball, golf, and yoga.
Parent and Community Involvement:	An active parent/teacher organization at Orange Avenue School helps to maintain and strengthen the bond between home and school. Parents play an active role in the school community by volunteering for many classroom and school-wide activities. Together with teachers and administrators, parents share in the decision-making that affects our children.

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Facilities:	A portion of the school library has been converted into an elementary Makerspace. Students in grades 3-5 engage in collaborative problem based STEAM activities through several stations and an array of technology based resources. Those resources include Lego Mindstorms, Makey Makeys, Finch Robots, Ozobots, and computer coding through open source codeware, such as "Scratch". Attention to general building maintenance and upgrades has helped us maintain a healthy and safe learning environment.
School Safety:	Each school in Cranford Public School District shares a common Crisis Clipboard that has been co-developed with the assistance of Cranford Police Department. In addition each school has a personalized Emergency Response Template as well as a 91 Elements guide to serve as additional crisis management resources. Monthly security drills and fire drills are held with support and direct oversight from the corresponding community agencies. Ongoing professional development and training is conducted on a monthly basis for all staff.

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Technology and STEM:	Orange Avenue School, in conjunction with the PTA, hosts elementary STEM Nights where students and their families participate in activities and challenges. STEM experiences are integrated into the elementary media curriculum and in technology courses that are offered at the middle school level as well.

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Other Information:	Orange Avenue School is committed to promoting academic rigor in a warm and nurturing environment. Student success is facilitated through inquiry and active engagement in personalized, student centered learning experiences. Technology is seamlessly woven throughout the learning experiences of each student in ways that are clear and relevant. Orange Avenue School celebrates each student as an individual of worth and dignity, celebrates differences, and encourages creativity and freedom of expression. Several school wide programs and initiatives are designed to promote a positive school culture and address Harassment, Intimidation, and Bullying behaviors head on and to eliminate them in our school. Students learn conflict resolution skills, and student mediators assist in this process. We are also proud to be part of Cranford's Professional Development Schools, which partners Orange Avenue School with Seton Hall University to help train future teachers and provide our own teachers with ongoing support and skill enhancement. Orange Avenue School's mission focuses on promoting a respectful and safe learning community that values the academic, emotional, and social growth of every student. We are dedicated in preparing our students to become productive leaders in a global society. Our engine is driven by a dedicated community of staff, students, and parents. As a school, we pride ourselves on a positive, personalized, and team based approach to learning.