



Cleveland Street Elementary School
(13-3880-070)
Grades Offered: PK-07
2018-2019

Report Key:
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** 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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Essex
District	ORANGE BOARD OF EDUCATION School District
Principal Name	Mr. Robert Pettit
Address	355 CLEVELAND ST ORANGE, NJ 07050-1916
Phone Number	973-677-4100
Email Address	pettitro@orange.k12.nj.us
Website	https://www.orange.k12.nj.us/



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	3	0	1
KG	40	46	47
1	33	35	38
2	45	35	49
3	36	36	28
4	47	38	44
5	33	33	34
6	36	26	30
7	40	36	23
Total	313	285	294

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	52.2%	50.5%	48.0%
Male	47.8%	49.5%	52.0%
Economically Disadvantaged Students	72.0%	71.6%	81.6%
Students with Disabilities	9.6%	13.0%	17.0%
English Learners	14.6%	11.9%	13.3%
Homeless Students	0.0%	0.0%	0.3%
Students in Foster Care	1.6%	0.4%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	0.0%	0.0%	0.0%
Hispanic	31.5%	35.1%	37.4%
Black or African American	68.2%	64.2%	61.9%
Asian	0.0%	0.4%	0.0%
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	0.3%	0.4%	0.7%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	3	0	1
KG - Half Day	0	0	0
KG - Full Day	40	46	47

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	53.1%
Spanish	34.4%
Haitian	10.2%
Creoles and pidgins, French-based	1.0%
French	1.0%
Other Languages	0.3%

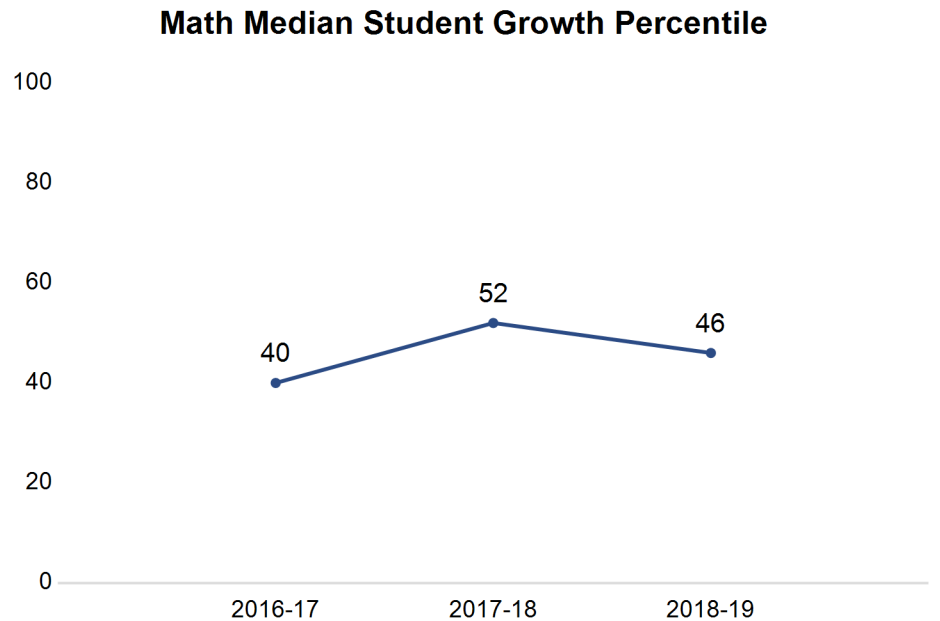
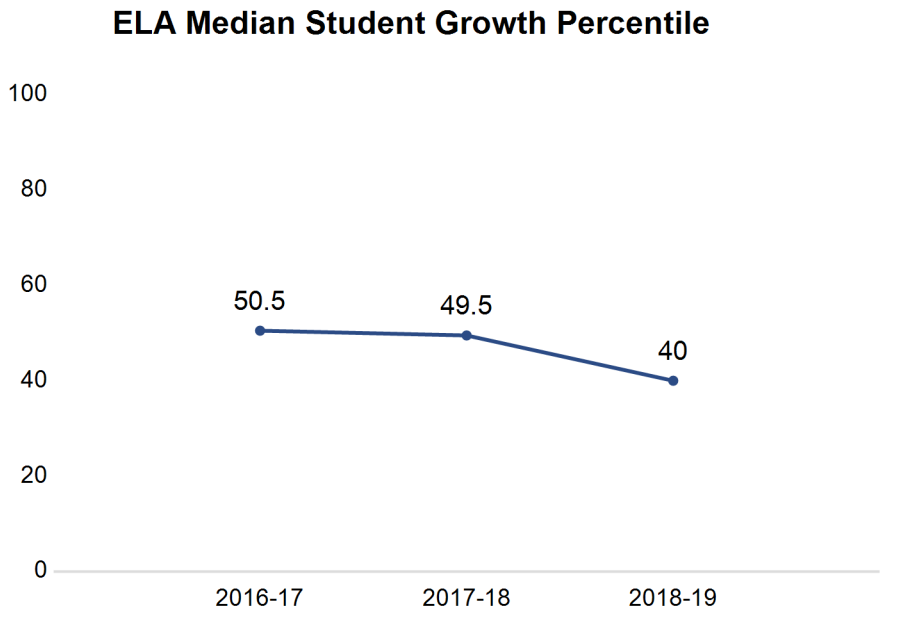


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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	50.5	49.5	40	40	52	46
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	40	55	50	Met Standard	46	58	50	Met Standard
White	N	*	50	**	N	*	52	**
Hispanic	49	58.5	49	Met Standard	47	67	47	Met Standard
Black or African American	33	54	45	Not Met	46	55	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	*	59	**	N	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	47	56	53	N	50	59	50	N
Male	35	54	47	N	41.5	58	51	N
Economically Disadvantaged Students	38	55	48	Not Met	46	59	46	Met Standard
Students with Disabilities	47	44.5	43	Met Standard	45.5	38	45	Met Standard
English Learners	47	57	52	Met Standard	47	59	50	Met Standard
Homeless Students	N	57	43	N	N	55	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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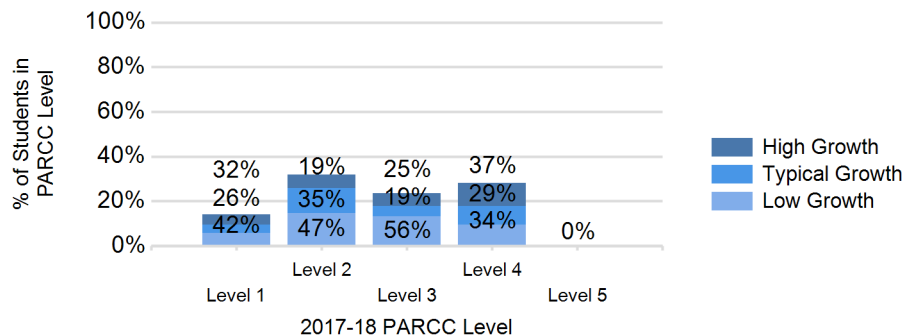
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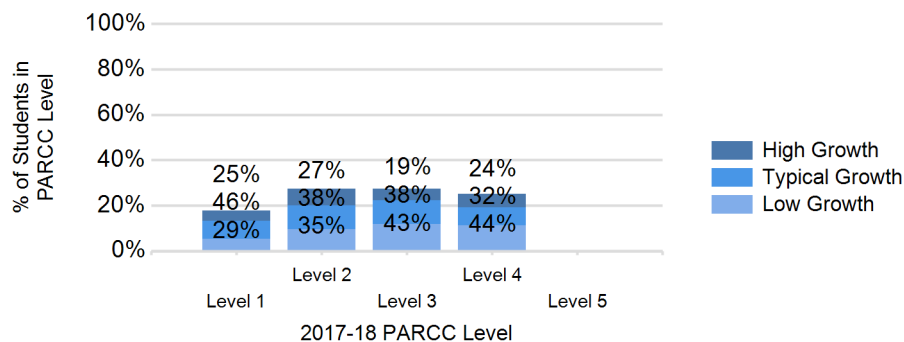
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA



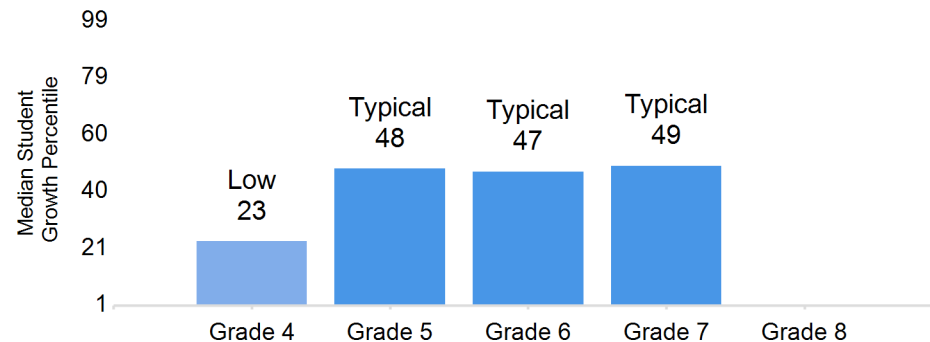
Math



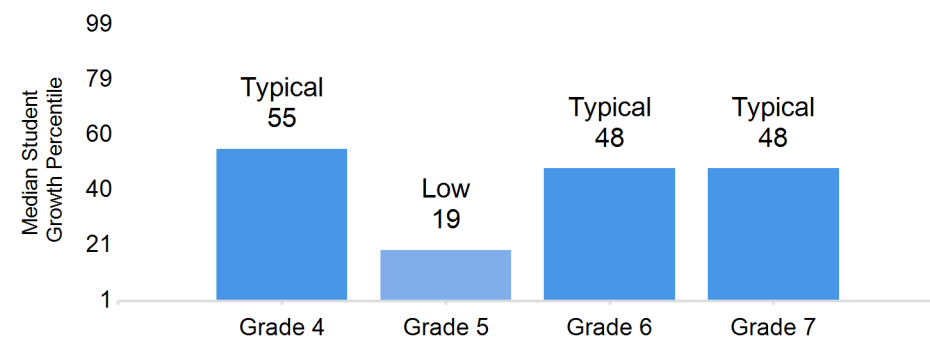
Student Growth by Grade

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

ELA



Math





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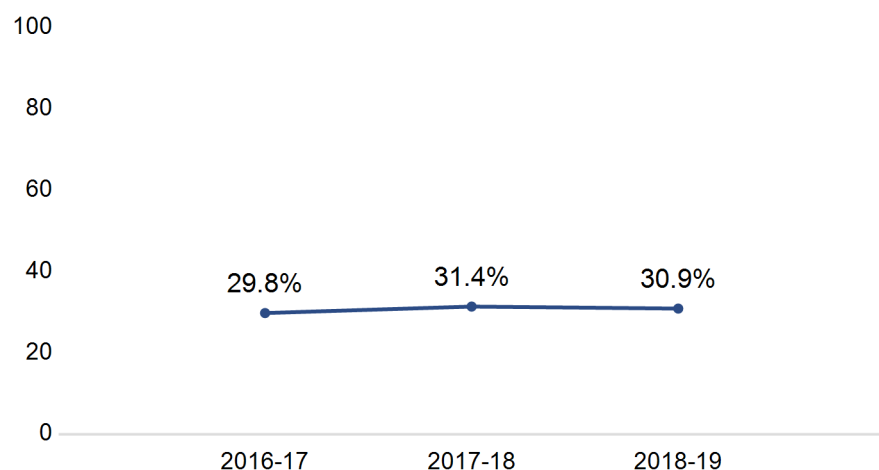
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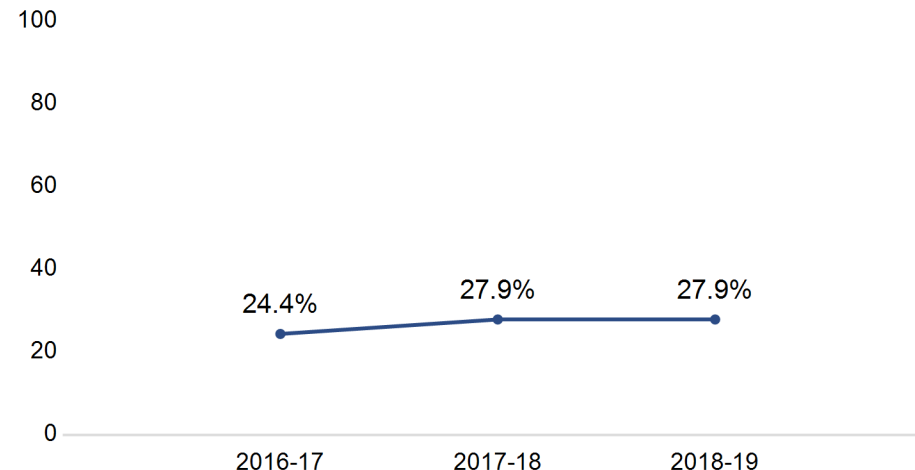
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.9%	99.5%	99.4%	99.0%	99.0%	99.4%
Proficiency Rate for Federal Accountability	29.8%	31.4%	30.9%	24.4%	27.9%	27.9%
Annual Target	25.5%	28.3%	31.2%	28.9%	31.6%	34.3%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	165	99.4	30.9	39.9	57.9	30.9	31.2	Met Target†
White	N	N	N	*	66.9	N	**	**
Hispanic	*	*	*	39.3	43.9	*	39.7	Met Target†
Black or African American	109	99.1	30.3	40.0	38.5	30.3	28.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	82.9	N	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	79	100.0	31.6	45.7	64.8	31.6		
Male	86	98.9	30.2	34.3	51.3	30.2		
Economically Disadvantaged Students	137	99.3	29.9	40.3	40.0	29.9	31.7	Met Target†
Non-Economically Disadvantaged Students	28	100.0	35.7	38.7	67.9	35.7		
Students with Disabilities	27	96.6	14.8	10.0	22.7	14.8	7.2	Met Target
Students without Disabilities	138	100.0	34.1	45.2	65.1	34.1		
English Learners	27	100.0	18.5	23.0	29.3	18.5	16.1	Met Target
Non-English Learners	138	99.3	33.3	45.2	60.6	33.3		
Homeless Students	*	*	*	46.3	29.1	*		
Students In Foster Care	*	*	*	33.3	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



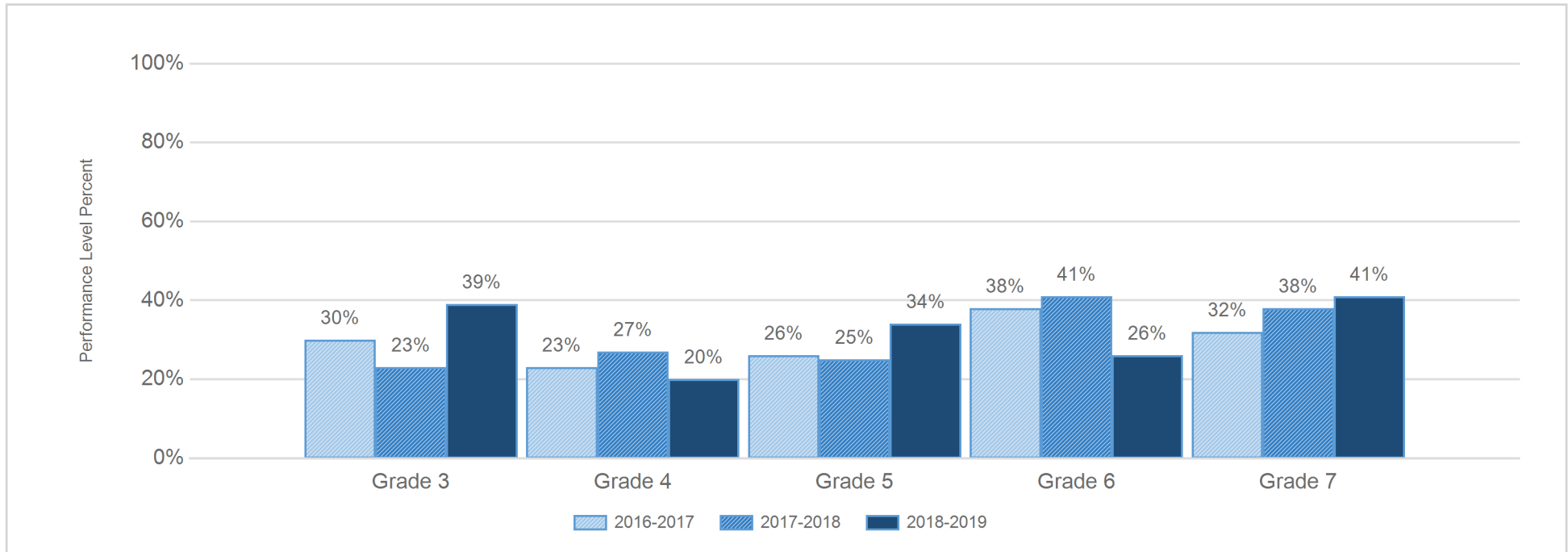
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	28	738	729	748	*	*	*	39%	0%	39%	50%
White	N	N	N	757	N	N	N	N	N	N	60%
Hispanic	*	*	724	734	*	*	*	*	*	*	36%
Black or African American	17	738	733	731	*	*	*	*	*	35%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	13	737	*	753	*	*	*	*	*	38%	55%
Male	15	738	*	743	*	*	*	*	*	40%	46%
Economically Disadvantaged Students	*	*	727	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	736	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	701	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	732	754	*	*	*	*	*	*	56%
English Learners	*	*	699	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	737	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	35	722	739	755	*	29%	*	*	*	20%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	*	*	740	743	*	*	*	*	*	*	44%
Black or African American	21	713	*	739	*	*	*	*	*	10%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	18	729	742	760	*	*	*	*	*	22%	62%
Male	17	715	736	750	*	*	*	*	*	18%	53%
Economically Disadvantaged Students	*	*	740	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	735	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	703	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	745	761	*	*	*	*	*	*	64%
English Learners	N	N	713	720	N	N	N	N	N	N	17%
Non-English Learners	35	722	741	758	*	29%	*	*	*	20%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	41	732	738	756	*	32%	*	*	*	34%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	14	732	739	743	*	*	*	*	*	29%	44%
Black or African American	27	732	*	739	*	*	*	*	*	37%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	17	739	*	761	*	*	*	*	*	35%	64%
Male	24	728	*	750	*	*	*	*	*	33%	52%
Economically Disadvantaged Students	*	*	737	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	743	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	707	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	744	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	740	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	35	728	744	754	*	31%	29%	*	*	26%	56%
White	N	N	*	762	N	N	N	N	N	N	65%
Hispanic	15	734	*	743	*	*	*	*	*	27%	43%
Black or African American	20	725	740	738	*	*	*	*	*	25%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	19	729	*	762	*	*	*	*	*	26%	64%
Male	16	728	*	748	*	*	*	*	*	25%	48%
Economically Disadvantaged Students	*	*	744	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	744	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	715	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	748	761	*	*	*	*	*	*	64%
English Learners	*	*	714	710	*	*	*	*	*	*	*
Non-English Learners	*	*	746	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Cleveland Street Elementary School
(13-3880-070)
Grades Offered: PK-07
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	29	741	749	761	*	*	*	*	*	41%	63%
White	N	N	N	769	N	N	N	N	N	N	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	*	*	749	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	11	746	*	769	*	*	*	*	*	36%	71%
Male	18	737	*	753	*	*	*	*	*	44%	55%
Economically Disadvantaged Students	*	*	749	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	750	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	709	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	754	769	*	*	*	*	*	*	71%
English Learners	N	N	709	706	N	N	N	N	N	N	12%
Non-English Learners	29	741	751	763	*	*	*	*	*	41%	65%
Homeless Students	N	N	*	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	165	99.4	27.9	29.4	44.5	27.9	34.3	Not Met
White	N	N	N	*	54.1	N	**	**
Hispanic	*	*	*	32.6	28.8	*	45.2	Not Met
Black or African American	109	99.1	24.8	27.3	23.0	24.8	30.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	76.5	N	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	79	100.0	30.4	31.1	44.9	30.4		
Male	86	99.0	25.6	27.8	44.2	25.6		
Economically Disadvantaged Students	137	99.3	25.5	29.6	26.3	25.5	34.2	Not Met
Non-Economically Disadvantaged Students	28	100.0	39.3	28.7	54.9	39.3		
Students with Disabilities	27	96.6	*	*	17.4	*	10.6	Met Target†
Students without Disabilities	138	100.0	*	*	50.0	*		
English Learners	27	100.0	22.2	*	25.0	22.2	36.3	Not Met
Non-English Learners	138	99.3	29.0	*	46.5	29.0		
Homeless Students	*	*	*	24.4	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



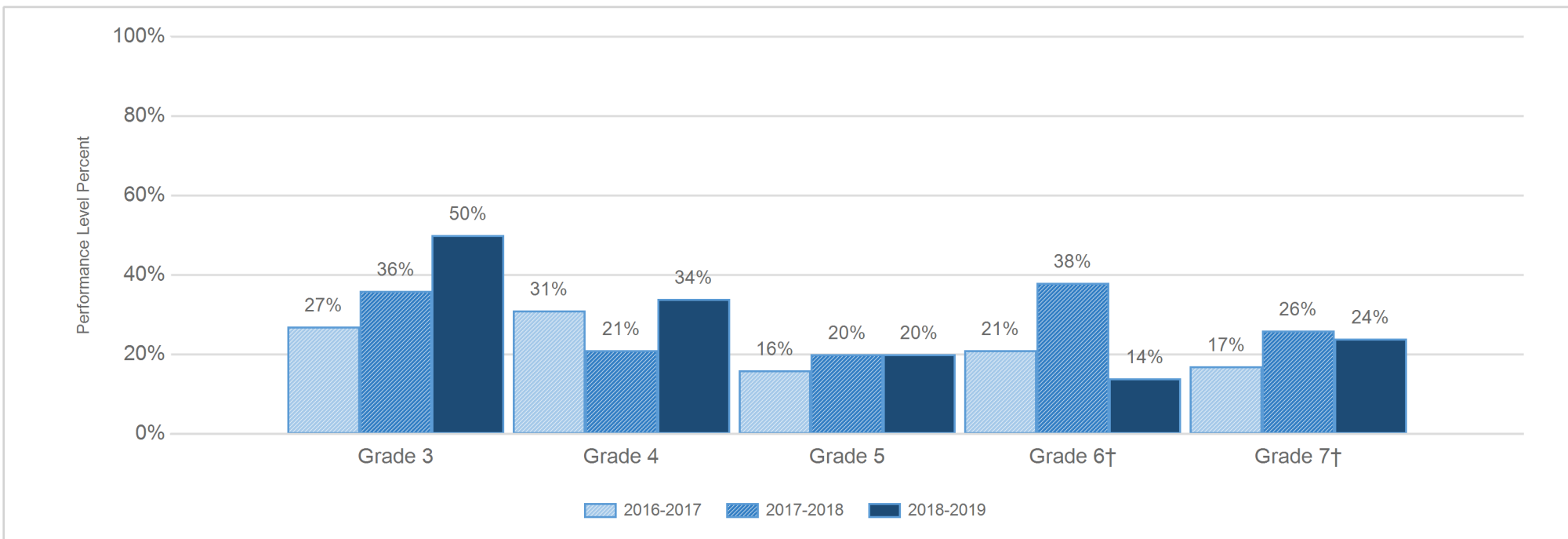
Cleveland Street Elementary School
(13-3880-070)
Grades Offered: PK-07
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	30	745	733	752	*	*	*	*	*	50%	55%
White	N	N	N	760	N	N	N	N	N	N	66%
Hispanic	*	*	733	739	*	*	*	*	*	*	40%
Black or African American	18	739	733	735	*	*	*	*	*	50%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	13	748	*	751	*	*	*	*	*	54%	54%
Male	17	743	*	752	*	*	*	*	*	47%	56%
Economically Disadvantaged Students	*	*	731	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	740	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	709	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	736	756	*	*	*	*	*	*	60%
English Learners	*	*	714	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	739	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	35	735	735	749	*	*	34%	*	*	34%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	*	*	740	737	*	*	*	*	*	*	36%
Black or African American	21	730	*	731	*	*	*	*	*	29%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	18	738	734	749	*	*	*	*	*	44%	50%
Male	17	731	736	749	*	*	*	*	*	24%	52%
Economically Disadvantaged Students	*	*	735	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	734	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	702	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	740	754	*	*	*	*	*	*	56%
English Learners	N	N	710	722	N	N	N	N	N	N	18%
Non-English Learners	35	735	737	751	*	*	34%	*	*	34%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	41	721	728	747	*	46%	*	*	*	20%	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	14	729	732	735	*	*	*	*	*	29%	30%
Black or African American	27	717	*	729	*	*	*	*	*	15%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	17	720	*	747	*	*	*	*	*	12%	47%
Male	24	723	*	747	*	*	*	*	*	25%	47%
Economically Disadvantaged Students	*	*	726	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	733	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	702	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	733	752	*	*	*	*	*	*	52%
English Learners	*	*	708	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	729	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	35	718	726	741	*	43%	*	*	*	14%	41%
White	N	N	*	749	N	N	N	N	N	N	51%
Hispanic	15	725	*	729	*	*	*	*	*	20%	24%
Black or African American	20	712	720	722	*	*	*	*	*	10%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	19	715	*	742	*	*	*	*	*	16%	42%
Male	16	721	*	740	*	*	*	*	*	13%	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	727	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	700	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	730	746	*	*	*	*	*	*	46%
English Learners	*	*	699	709	*	*	*	*	*	*	*
Non-English Learners	*	*	728	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	29	730	733	744	*	48%	*	*	*	24%	42%
White	N	N	N	751	N	N	N	N	N	N	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	*	*	732	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	11	732	*	744	*	*	*	*	*	27%	42%
Male	18	729	*	743	*	*	*	*	*	22%	42%
Economically Disadvantaged Students	*	*	732	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	735	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	703	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	737	749	*	*	*	*	*	*	48%
English Learners	N	N	710	716	N	N	N	N	N	N	10%
Non-English Learners	29	730	735	745	*	48%	*	*	*	24%	44%
Homeless Students	N	N	*	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Cleveland Street Elementary School

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DLM Alternate Assessment - Participation

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

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

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	47.6%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	14	*	*
3-4	17	*	*
5 or more	*	*	*



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** Accountability calculations require 20 or more students

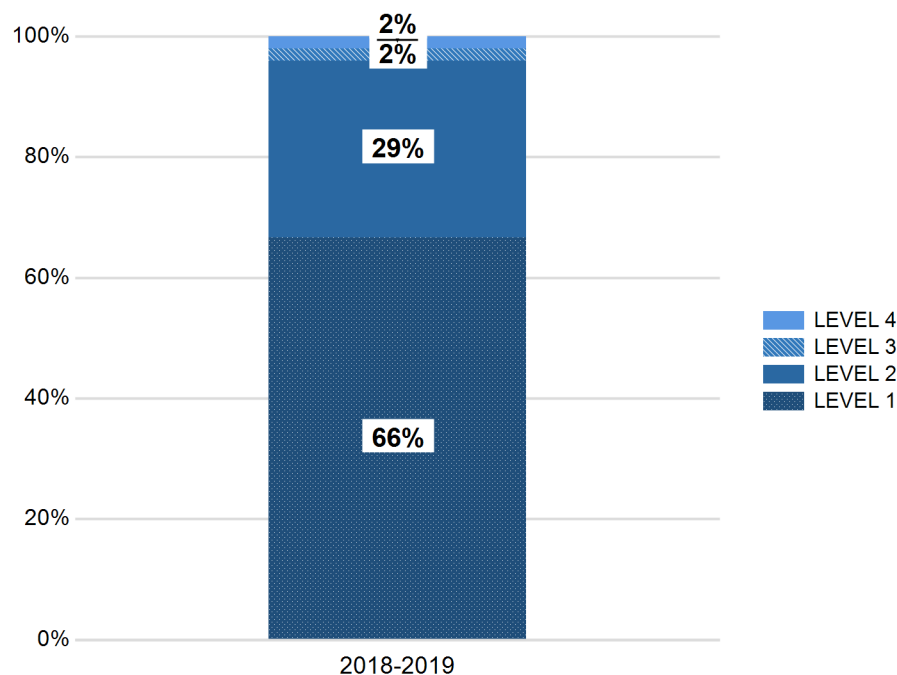
N No Data is available to display

† This indicates a table specific note, see note below table

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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	66	29	2	2
White	N	N	N	N
Hispanic	57	36	7	0
Black or African American	70	26	0	4
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	71	24	0	6
Male	63	33	4	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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	31
7	0	0	26
Total	0	0	57

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	0	0	0	0	0	0	32
7	0	0	0	0	0	0	26
Total	0	0	0	0	0	0	58



Cleveland Street Elementary School
 (13-3880-070)
 Grades Offered: PK-07
 2018-2019

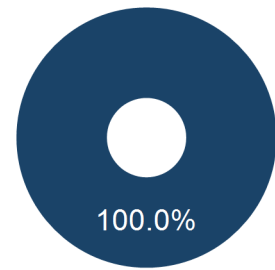
Report Key:
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 ** Accountability calculations require 20 or more students
 N No Data is available to display
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Visual and Performing Arts – Course Participation

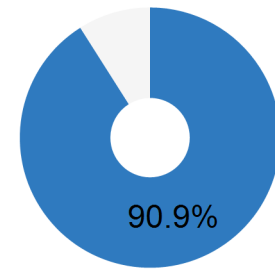
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

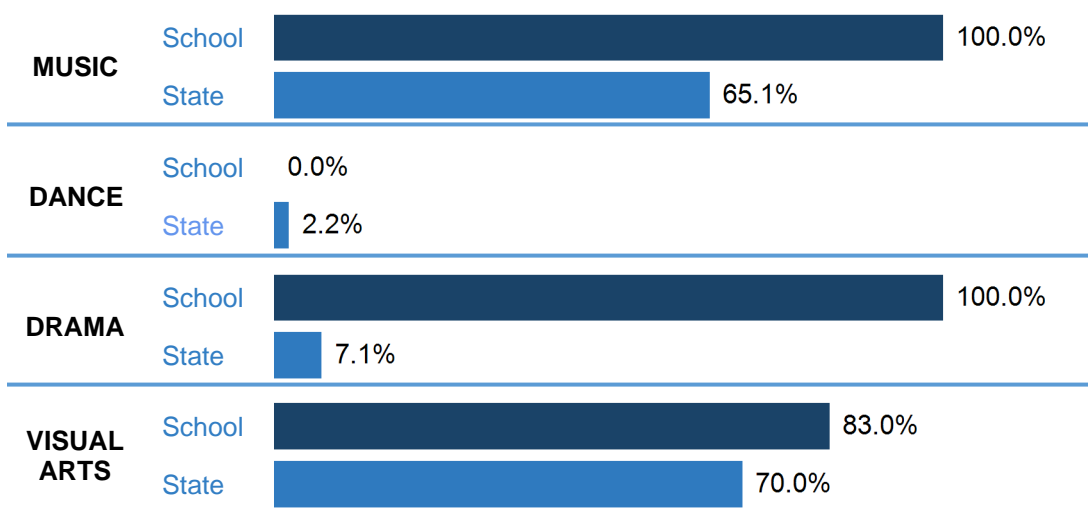


School



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. Students with fewer than 45 days in membership are excluded from attendance calculations.

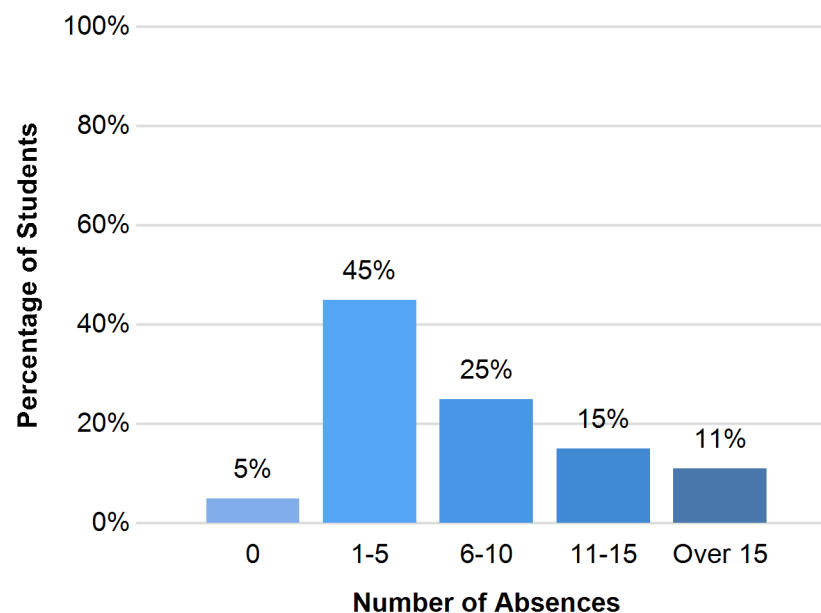
Chronic Absenteeism

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	24	8.0	8.9	Met
White	N	N	N	N
Hispanic	*	*	8.9	Not Met
Black or African American	13	6.8	8.9	Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	7	5.1		
Male	17	10.4		
Economically Disadvantaged Students	18	7.5	8.9	Met
Students with Disabilities	9	16.4	8.9	Not Met
English Learners	3	7.9	8.9	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	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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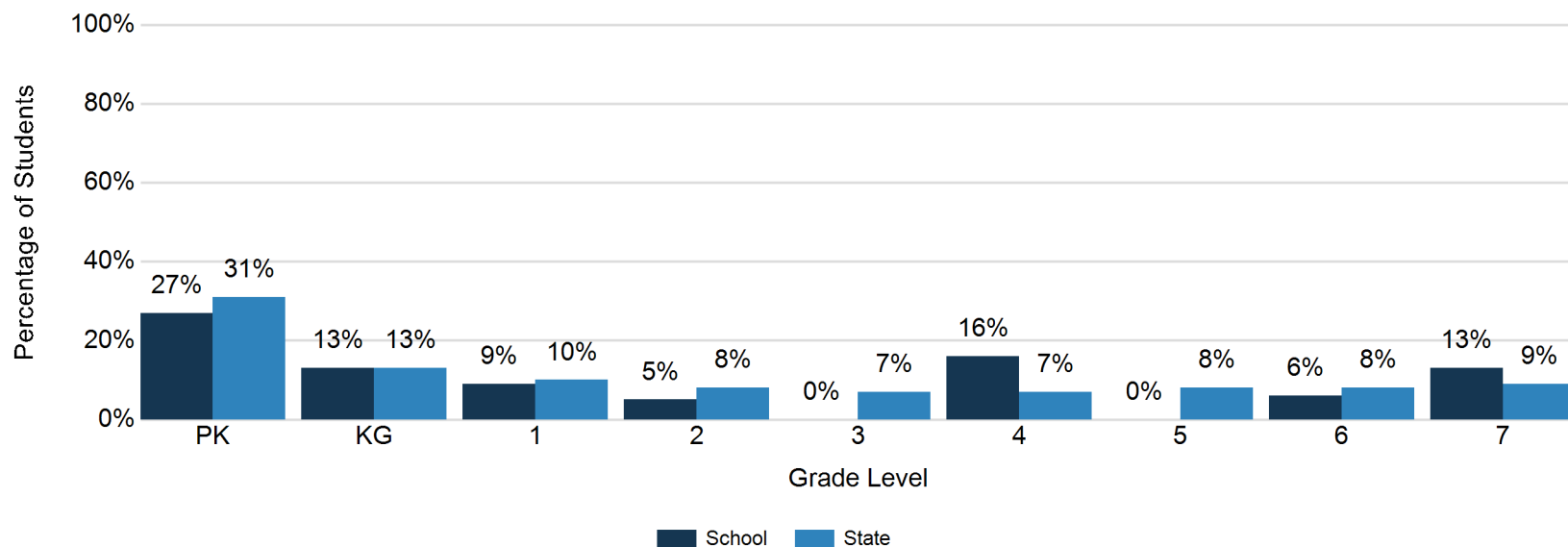
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.68

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	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	3		3

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	0	0.0%
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
30



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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	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	28	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	10.3	10.8
Percentage of Teachers with 4 or more years experience in the district	71.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	52	9,530
Average years experience in public schools	13.3	16.0
Average years experience in district	10.6	12.0
Percentage of Administrators with 4 or more years experience in the district	76.9%	76.9%

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	294:1	108:1
Teachers to Administrators	28:1	9:1
Students to Librarians/Media Specialists		805:1
Students to Nurses		626:1
Students to Counselors		433:1
Students to Child Study Team Members		235:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.0%	75.0%	100.0%	48.4%	77.1%	54.9%
Male	52.0%	25.0%	0.0%	51.6%	22.9%	45.1%
White	0.0%	46.4%	0.0%	42.4%	83.6%	77.4%
Hispanic	37.4%	7.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	61.9%	46.4%	100.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	78.7%	90.5%
2017-18 Administrators: Same district 2018-19	88.0%	87.9%

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
2018-19	94.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	29.8%	31.4%	30.9%
Math Proficiency	24.4%	27.9%	27.9%
ELA Growth	50	50	40
Math Growth	40	52	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		75.0%	47.6%
Chronic Absenteeism	9.9%	9.3%	8.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target†	Not Met	Met Standard	Met Standard	Met Target	Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target†	Not Met	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Not Met	Met Standard	n/a	Met	No
Students with Disabilities	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target	Not Met	Met Standard	Met Standard	Met Standard	Met	No

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



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School Narrative

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



Highlights:

- Undergoing a much needed expansive renovation.
- Intentionally focused academic interventions for struggling students.
- Students are engaged in clubs to prepare for local, state and national competitions.



Mission, Vision, Theme:

Cleveland Street School's philosophy is to create a community of life-long learners and leaders who will develop into productive, effective citizens. Our school has a dedicated staff, diligent hard working students and the support of our parents and community members. We are Educational Physicians, writing prescription plans to meet the individual academic needs of our students. Crafting the appropriate prescription for each child will ensure growth and success for all our students.



Awards, Recognition, Accomplishments:

We are excited the renovation and extension project are well under way. The demolition of three houses to the left of the school was completed to make room for the new addition. This project was long overdue and desperately needed. There will be major changes and all of them will benefit the entire school community, i.e., students, teachers, staff and parents.



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Courses, Curriculum, Instruction:

We follow a 90 minute uninterrupted block of English Language Arts (ELA). Classrooms are equipped with computers, Internet access, Smart Boards, MacBook Airs, Smart Responders and Chromebooks. Grades K-5, follow the FOSS a hands-on Science Program and Grades 5-7 utilize the STC program, which provides opportunities for students to experience scientific phenomena firsthand. Eureka Math (K-5), and Illustrative Mathematics (6-7) are utilized to deliver the mathematics curriculum.



Clubs and Activities:

Cleveland Street School offers a variety of clubs and activities such as Student Council, Robotics, Debate, Math24 and Girls who Code.



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 <p>Before and After School Programs:</p>	<p>As an extension to our regular academic school day program, we offer an After School Academic Academy, which is developed to increase student achievement in English Language Arts and Mathematics. An intentionally focus is placed on our Special Needs and English Language Learners sub-groups, as well as backfilling the learning gaps of targeted students school-wide.</p>
 <p>Staff and Professional Learning:</p>	<p>Administrative walkthroughs are conducted on a regular basis. All walkthroughs are aligned to the 5 dimensions of teaching and learning. The results are analyzed by our SLC, and professional development is planned based on those results. Common planning meetings are conducted on a weekly basis, focusing on interdisciplinary instruction, shared decision-making, homework, projects, grades and student achievement.</p>



Cleveland Street Elementary School

(13-3880-070)

Grades Offered: PK-07




2018-2019

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School Narrative

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 <p>Student Supports and Services:</p>	<p>Currently, we have a full time Social Worker, Nurse, as well as a Child Study Team, which includes a Learning Disabilities Teacher Consultant, Psychologist, Speech Therapist and a Social Worker. All in place to assist our students and families.</p>
 <p>Student Health and Wellness:</p>	<p>Through active participation in movement and sport, students will foster an appreciation for personal fitness and other social skills vital to becoming healthy, productive members of the community. Each lesson is planned to maximize the amount of time students are engaged in moderate to vigorous physical activity. We have added an additional 20 minutes to our school day to specially focus on physical activity and overall health and wellness.</p>
 <p>Parent and Community Involvement:</p>	<p>We have created the following programs to ensure this relationship: Parent-Teacher Organization (PTO), Family Game Night, Celebrity Read and Family night at Liberty Science Center are annual events at our school. The PTO and School Leadership Committee have monthly meetings to help keep parents and staff informed of school-based programs and activities. We communicate with our parents via our website, written communications, monthly school calendars, phone and email blasts and Class Dojo.</p>



Cleveland Street Elementary School

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School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes All stakeholders complete a Fall and Spring Survey. The results are shared during staff, PTO and SLC meetings. The SLC collaboratively reviews the results and develops a plan for improvement where applicable, and they are reflective in school's ASP for the following school year.</p>
 <p>Facilities:</p>	<p>Currently the school is undergoing a major renovation that includes the addition of an expansive multipurpose area, which will serve as the school's gymnasium, auditorium and cafeteria. Several of the original classrooms spaces will be repurposed for additional instructional initiatives.</p>



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School Narrative

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Other Information

Cleveland Street School embraces the relationship between parents, staff and community. We have created the following programs to ensure this relationship: Parent-Teacher Organization (PTO), Family Game Night, Celebrity Read and Family night at Liberty Science Center are annual events at our school. The PTO and School Leadership Committee have monthly meetings to help keep parents and staff informed of school-based programs and activities. We communicate with our parents via our website, written communications, monthly school calendars, phone blasts and Class Dojo. As a community, coming together was the beginning of our work, keeping together will ensure our progress and working together will guarantee our success and catapult Cleveland Street School from "Good to GREAT!"



Forest Street Elementary School
(13-3880-080)
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2018-2019

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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

Notes from the New Jersey Department of Education:



Forest Street Elementary School

(13-3880-080)

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2018-2019

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School Contact Information

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

Type	Contact Information
County	Essex
District	ORANGE BOARD OF EDUCATION School District
Principal Name	Dr. Yancisca Cooke
Address	651 FOREST ST ORANGE, NJ 07050
Phone Number	973-677-4120
Email Address	Cookeyan@orange.k12.nj.us
Website	https://www.orange.k12.nj.us/



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	30	27	34
KG	49	38	50
1	52	46	43
2	61	51	46
3	44	57	50
4	47	42	51
5	45	36	40
6	41	51	36
7	30	38	49
Total	399	386	399

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.1%	51.0%	56.4%
Male	50.9%	49.0%	43.6%
Economically Disadvantaged Students	72.2%	66.3%	81.2%
Students with Disabilities	6.5%	7.8%	4.0%
English Learners	8.5%	9.1%	13.8%
Homeless Students	1.0%	0.5%	1.5%
Students in Foster Care	0.5%	0.5%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	0.0%	0.3%	1.3%
Hispanic	37.1%	39.9%	44.1%
Black or African American	62.7%	59.3%	54.4%
Asian	0.0%	0.0%	0.0%
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	0.3%	0.5%	0.3%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	30	27	34
KG - Half Day	0	0	0
KG - Full Day	49	38	50

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	41.9%
Spanish	40.1%
Haitian	11.8%
Igbo	1.0%
Other Languages	5.3%

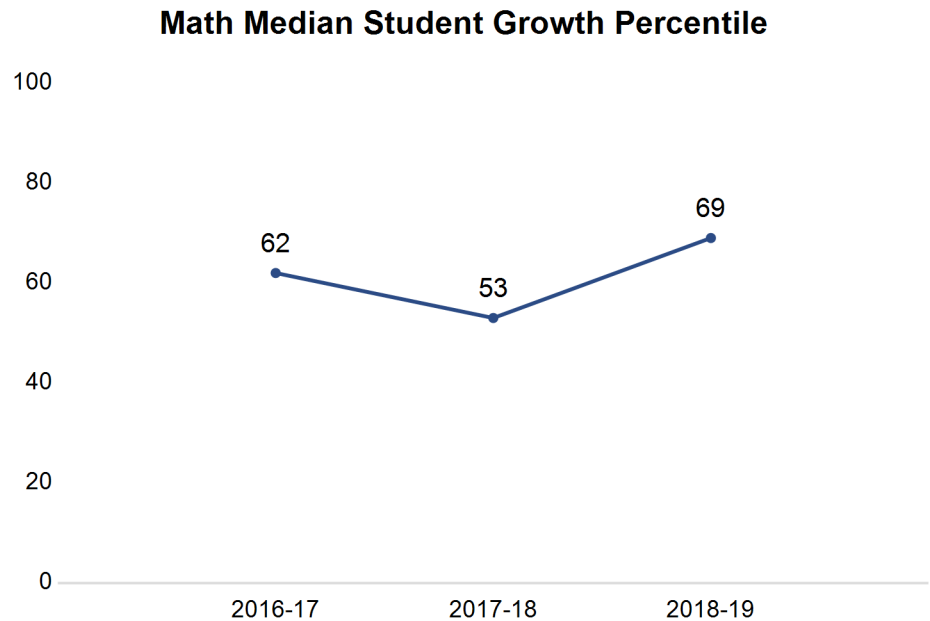
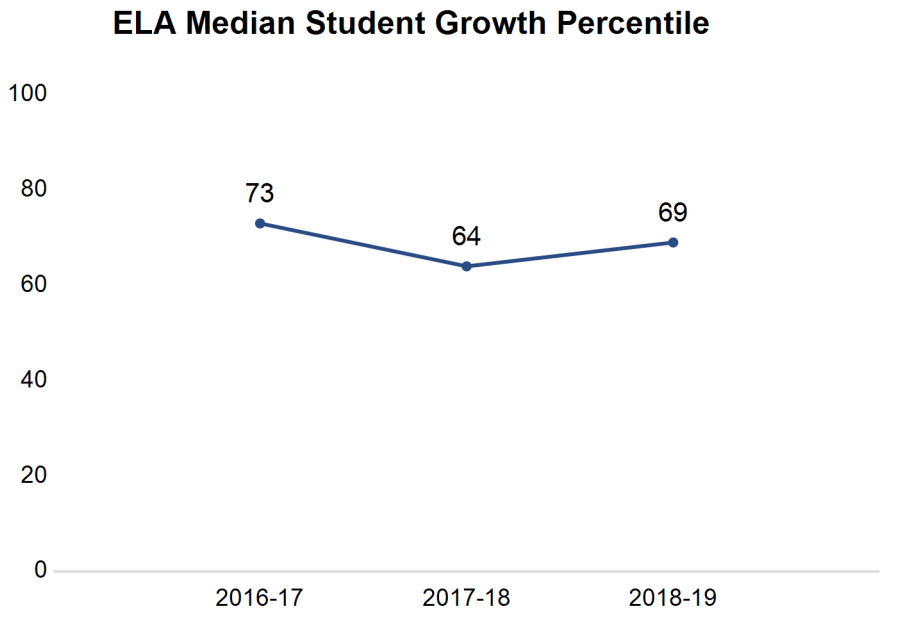


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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	73	64	69	62	53	69
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	69	55	50	Exceeds Standard	69	58	50	Exceeds Standard
White	N	*	50	**	N	*	52	**
Hispanic	69	58.5	49	Exceeds Standard	69.5	67	47	Exceeds Standard
Black or African American	70	54	45	Exceeds Standard	69	55	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	N	*	59	**	N	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	69	56	53	N	69	59	50	N
Male	69.5	54	47	N	69.5	58	51	N
Economically Disadvantaged Students	69	55	48	Exceeds Standard	70	59	46	Exceeds Standard
Students with Disabilities	50	44.5	43	**	55.5	38	45	**
English Learners	65	57	52	Exceeds Standard	65	59	50	Exceeds Standard
Homeless Students	*	57	43	N	*	55	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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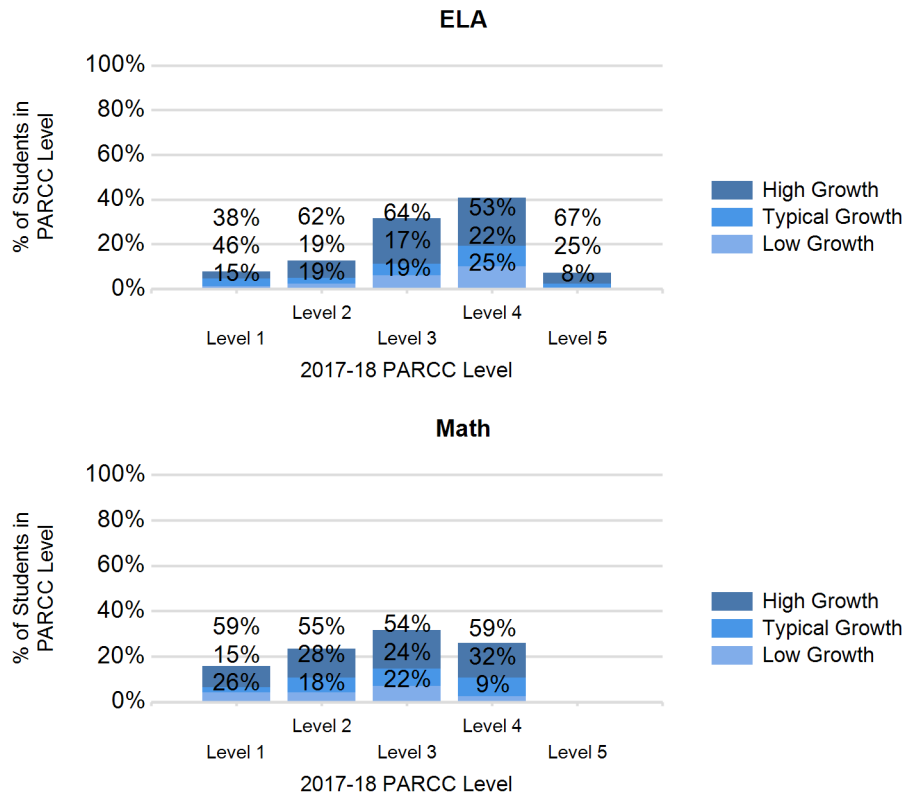
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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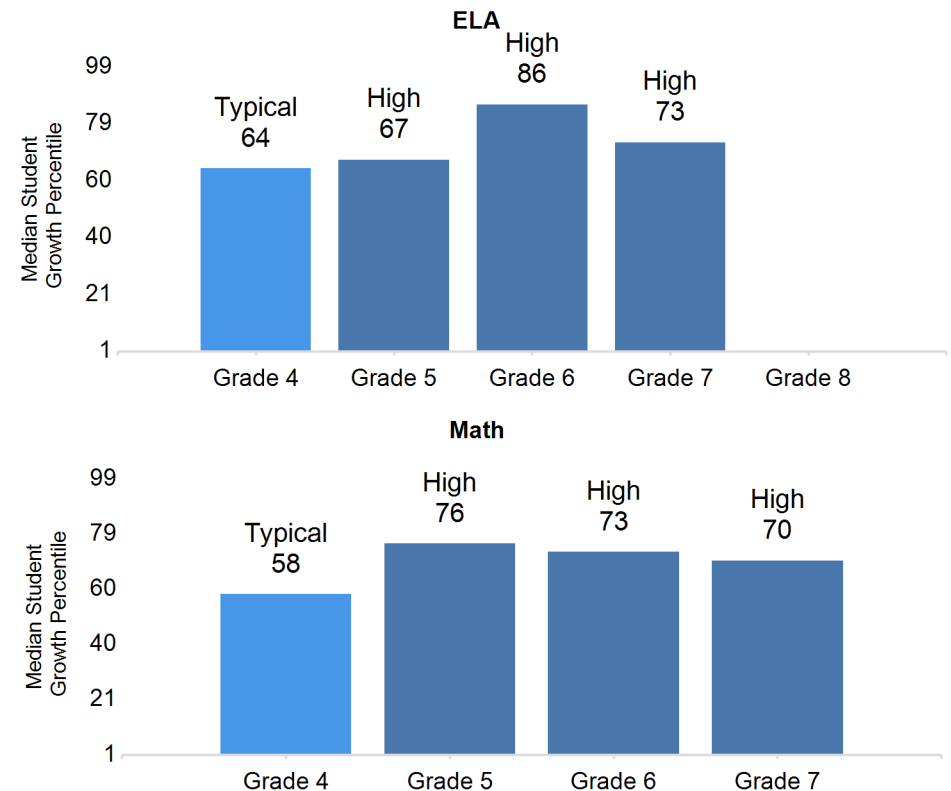
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





Forest Street Elementary School
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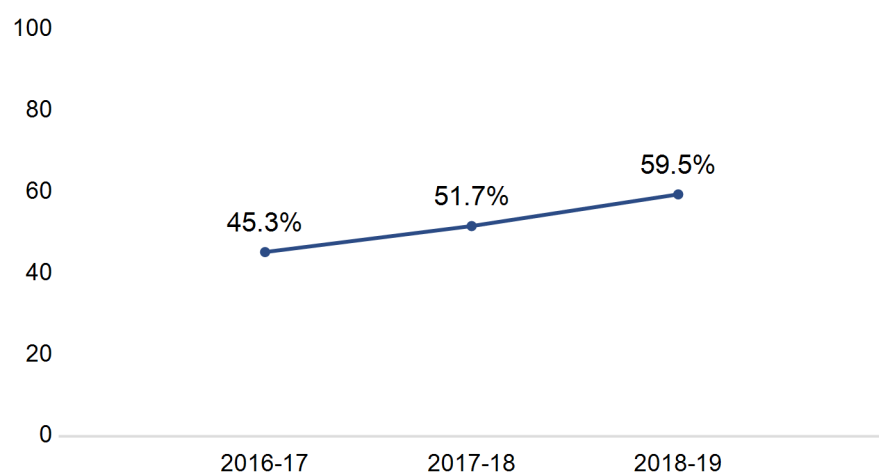
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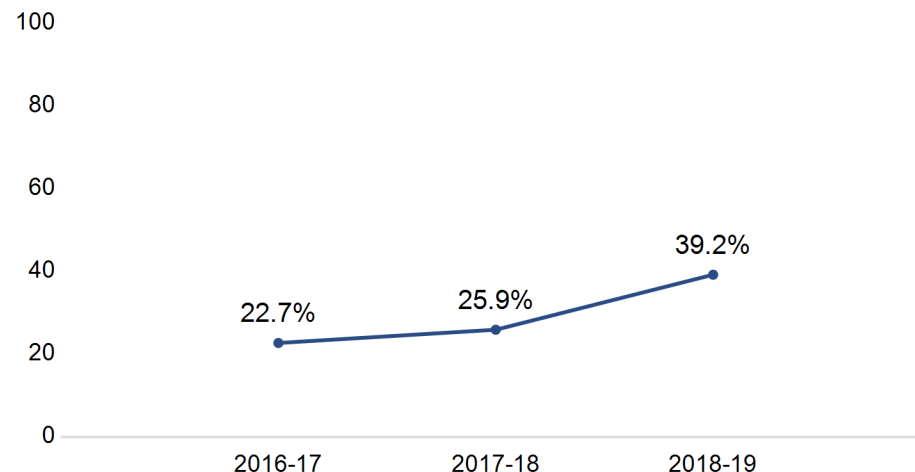
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	99.6%	100.0%	100.0%	99.2%
Proficiency Rate for Federal Accountability	45.3%	51.7%	59.5%	22.7%	25.9%	39.2%
Annual Target	42.2%	44.2%	46.2%	25.1%	28.0%	30.9%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	222	99.6	59.5	39.9	57.9	59.5	46.2	Met Target
White	N	N	N	*	66.9	N	**	**
Hispanic	88	100.0	59.1	39.3	43.9	59.1	44.5	Met Target
Black or African American	134	99.3	59.7	40.0	38.5	59.7	47.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	82.9	N	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	121	100.0	68.6	45.7	64.8	68.6		
Male	101	99.1	48.5	34.3	51.3	48.5		
Economically Disadvantaged Students	194	99.5	58.8	40.3	40.0	58.8	45.9	Met Target
Non-Economically Disadvantaged Students	28	100.0	64.3	38.7	67.9	64.3		
Students with Disabilities	24	96.2	12.5	10.0	22.7	12.5	16.9	Met Target†
Students without Disabilities	198	100.0	65.2	45.2	65.1	65.2		
English Learners	48	100.0	39.6	23.0	29.3	39.6	30.9	Met Target
Non-English Learners	174	99.5	64.9	45.2	60.6	64.9		
Homeless Students	*	*	*	46.3	29.1	*		
Students In Foster Care	*	*	*	33.3	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



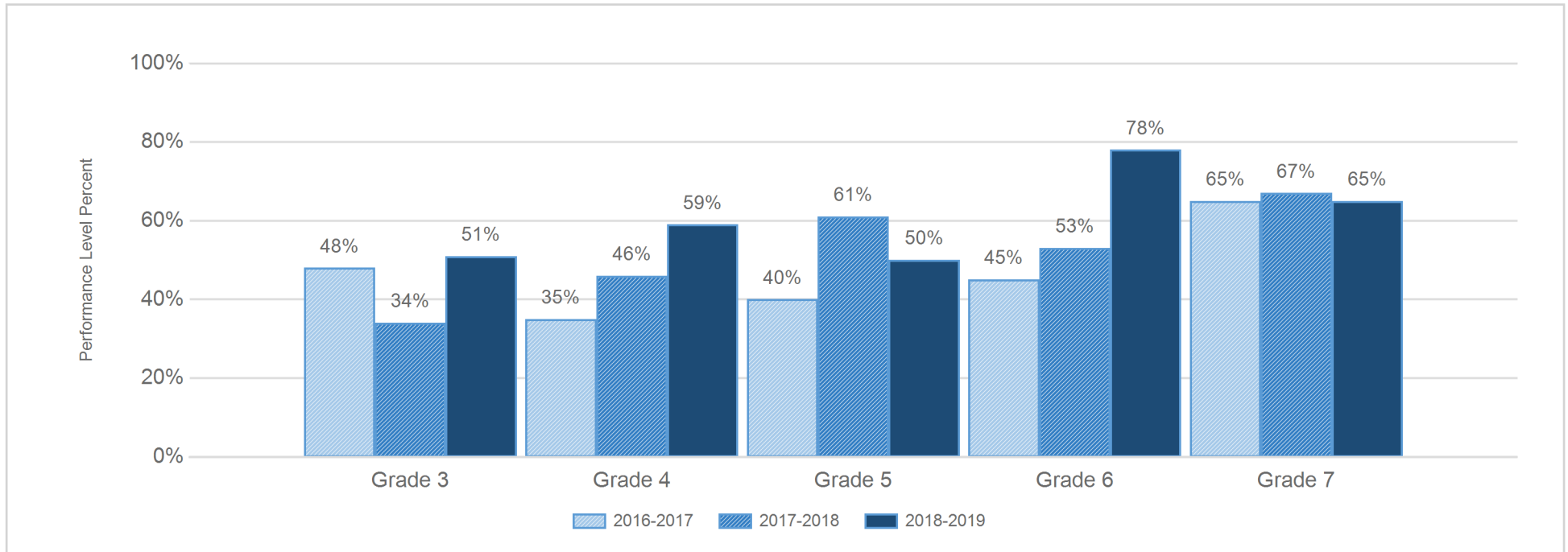
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	51	752	729	748	*	*	24%	*	*	51%	50%
White	N	N	N	757	N	N	N	N	N	N	60%
Hispanic	23	757	724	734	*	*	*	*	*	52%	36%
Black or African American	28	749	733	731	*	*	*	*	*	50%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	30	755	*	753	*	*	*	*	*	60%	55%
Male	21	749	*	743	*	*	*	*	*	38%	46%
Economically Disadvantaged Students	*	*	727	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	736	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	701	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	732	754	*	*	*	*	*	*	56%
English Learners	*	*	699	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	737	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	54	754	739	755	*	*	20%	*	*	59%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	26	747	740	743	*	*	*	*	*	46%	44%
Black or African American	28	761	*	739	*	*	*	*	*	71%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	35	755	742	760	*	*	*	*	*	63%	62%
Male	19	752	736	750	*	*	*	*	*	53%	53%
Economically Disadvantaged Students	*	*	740	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	735	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	703	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	745	761	*	*	*	*	*	*	64%
English Learners	*	*	713	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	741	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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- N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	42	752	738	756	*	*	31%	*	*	50%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	14	764	739	743	*	*	*	*	*	64%	44%
Black or African American	28	747	*	739	*	*	*	*	*	43%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	17	762	*	761	*	*	*	*	*	59%	64%
Male	25	746	*	750	*	*	*	*	*	44%	52%
Economically Disadvantaged Students	*	*	737	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	743	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	707	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	744	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	740	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Forest Street Elementary School
(13-3880-080)
Grades Offered: PK-07
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	37	770	744	754	*	*	*	*	*	78%	56%
White	N	N	*	762	N	N	N	N	N	N	65%
Hispanic	19	777	*	743	*	*	*	*	*	84%	43%
Black or African American	18	763	740	738	*	*	*	*	*	72%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	18	773	*	762	*	*	*	*	*	83%	64%
Male	19	768	*	748	*	*	*	*	*	74%	48%
Economically Disadvantaged Students	*	*	744	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	744	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	715	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	748	761	*	*	*	*	*	*	64%
English Learners	N	N	714	710	N	N	N	N	N	N	*
Non-English Learners	37	770	746	756	*	*	*	*	*	78%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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(13-3880-080)
Grades Offered: PK-07
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	46	762	749	761	*	*	24%	39%	26%	65%	63%
White	N	N	N	769	N	N	N	N	N	N	72%
Hispanic	15	755	*	747	*	*	*	*	*	60%	50%
Black or African American	31	766	749	741	*	*	*	*	*	68%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	26	777	*	769	*	*	*	*	*	85%	71%
Male	20	743	*	753	*	*	*	*	*	40%	55%
Economically Disadvantaged Students	*	*	749	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	750	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	709	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	754	769	*	*	*	*	*	*	71%
English Learners	*	*	709	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	751	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	222	99.2	39.2	29.4	44.5	39.2	30.9	Met Target
White	N	N	N	*	54.1	N	**	**
Hispanic	89	100.0	42.7	32.6	28.8	42.7	30.8	Met Target
Black or African American	133	98.5	36.8	27.3	23.0	36.8	31	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	76.5	N	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	121	99.2	38.0	31.1	44.9	38.0		
Male	101	99.1	40.6	27.8	44.2	40.6		
Economically Disadvantaged Students	193	99.1	37.8	29.6	26.3	37.8	30.7	Met Target
Non-Economically Disadvantaged Students	29	100.0	48.3	28.7	54.9	48.3		
Students with Disabilities	24	96.2	16.7	*	17.4	16.7	16.9	Met Target†
Students without Disabilities	198	99.5	41.9	*	50.0	41.9		
English Learners	49	100.0	36.7	*	25.0	36.7	30.9	Met Target
Non-English Learners	173	98.9	39.9	*	46.5	39.9		
Homeless Students	*	*	*	24.4	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Forest Street Elementary School

(13-3880-080)

Grades Offered: PK-07

2018-2019

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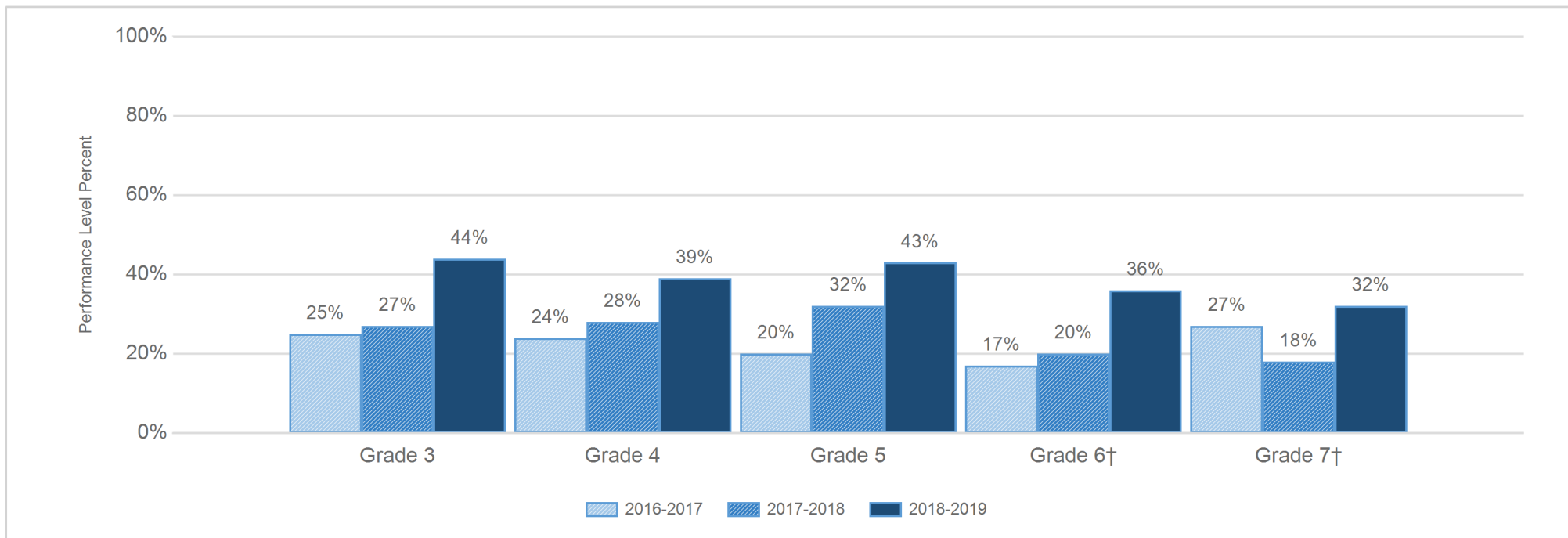
** Accountability calculations require 20 or more students

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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Forest Street Elementary School
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Grades Offered: PK-07
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	52	745	733	752	*	19%	29%	*	*	44%	55%
White	N	N	N	760	N	N	N	N	N	N	66%
Hispanic	24	746	733	739	*	*	*	*	*	50%	40%
Black or African American	28	744	733	735	*	*	36%	*	*	39%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	31	741	*	751	*	*	*	*	*	35%	54%
Male	21	750	*	752	*	*	*	*	*	57%	56%
Economically Disadvantaged Students	*	*	731	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	740	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	709	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	736	756	*	*	*	*	*	*	60%
English Learners	*	*	714	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	739	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	56	740	735	749	*	27%	23%	*	*	39%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	*	*	740	737	*	*	*	*	*	*	36%
Black or African American	28	738	*	731	*	*	*	*	*	36%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	37	735	734	749	*	*	*	*	*	32%	50%
Male	19	750	736	749	*	*	*	*	*	53%	52%
Economically Disadvantaged Students	*	*	735	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	734	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	702	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	740	754	*	*	*	*	*	*	56%
English Learners	*	*	710	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	737	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	42	740	728	747	*	*	29%	*	*	43%	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	14	747	732	735	*	*	*	*	*	50%	30%
Black or African American	28	737	*	729	*	*	*	*	*	39%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	17	746	*	747	*	*	*	*	*	65%	47%
Male	25	736	*	747	*	*	*	*	*	28%	47%
Economically Disadvantaged Students	*	*	726	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	733	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	702	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	733	752	*	*	*	*	*	*	52%
English Learners	*	*	708	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	729	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	39	735	726	741	*	*	28%	36%	0%	36%	41%
White	N	N	*	749	N	N	N	N	N	N	51%
Hispanic	21	735	*	729	*	*	*	*	*	33%	24%
Black or African American	18	736	720	722	*	*	*	*	*	39%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	18	737	*	742	*	*	*	*	*	39%	42%
Male	21	734	*	740	*	*	*	*	*	33%	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	727	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	700	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	730	746	*	*	*	*	*	*	46%
English Learners	*	*	699	709	*	*	*	*	*	*	*
Non-English Learners	*	*	728	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	47	736	733	744	*	34%	32%	*	*	32%	42%
White	N	N	N	751	N	N	N	N	N	N	53%
Hispanic	17	737	*	733	*	*	*	*	*	35%	26%
Black or African American	30	736	732	727	*	*	33%	*	*	30%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	27	741	*	744	*	*	*	*	*	33%	42%
Male	20	729	*	743	*	*	*	*	*	30%	42%
Economically Disadvantaged Students	*	*	732	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	735	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	703	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	737	749	*	*	*	*	*	*	48%
English Learners	*	*	710	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	735	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

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

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

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	45.5%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	28	*	*
3-4	14	85.7%	14.3%
5 or more	11	*	*



Forest Street Elementary School

(13-3880-080)

Grades Offered: PK-07

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

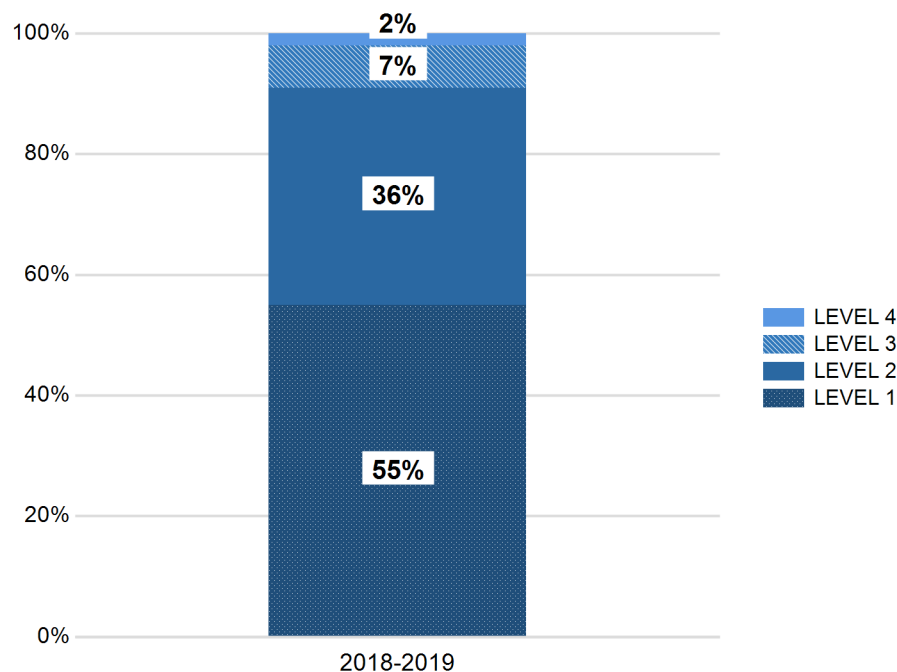
N No Data is available to display

† This indicates a table specific note, see note below table

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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	55	36	7	2
White	N	N	N	N
Hispanic	43	29	21	7
Black or African American	61	39	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	41	53	0	6
Male	64	24	12	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Forest Street Elementary School
(13-3880-080)
Grades Offered: PK-07
2018-2019

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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	34
7	0	0	50
Total	0	0	84

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	0	0	0	0	0	0	34
7	0	0	0	0	0	0	50
Total	0	0	0	0	0	0	84



Forest Street Elementary School

(13-3880-080)

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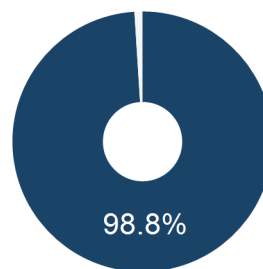
† This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

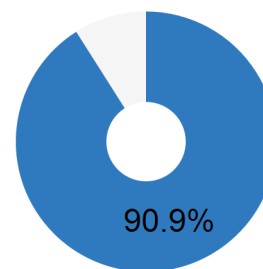
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

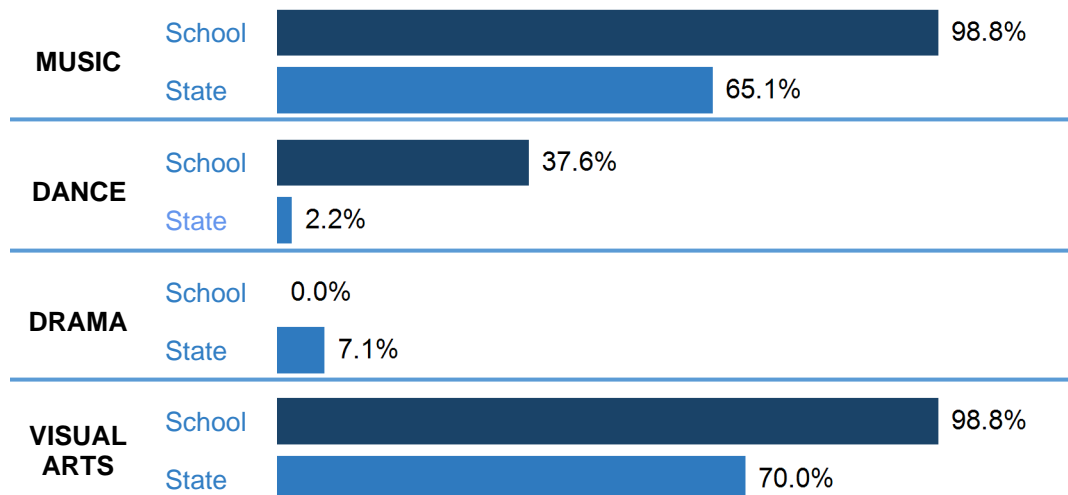


School



State

Students enrolled in one or more classes by discipline:





Forest Street Elementary School

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

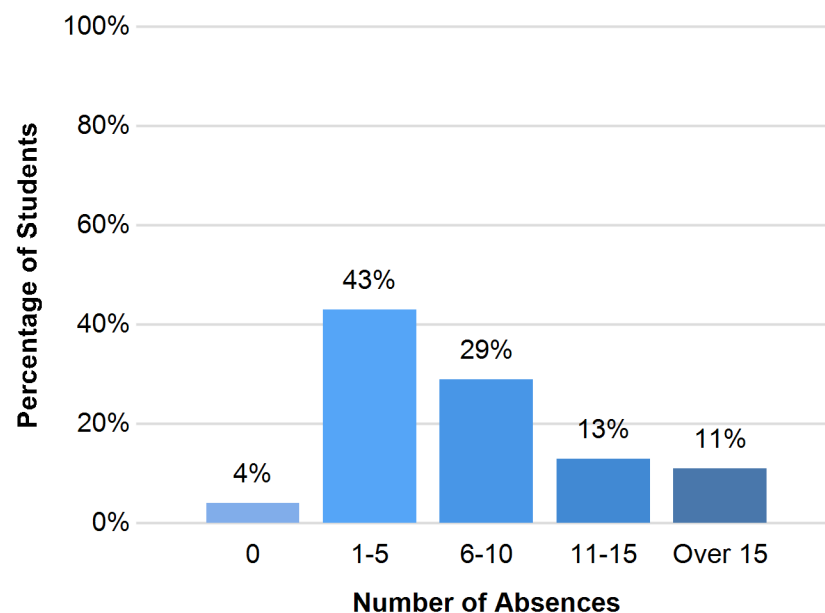
Chronic Absenteeism

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	28	7.3	8.9	Met
White	*	*	**	**
Hispanic	7	4.3	8.9	Met
Black or African American	20	9.2	8.9	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	17	7.9		
Male	11	6.4		
Economically Disadvantaged Students	23	7.4	8.9	Met
Students with Disabilities	4	12.9	8.9	Not Met
English Learners	4	6.9	8.9	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	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.





Forest Street Elementary School

(13-3880-080)

Grades Offered: PK-07

2018-2019

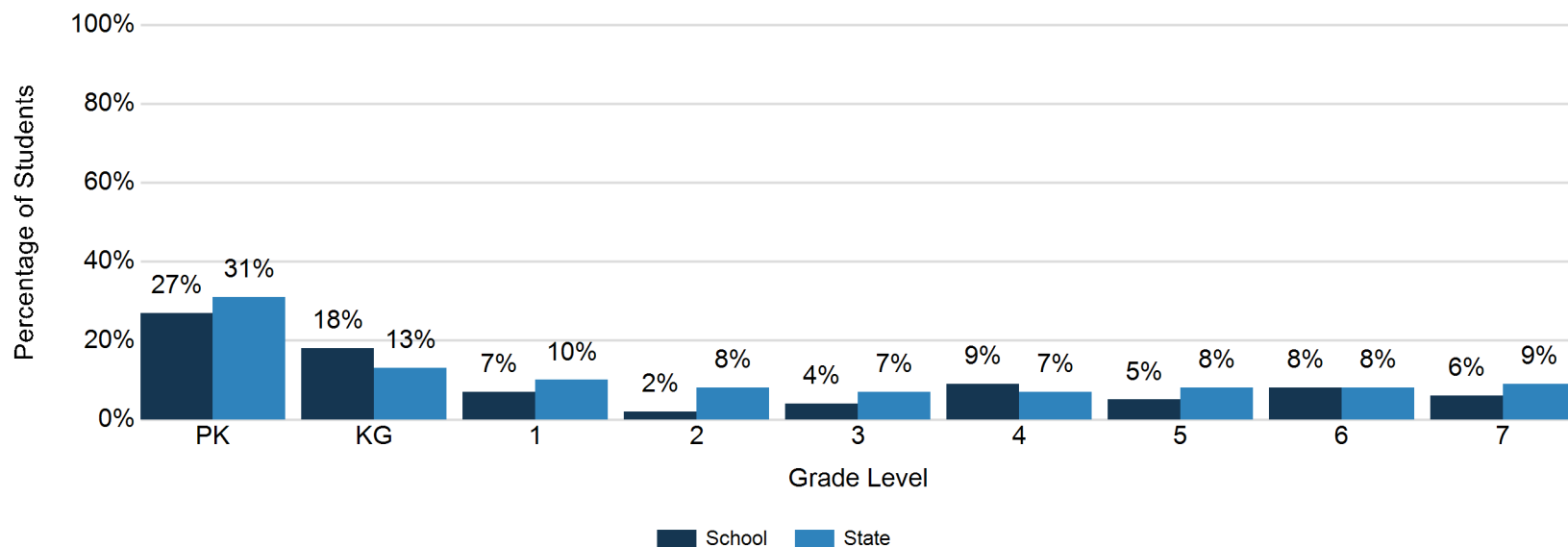
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Chronic Absenteeism by Grade

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





Forest Street Elementary School

(13-3880-080)

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.25

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
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
0



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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	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	N
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 through 10 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 through 10. 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
2018-19	1.0:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	34	118,214
Average years experience in public schools	7.3	12.1
Average years experience in district	6.6	10.8
Percentage of Teachers with 4 or more years experience in the district	61.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	52	9,530
Average years experience in public schools	13.3	16.0
Average years experience in district	10.6	12.0
Percentage of Administrators with 4 or more years experience in the district	76.9%	76.9%

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	12:1	11:1
Students to Administrators	200:1	108:1
Teachers to Administrators	17:1	9:1
Students to Librarians/Media Specialists		805:1
Students to Nurses		626:1
Students to Counselors		433:1
Students to Child Study Team Members		235:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	56.4%	88.2%	100.0%	48.4%	77.1%	54.9%
Male	43.6%	11.8%	0.0%	51.6%	22.9%	45.1%
White	1.3%	50.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	44.1%	14.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	54.4%	35.3%	100.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree

Teacher 53%

Admin N/A

Master's Degree

Teacher 47%

Admin 50%

Doctoral Degree

Teacher 0%

Admin 50%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	78.7%	90.5%
2017-18 Administrators: Same district 2018-19	88.0%	87.9%

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
2018-19	96.4%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	45.3%	51.7%	59.5%
Math Proficiency	22.7%	25.9%	39.2%
ELA Growth	73	64	69
Math Growth	62	53	69
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		52.4%	45.5%
Chronic Absenteeism	6.4%	5.8%	7.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target	Exceeds Standard	Exceeds Standard	Met Target	Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Black or African American	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	Met Target†	Met Target†	**	**	n/a	Not Met	No
English Learners	Met Target	Met Target	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met	No

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



Forest Street Elementary School

(13-3880-080)

Grades Offered: PK-07

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

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School Narrative

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



Highlights:

- Exceeded the State Average in English Language Arts on the NJSLA for 3rd, 4th, 6th and 7th grade.
- Recognized by OPS District school for an increase of 10% growth in Mathematics on the NJSLA on every tested grade level.
- 2018 National ESEA Distinguished School.



Mission, Vision, Theme:

At Forest, we believe that we must educate the mind, motivate the body, cultivate the spirit and teach with the heart. Through the full collaboration of school personnel, parents and the community, we are committed to nurturing a generation of formidable global competitors and leaders. Our students are inspired to achieve and to walk with integrity, confidence and compassion. We encourage each student to exceed their own expectations as every child is an achiever.



Awards, Recognition, Accomplishments:

Received Superintendent recognition for exceeding the state average in ELA on the NJSLA assessment in 3rd, 4th, 6th and 7th grades and averaging more than a 10% growth on the NJSLA in mathematics in grades 3-7. Our students have participated in several enrichment experiences with local college and universities over the past four years. These opportunities provide our students with experiences that support their academic coursework during the school year, on weekends and during summer recess.



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(13-3880-080)

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Courses, Curriculum, Instruction:

Curriculum includes Eureka Math, Illustrative Math, EL Education Language Arts, LETRS, Read Aloud Project, My World Interactive, Common Sense Education Digital Citizenship Curriculum, FOSS Science and Next Generation Science Standards.



Clubs and Activities:

During the 2018-2019 school year, our students were able to participate in a number of afterschool programs; Project Achieve, Performing Arts club, Girls on the Run, Gardening club, Robotics club and Debating club.



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School Narrative

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Before and After School Programs:

Morning academic support and technology access is provided for all students at parent's request. In addition, there are mandatory intervention programs offered Monday for identified students. Our Project Achieve program is a mandatory after-school program for students in grades three through seven that extends the academic school day. The program focus is on differentiated small group instruction to provide intensive instruction of identified standards in English Language Arts and Math.



Staff and Professional Learning:

Instructional staff participate "Collegial Walk-throughs" where a team of teachers are provided with an opportunity to observe their colleagues during the instructional period with a specific focus in mind. This practice is solely for the instructional staff. As a result of the walk-through findings the teaching staff develops and facilitates peer professional development where applicable. Additionally, there is ongoing school based and district professional development.



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Student Supports and Services:

We conduct student and Parent conferencing throughout the year, as we believe parent support is vital to the learning process. Students recommended for Intervention and Referral Services are provided with a time sensitive plan of action that is collaboratively developed with all stakeholders. Child Study Team maintains communication with classroom teachers to monitor progress and adjust programs as needed. English Language Learners receive continued support after exiting the ESL Program.



Student Health and Wellness:

Health and wellness is promoted through our Foodcorp/AmeriCorps partnership as we have a full time service worker who promotes good nutrition and gardening. Our students plant and harvest vegetables which are shared with the parents and community. In addition, our students are exposed to new and healthy food choices as they participate in taste test surveys.



Parent and Community Involvement:

Our Parent Teacher Organization has worked very closely with our Community School Coordinator and Family Liaisons to ensure there is ongoing communications with all stakeholders. The parents and staff work collaboratively to celebrate and highlight students through our Back to School Kick-off, Multicultural Feast, Green Eggs and Ham Breakfast, Hispanic Heritage Celebrations, African American History Tributes, Career Day, Shadow Day, Spring and Winter concerts and many other smaller events.



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Climate Surveys:

Is a Climate Survey Used: Yes We encourage our school community to participate in a fall and spring survey. The voice of students, parents and staff are key contributors in maintaining a nurturing environment. Survey results are reviewed by the School Leadership Team, information is compiled and action steps are developed where needed.



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Other Information

Technology remains a focus and we are incrementally preparing our classrooms for 21st century learning. Currently every classroom is equipped with two to four Dell desktop computers. In addition, there is a technology lab with twenty-three Dell computers and our Library Media Center was recently upgraded with a Promethean Interactive LCD monitor and a Chromebook cart containing 25 Chromebook. We have approximately two hundred and sixty chromebooks on hand (one mobile lab per grade level for second through fourth grade and we have one-to-one availability for fifth through seventh grade students). There are twenty-five Acer Touch screen Chromebooks tablets available for our first grade students. An audio/visual presentation system has been installed in the multi-purpose room to enhance all students' performances and school based events. Through our wireless network, students can participate in Google Classroom activities, individual projects and for research. We continue to use our digital signage as a tool to inform parents of activities and community events.



Heywood Avenue Elementary School
(13-3880-090)
Grades Offered: PK-07
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



Heywood Avenue Elementary School

(13-3880-090)

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School Contact Information

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

Type	Contact Information
County	Essex
District	ORANGE BOARD OF EDUCATION School District
Principal Name	Ms. Faith Alcantara
Address	421 HEYWOOD AVE ORANGE, NJ 07050-2006
Phone Number	973-677-4105
Email Address	alcantfa@orange.k12.nj.us
Website	https://www.orange.k12.nj.us/



Heywood Avenue Elementary School

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	26	27	29
KG	54	35	46
1	40	53	37
2	33	36	50
3	40	39	35
4	44	44	40
5	45	42	45
6	34	47	43
7	44	37	48
Total	360	360	373

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.9%	46.1%	47.7%
Male	51.1%	53.9%	52.3%
Economically Disadvantaged Students	63.1%	54.4%	66.2%
Students with Disabilities	17.5%	18.1%	14.5%
English Learners	7.2%	7.5%	7.5%
Homeless Students	0.0%	0.6%	1.1%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	0.0%	0.3%	0.3%
Hispanic	13.3%	11.7%	13.9%
Black or African American	85.6%	86.9%	83.9%
Asian	0.0%	0.3%	0.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.5%
Two or More Races	1.1%	0.8%	1.1%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	26	27	29
KG - Half Day	0	0	0
KG - Full Day	54	35	46

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	65.4%
Haitian	19.3%
Spanish	9.4%
Igbo	1.3%
French	1.3%
Other Languages	3.2%



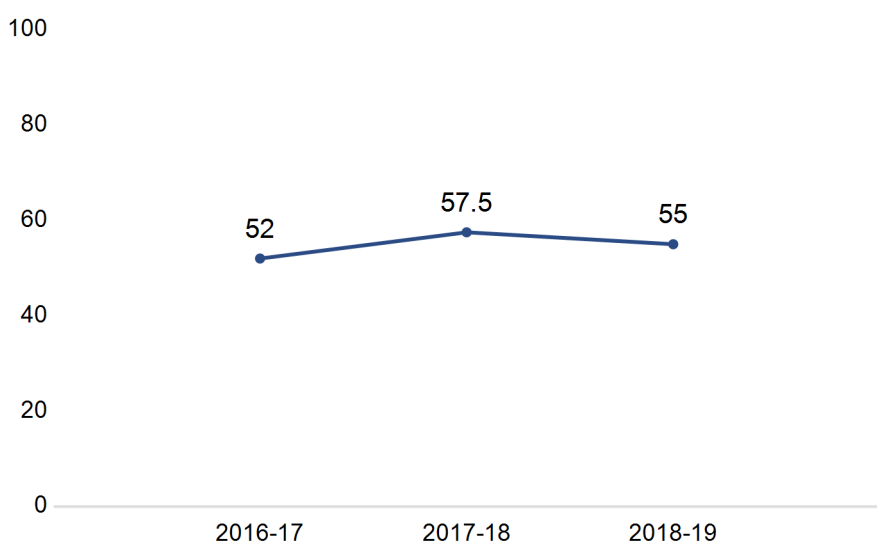
Heywood Avenue Elementary School
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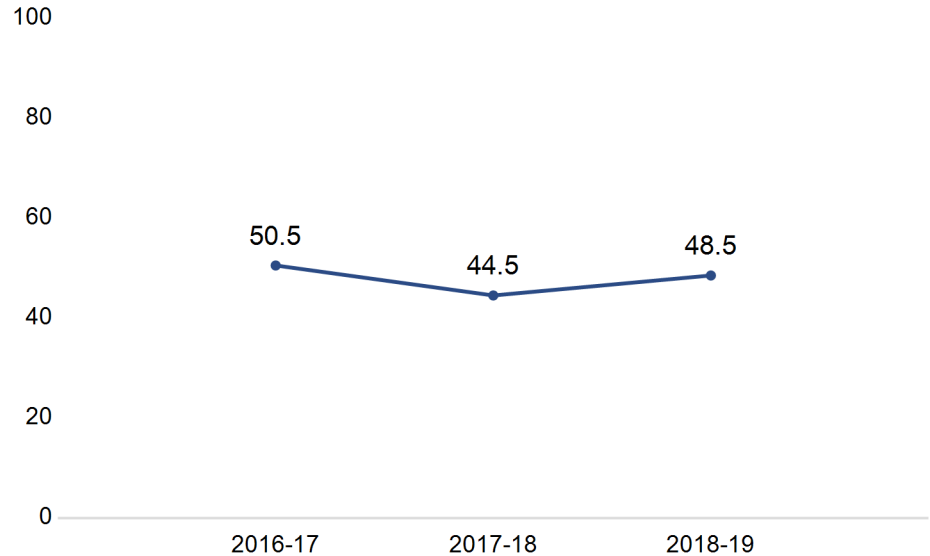
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	52	57.5	55	50.5	44.5	48.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	55	55	50	Met Standard	48.5	58	50	Met Standard
White	N	*	50	**	N	*	52	**
Hispanic	62	58.5	49	**	35	67	47	Not Met
Black or African American	54	54	45	Met Standard	50	55	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	*	59	**	N	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	59	56	53	N	43	59	50	N
Male	48.5	54	47	N	52	58	51	N
Economically Disadvantaged Students	56	55	48	Met Standard	48	59	46	Met Standard
Students with Disabilities	49	44.5	43	Met Standard	39	38	45	Not Met
English Learners	40	57	52	**	52	59	50	Met Standard
Homeless Students	*	57	43	N	*	55	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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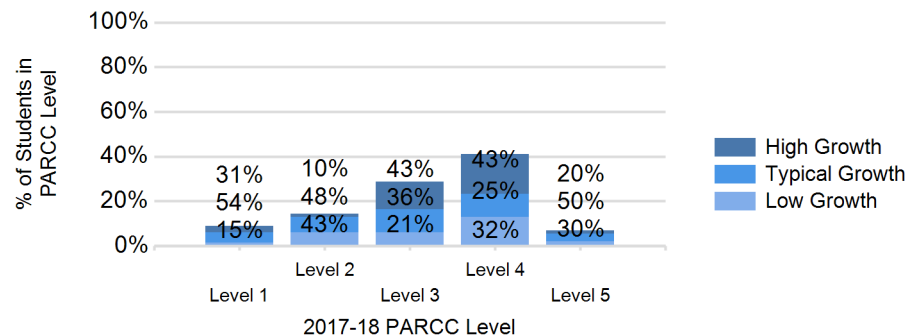
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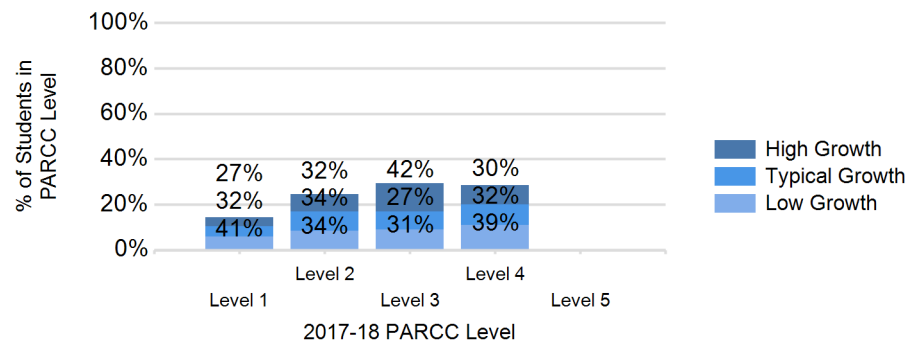
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA



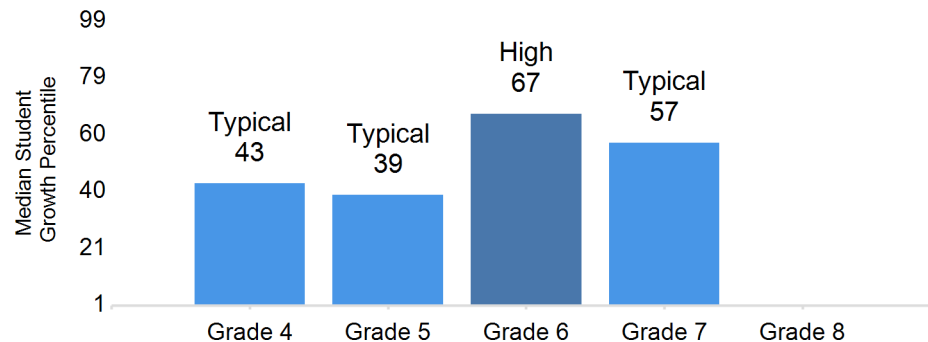
Math



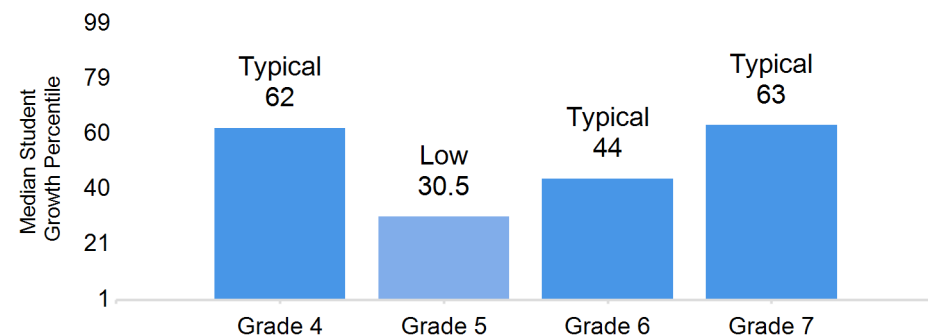
Student Growth by Grade

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

ELA



Math





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2018-2019

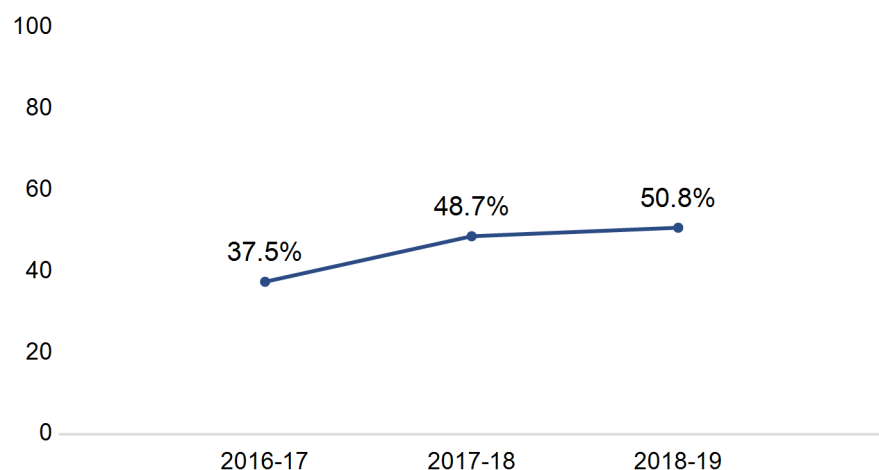
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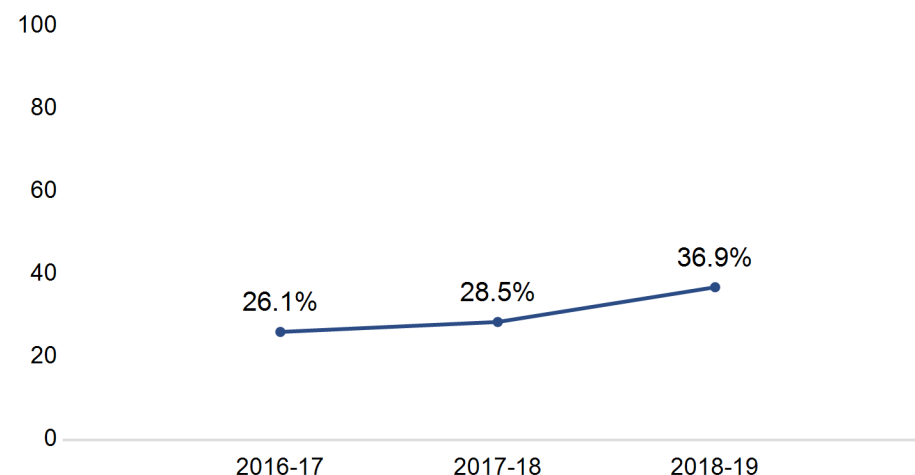
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.5%	100.0%	99.0%	99.5%	100.0%	99.0%
Proficiency Rate for Federal Accountability	37.5%	48.7%	50.8%	26.1%	28.5%	36.9%
Annual Target	39.0%	41.1%	43.3%	30.9%	33.5%	36.1%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target†	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	195	99.0	50.8	39.9	57.9	50.8	43.3	Met Target
White	N	N	N	*	66.9	N	**	**
Hispanic	*	*	*	39.3	43.9	*	26.8	Met Target
Black or African American	166	98.9	51.2	40.0	38.5	51.2	45.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	82.9	N	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	94	98.0	58.5	45.7	64.8	58.5		
Male	101	100.0	43.6	34.3	51.3	43.6		
Economically Disadvantaged Students	131	99.3	48.1	40.3	40.0	48.1	41.9	Met Target
Non-Economically Disadvantaged Students	64	98.6	56.3	38.7	67.9	56.3		
Students with Disabilities	37	97.5	*	10.0	22.7	*	18.5	Not Met
Students without Disabilities	158	99.4	*	45.2	65.1	*		
English Learners	31	96.9	25.8	23.0	29.3	25.8	33.3	Met Target†
Non-English Learners	164	99.4	55.5	45.2	60.6	55.5		
Homeless Students	*	*	*	46.3	29.1	*		
Students In Foster Care	N	N	N	33.3	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

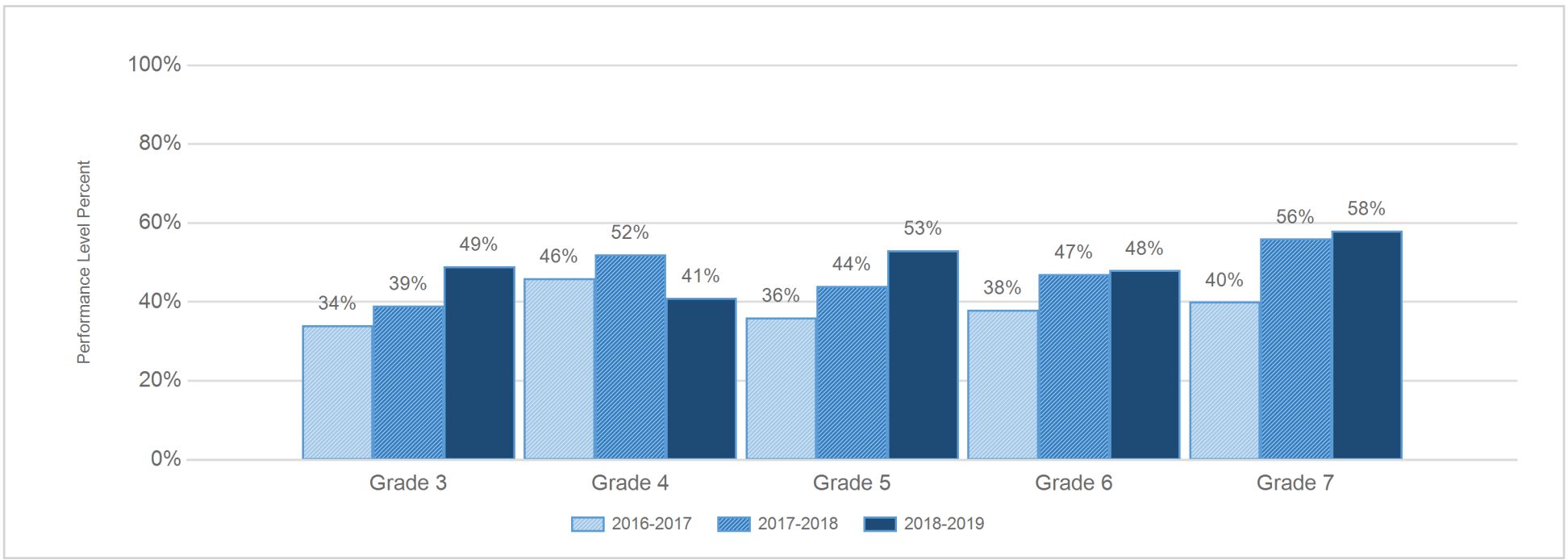


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	37	742	729	748	*	*	*	*	*	49%	50%
White	N	N	N	757	N	N	N	N	N	N	60%
Hispanic	*	*	724	734	*	*	*	*	*	*	36%
Black or African American	30	745	733	731	*	*	*	*	*	53%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	19	742	*	753	*	*	*	*	*	47%	55%
Male	18	742	*	743	*	*	*	*	*	50%	46%
Economically Disadvantaged Students	21	735	727	731	*	*	*	*	*	48%	33%
Non-Economically Disadvantaged Students	16	751	736	759	*	*	*	*	*	50%	61%
Students with Disabilities	*	*	701	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	732	754	*	*	*	*	*	*	56%
English Learners	*	*	699	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	737	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Heywood Avenue Elementary School
(13-3880-090)
Grades Offered: PK-07
2018-2019

Report Key:

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- † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	34	744	739	755	*	29%	*	*	*	41%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	*	*	740	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	16	742	742	760	*	*	*	*	*	44%	62%
Male	18	746	736	750	*	*	*	*	*	39%	53%
Economically Disadvantaged Students	*	*	740	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	735	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	703	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	745	761	*	*	*	*	*	*	64%
English Learners	*	*	713	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	741	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Heywood Avenue Elementary School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	45	742	738	756	*	27%	*	*	*	53%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	10	751	739	743	*	*	*	*	*	50%	44%
Black or African American	35	740	*	739	*	*	*	*	*	54%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	18	750	*	761	*	*	*	*	*	61%	64%
Male	27	737	*	750	*	*	*	*	*	48%	52%
Economically Disadvantaged Students	27	738	737	740	*	*	*	*	*	48%	39%
Non-Economically Disadvantaged Students	18	748	743	766	*	*	*	*	*	61%	69%
Students with Disabilities	*	*	707	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	744	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	740	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Heywood Avenue Elementary School
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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	42	747	744	754	*	*	29%	*	*	48%	56%
White	N	N	*	762	N	N	N	N	N	N	65%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	740	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	26	755	*	762	*	*	*	*	*	62%	64%
Male	16	733	*	748	*	*	*	*	*	25%	48%
Economically Disadvantaged Students	30	750	744	740	*	*	*	*	*	53%	39%
Non-Economically Disadvantaged Students	12	738	744	763	*	*	*	*	*	33%	67%
Students with Disabilities	*	*	715	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	748	761	*	*	*	*	*	*	64%
English Learners	*	*	714	710	*	*	*	*	*	*	*
Non-English Learners	*	*	746	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	758	749	761	*	*	23%	33%	26%	58%	63%
White	N	N	N	769	N	N	N	N	N	N	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	*	*	749	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	18	763	*	769	*	*	*	*	*	67%	71%
Male	25	755	*	753	*	*	*	*	*	52%	55%
Economically Disadvantaged Students	30	756	749	743	*	*	*	*	*	53%	45%
Non-Economically Disadvantaged Students	13	763	750	771	*	*	*	*	*	69%	73%
Students with Disabilities	*	*	709	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	754	769	*	*	*	*	*	*	71%
English Learners	*	*	709	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	751	763	*	*	*	*	*	*	65%
Homeless Students	N	N	*	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	195	99.0	36.9	29.4	44.5	36.9	36.1	Met Target
White	N	N	N	*	54.1	N	**	**
Hispanic	*	*	*	32.6	28.8	*	34.2	Met Target†
Black or African American	166	98.9	38.0	27.3	23.0	38.0	37	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	76.5	N	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	94	98.0	40.4	31.1	44.9	40.4		
Male	101	100.0	33.7	27.8	44.2	33.7		
Economically Disadvantaged Students	131	99.3	32.8	29.6	26.3	32.8	34.4	Met Target†
Non-Economically Disadvantaged Students	64	98.6	45.3	28.7	54.9	45.3		
Students with Disabilities	37	97.5	10.8	*	17.4	10.8	18.5	Met Target†
Students without Disabilities	158	99.4	43.0	*	50.0	43.0		
English Learners	31	96.9	16.1	*	25.0	16.1	33.3	Not Met
Non-English Learners	164	99.4	40.9	*	46.5	40.9		
Homeless Students	*	*	*	24.4	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Heywood Avenue Elementary School

(13-3880-090)

Grades Offered: PK-07

2018-2019

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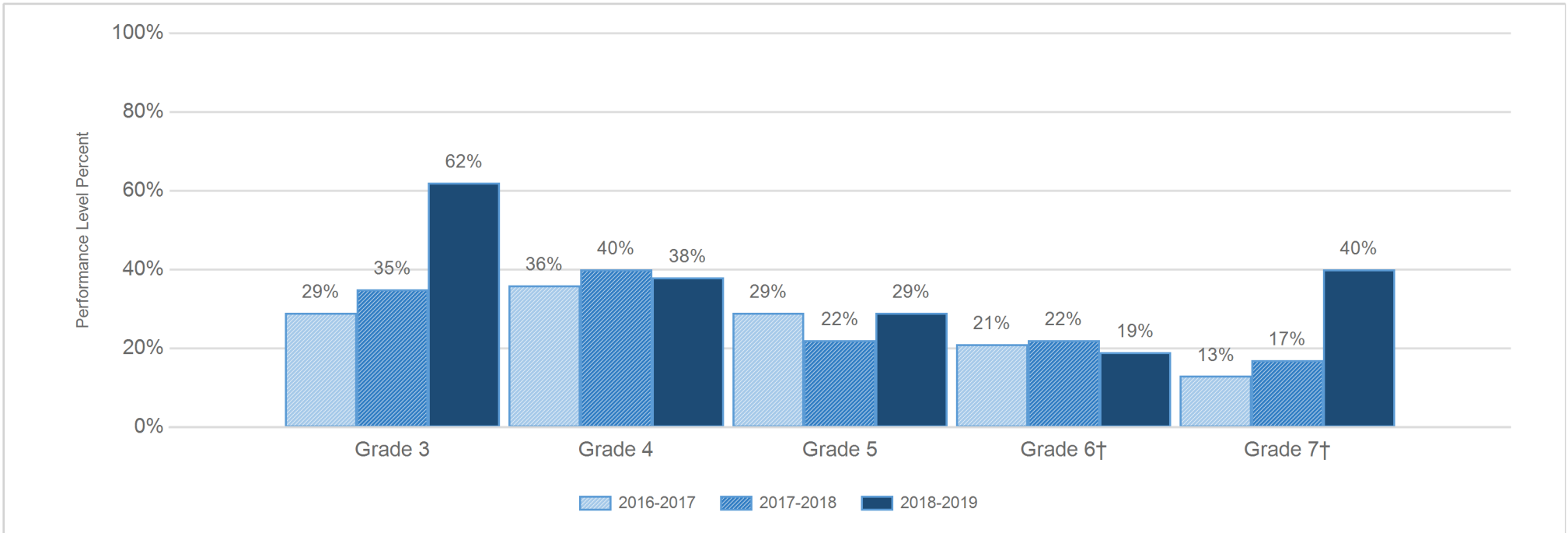
** Accountability calculations require 20 or more students

N No Data is available to display

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Heywood Avenue Elementary School
(13-3880-090)
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	37	755	733	752	*	*	*	*	*	62%	55%
White	N	N	N	760	N	N	N	N	N	N	66%
Hispanic	*	*	733	739	*	*	*	*	*	*	40%
Black or African American	30	757	733	735	*	*	*	*	*	67%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	19	752	*	751	*	*	*	*	*	53%	54%
Male	18	758	*	752	*	*	*	*	*	72%	56%
Economically Disadvantaged Students	21	750	731	737	*	*	*	*	*	57%	37%
Non-Economically Disadvantaged Students	16	762	740	761	*	*	*	*	*	69%	67%
Students with Disabilities	*	*	709	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	736	756	*	*	*	*	*	*	60%
English Learners	*	*	714	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	739	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	34	741	735	749	*	*	*	*	*	38%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	*	*	740	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	16	740	734	749	*	*	*	*	*	44%	50%
Male	18	742	736	749	*	*	*	*	*	33%	52%
Economically Disadvantaged Students	*	*	735	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	734	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	702	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	740	754	*	*	*	*	*	*	56%
English Learners	*	*	710	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	737	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	45	731	728	747	*	*	29%	29%	0%	29%	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	10	733	732	735	*	*	*	*	*	20%	30%
Black or African American	35	730	*	729	*	*	*	*	*	31%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	18	729	*	747	*	*	*	*	*	33%	47%
Male	27	732	*	747	*	*	*	*	*	26%	47%
Economically Disadvantaged Students	27	728	726	732	*	*	*	*	*	26%	27%
Non-Economically Disadvantaged Students	18	736	733	757	*	*	*	*	*	33%	59%
Students with Disabilities	*	*	702	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	733	752	*	*	*	*	*	*	52%
English Learners	*	*	708	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	729	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	42	724	726	741	*	36%	26%	*	*	19%	41%
White	N	N	*	749	N	N	N	N	N	N	51%
Hispanic	*	*	*	729	*	*	*	*	*	*	24%
Black or African American	*	*	720	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	26	726	*	742	*	*	*	*	*	*	42%
Male	16	720	*	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	30	725	725	726	*	*	*	*	*	17%	21%
Non-Economically Disadvantaged Students	12	720	727	750	*	*	*	*	*	25%	53%
Students with Disabilities	*	*	700	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	730	746	*	*	*	*	*	*	46%
English Learners	*	*	699	709	*	*	*	*	*	*	*
Non-English Learners	*	*	728	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	43	739	733	744	*	23%	*	*	*	40%	42%
White	N	N	N	751	N	N	N	N	N	N	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	*	*	732	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	18	740	*	744	*	*	*	*	*	44%	42%
Male	25	739	*	743	*	*	*	*	*	36%	42%
Economically Disadvantaged Students	30	735	732	731	*	*	*	*	*	33%	24%
Non-Economically Disadvantaged Students	13	749	735	751	*	*	*	*	*	54%	53%
Students with Disabilities	*	*	703	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	737	749	*	*	*	*	*	*	48%
English Learners	*	*	710	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	735	745	*	*	*	*	*	*	44%
Homeless Students	N	N	*	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Heywood Avenue Elementary School
(13-3880-090)
Grades Offered: PK-07
2018-2019

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DLM Alternate Assessment - Participation

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

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

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	57.1%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	13	84.6%	15.4%
3-4	*	*	*
5 or more	*	*	*



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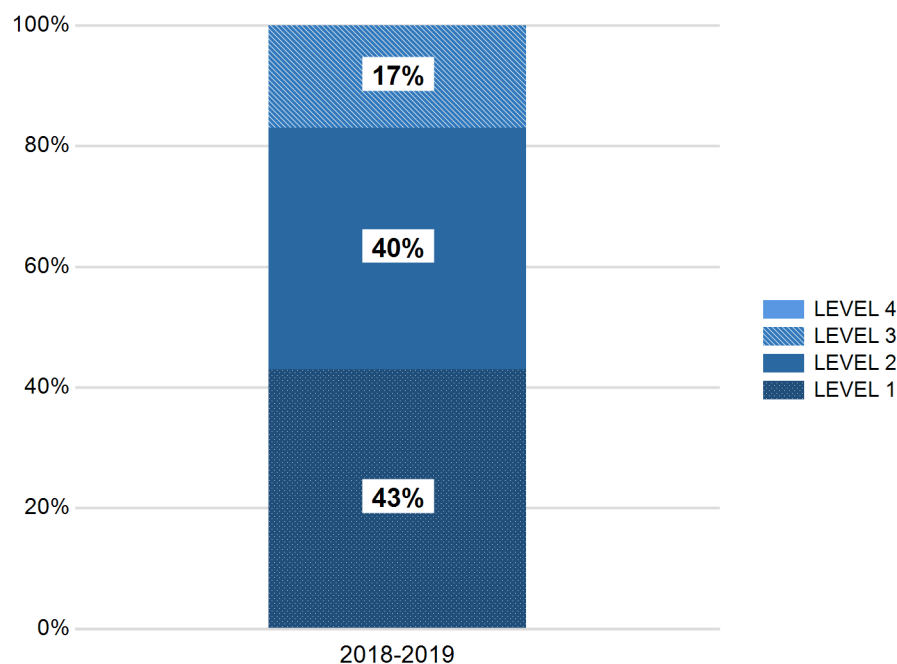
N No Data is available to display

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	43	40	17	0
White	N	N	N	N
Hispanic	36	45	18	0
Black or African American	44	39	17	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	40	50	10	0
Male	44	33	22	0
Economically Disadvantaged Students	42	46	12	0
Non-Economically Disadvantaged Students	43	33	24	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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	44
7	0	0	49
Total	0	0	93

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	0	0	0	0	0	0	44
7	0	0	0	0	0	0	49
Total	0	0	0	0	0	0	93



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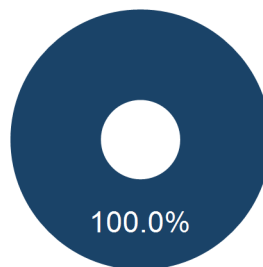
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Visual and Performing Arts – Course Participation

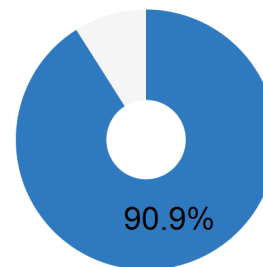
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

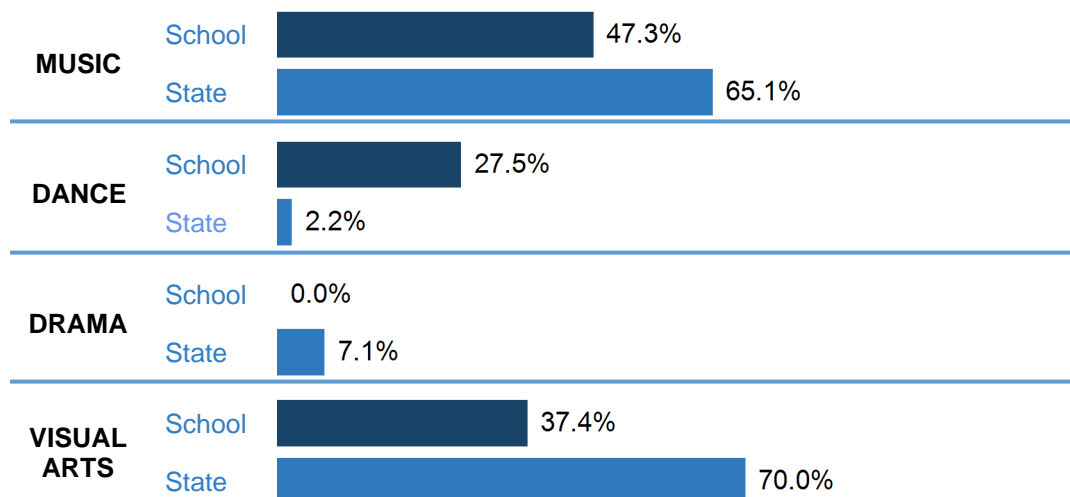


School



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. Students with fewer than 45 days in membership are excluded from attendance calculations.

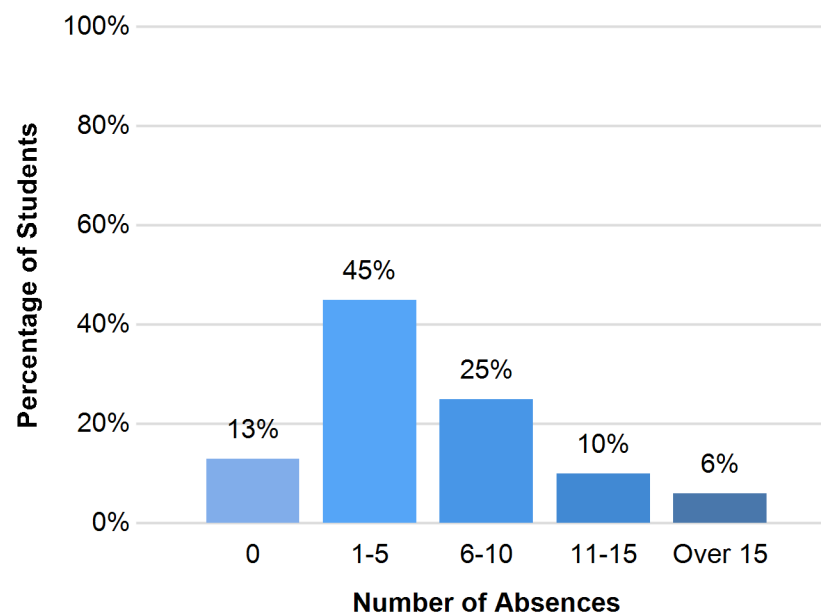
Chronic Absenteeism

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	16	4.6	8.9	Met
White	*	*	**	**
Hispanic	4	8.3	8.9	Met
Black or African American	12	4.1	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	10	6.2		
Male	6	3.2		
Economically Disadvantaged Students	12	5.3	8.9	Met
Students with Disabilities	6	10.9	8.9	Not Met
English Learners	0	0	8.9	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	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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Grades Offered: PK-07

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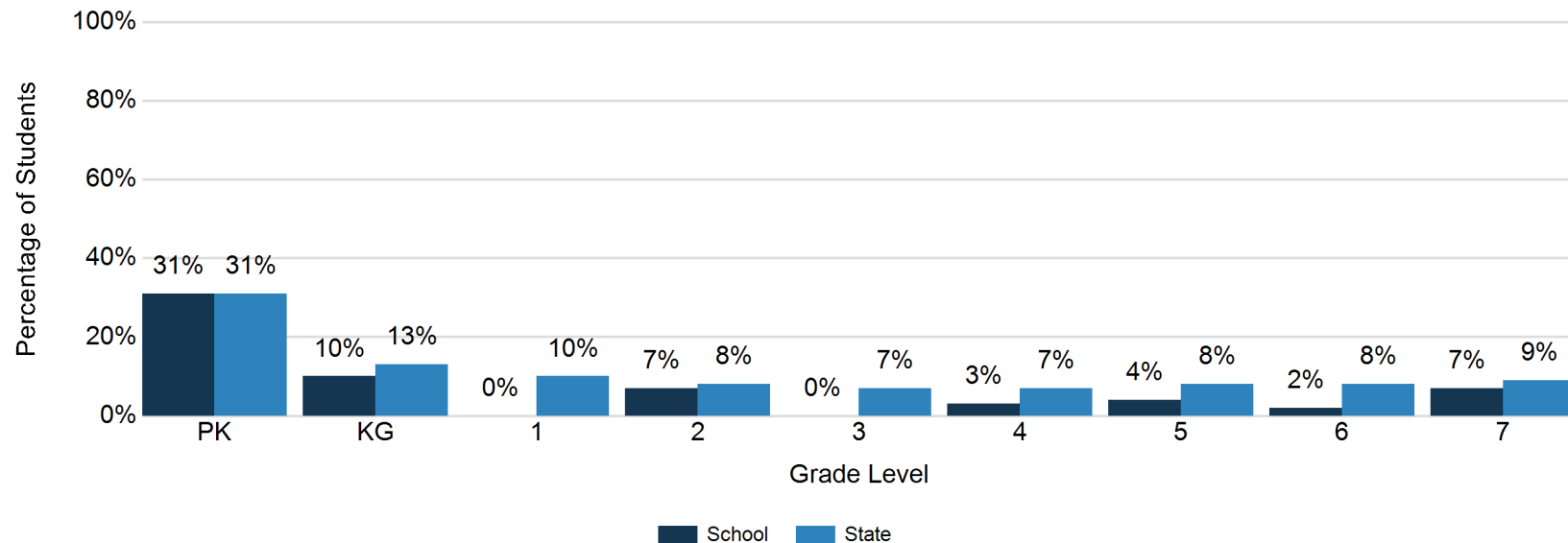
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.54

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
16



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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	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	33	118,214
Average years experience in public schools	7.3	12.1
Average years experience in district	7.1	10.8
Percentage of Teachers with 4 or more years experience in the district	60.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	52	9,530
Average years experience in public schools	13.3	16.0
Average years experience in district	10.6	12.0
Percentage of Administrators with 4 or more years experience in the district	76.9%	76.9%

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	187:1	108:1
Teachers to Administrators	17:1	9:1
Students to Librarians/Media Specialists		805:1
Students to Nurses		626:1
Students to Counselors		433:1
Students to Child Study Team Members		235:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.7%	81.8%	50.0%	48.4%	77.1%	54.9%
Male	52.3%	18.2%	50.0%	51.6%	22.9%	45.1%
White	0.3%	48.5%	50.0%	42.4%	83.6%	77.4%
Hispanic	13.9%	12.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	83.9%	36.4%	50.0%	15.0%	6.6%	13.9%
Asian	0.3%	3.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.5%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	78.7%	90.5%
2017-18 Administrators: Same district 2018-19	88.0%	87.9%

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
2018-19	96.3%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	37.5%	48.7%	50.8%
Math Proficiency	26.1%	28.5%	36.9%
ELA Growth	52	58	55
Math Growth	50	44	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		75.0%	57.1%
Chronic Absenteeism	5.8%	6.3%	4.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Heywood Avenue Elementary School

(13-3880-090)

Grades Offered: PK-07

2018-2019

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Heywood Avenue Elementary School
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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target	Met Standard	Met Standard	Met Target	Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Met Target†	**	Not Met	n/a	Met	No
Black or African American	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Met Target†	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target†	Not Met	**	Met Standard	Met Standard	Met	No

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



Heywood Avenue Elementary School

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School Narrative

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



Highlights:

- Project Lead The Way (PLTW) "Distinguished School" Status - year 2; District award winning Robotics Team.
- 21st Century Community Learning Center Grant recipient providing after school enrichment programming in STEM.
- Strong Visual and Performing Arts program offering intensive study in Vocal and Instrumental Music, Visual Art and Dance.



Mission, Vision, Theme:

Our school vision is to inspire, prepare and produce lifelong learners who are college and career ready scholars. Our school mission: We will provide students with a safe and healthy school, where the whole student is educated by building self-esteem and positive relationships with their peers and staff. We will create an academically challenging and nurturing environment with high expectations that promotes individual differences and learning styles.



Awards, Recognition, Accomplishments:

PLTW (Project Lead The Way) Engineering "Distinguished School" status - year 2; Common Sense Media Digital Citizenship Certified School; NJ Safe Routes to School "Bronze" level award recipient; WIPRO Science Education Fellowship NJ in collaboration with Montclair State University; district level award winning Robotics Team.



Heywood Avenue Elementary School

(13-3880-090)

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2018-2019

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Courses, Curriculum, Instruction:

5th grade students received a full year of Coding via Code.org curriculum; 6th and 7th grade students received two Pre-Engineering courses via PLTW in "Design and Modeling" and "The Magic of Electrons"; all students in grades 5 - 7 select an Art elective for full year intensive study selecting from Dance, Visual Art, Vocal Music and Instrumental Music.



Clubs and Activities:

Boys2Men and Sister2Sister middle school mentoring groups, Cheerleading, Robotics, Student Council, National Junior Honor Society, Strings Club, Drumline, Dance Ensemble, Chorus, Basketball, Yearbook Club.



Heywood Avenue Elementary School

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 <p>Before and After School Programs:</p>	<p>After School tutoring for grades 1 - 4, Saturday Intervention Program for grades 1 - 4, Homework Help for grades 4 - 7, 21st Century Community Learning Center after school program for grades 4 - 7.</p>
 <p>Staff and Professional Learning:</p>	<p>WIPRO Science Fellowship in collaboration with Montclair State University, Teaching with Math in Focus, Discovery Education, job embedded coaching utilizing Expeditionary Learning ELA curriculum, SIOP - Sheltered English Instruction, blended learning platforms using IREAD, Reading Plus, IREADY, READ 180.</p>



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Student Supports and Services:

After school tutoring programs for English Language Learners and Students with Disabilities; technology tools to include: Learning Ally, Snap and Read and Co-Writer; DreamBox, Rosetta Stone, Saturday Intervention for ELLs.



Student Health and Wellness:

Breakfast, lunch and dinner programs are offered, "Nurse Backpack" program offered in collaboration with the Community Food Bank of NJ, Physical Education and Dance classes offered to promote student health, wellness and physical activity.



Parent and Community Involvement:

Active PTO collaborates with school to offer events for all students and families; My School Color Run, Support A Son, Enchanted SHEROE Evening event, College and Career Day, Mother's Day Tea, Family Math and Literacy Nights are examples of events held during the school year to engage and inform parents.



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Climate Surveys:

Is a Climate Survey Used: Yes A school climate survey is administered in the Fall and Spring every year. Data is used to identify programming needs as well as to assess the overall satisfaction with the program(s) offered at our school. Results are communicated to our staff and are acted upon by our School Leadership Team and staff as a whole.



Lincoln Avenue Elementary School
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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

Notes from the New Jersey Department of Education:



Lincoln Avenue Elementary School

(13-3880-100)

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2018-2019

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School Contact Information

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

Type	Contact Information
County	Essex
District	ORANGE BOARD OF EDUCATION School District
Principal Name	Ms. Aretha Malloy
Address	216 LINCOLN AVE ORANGE, NJ 07050-2605
Phone Number	973-677-4130
Email Address	malloyar@orange.k12.nj.us
Website	https://www.orange.k12.nj.us/



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	8	13	12
KG	87	84	78
1	73	92	93
2	108	78	97
3	85	113	94
4	89	84	104
5	100	88	78
6	88	99	111
7	88	76	88
Total	726	727	755

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.0%	46.6%	46.9%
Male	51.0%	53.4%	53.1%
Economically Disadvantaged Students	60.9%	68.1%	73.6%
Students with Disabilities	18.8%	21.2%	18.7%
English Learners	17.9%	16.6%	23.0%
Homeless Students	1.4%	2.2%	1.2%
Students in Foster Care	1.0%	0.7%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	0.8%	0.6%	0.5%
Hispanic	42.2%	42.8%	46.1%
Black or African American	56.2%	55.7%	52.6%
Asian	0.5%	0.6%	0.5%
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	0.3%	0.4%	0.3%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	8	13	12
KG - Half Day	0	0	0
KG - Full Day	87	84	78

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
Spanish	40.7%
English	37.9%
Haitian	15.2%
Twi	1.5%
Other Languages	4.8%

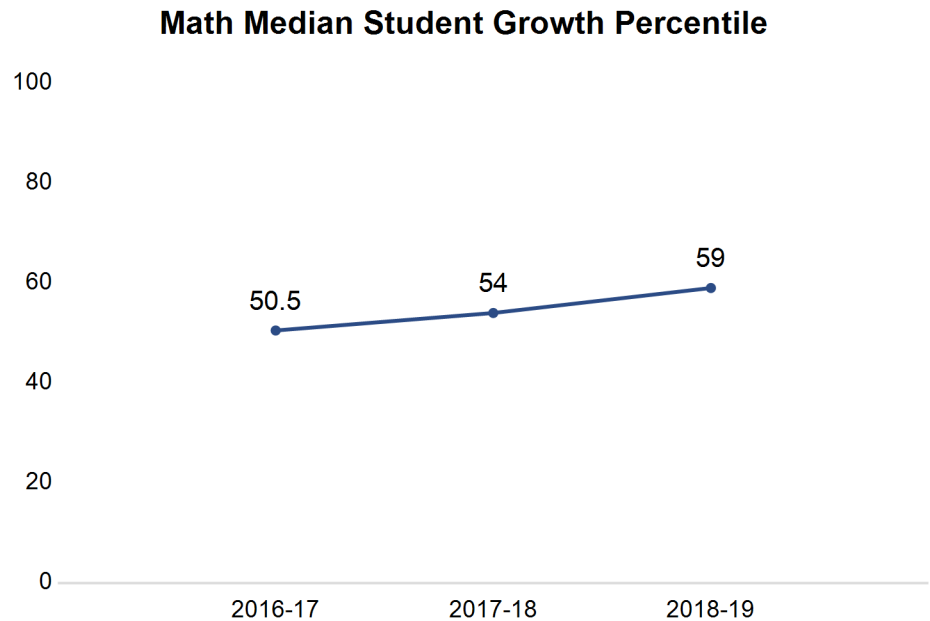
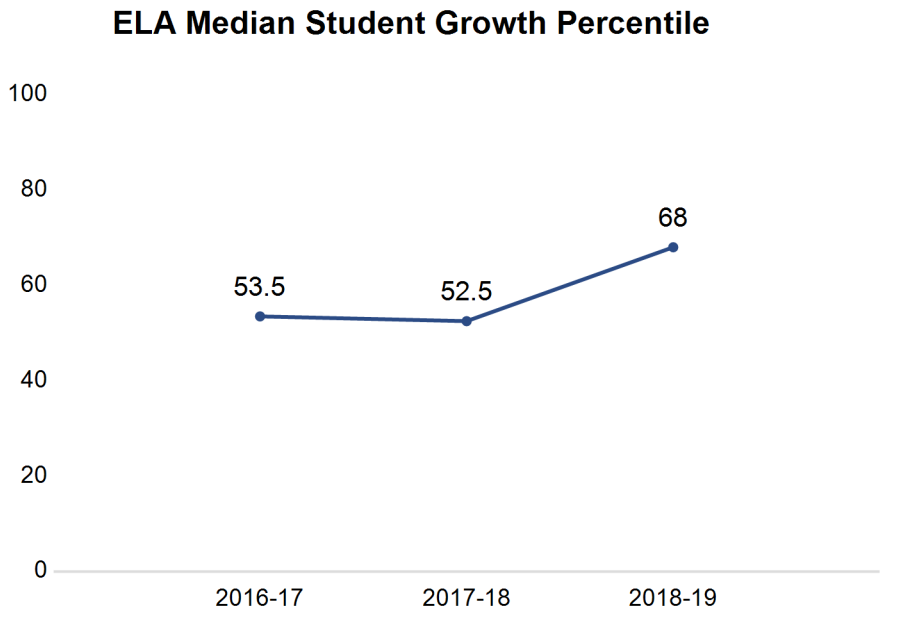


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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	53.5	52.5	68	50.5	54	59
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	68	55	50	Exceeds Standard	59	58	50	Met Standard
White	*	*	50	**	*	*	52	**
Hispanic	69.5	58.5	49	Exceeds Standard	68	67	47	Exceeds Standard
Black or African American	64.5	54	45	Exceeds Standard	56	55	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	68	56	53	N	60	59	50	N
Male	65.5	54	47	N	57.5	58	51	N
Economically Disadvantaged Students	67	55	48	Exceeds Standard	60	59	46	Exceeds Standard
Students with Disabilities	52.5	44.5	43	Met Standard	34	38	45	Not Met
English Learners	57	57	52	Met Standard	56.5	59	50	Met Standard
Homeless Students	*	57	43	N	*	55	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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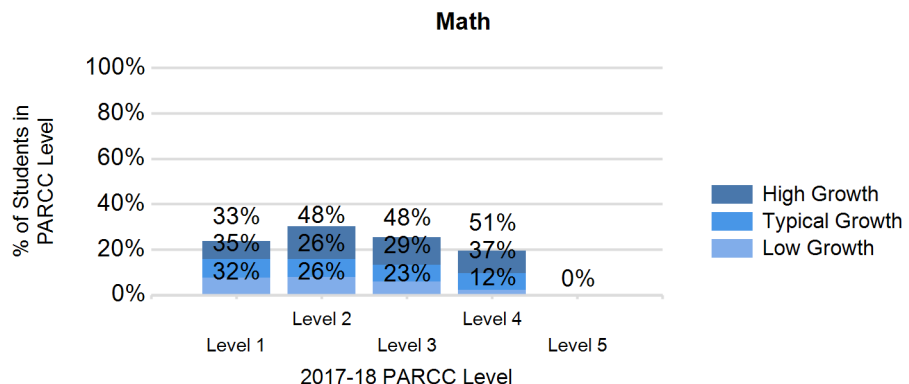
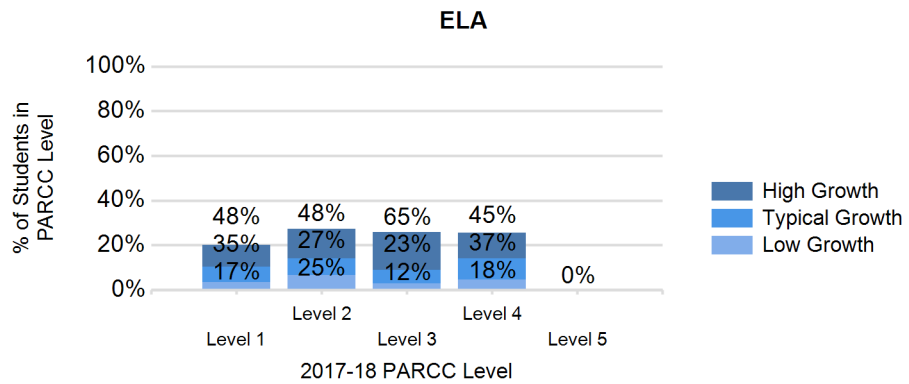
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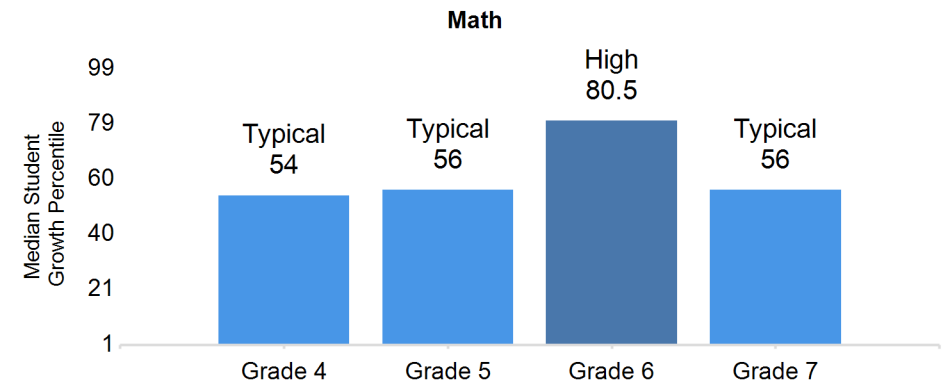
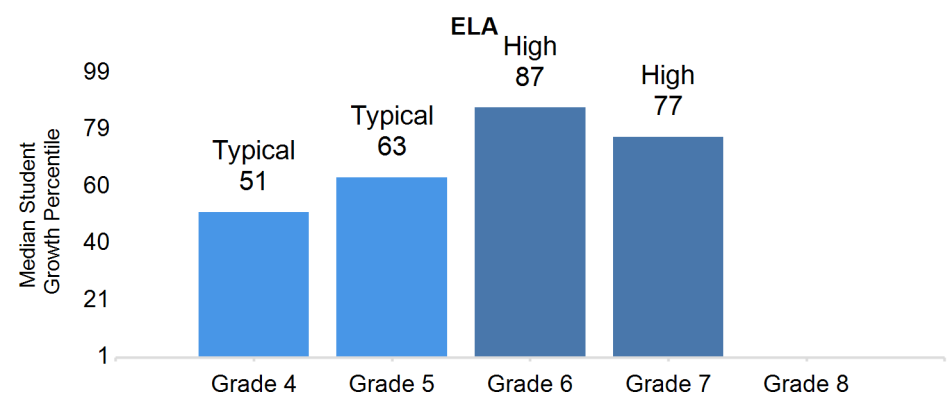
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





Lincoln Avenue Elementary School
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2018-2019

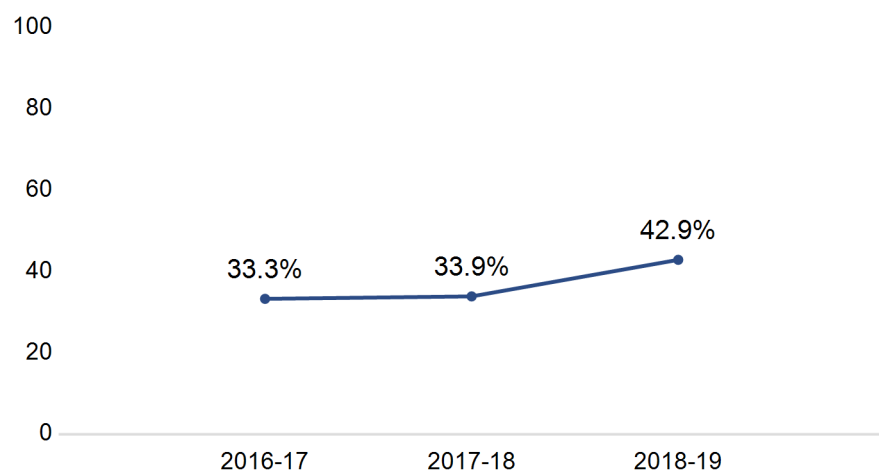
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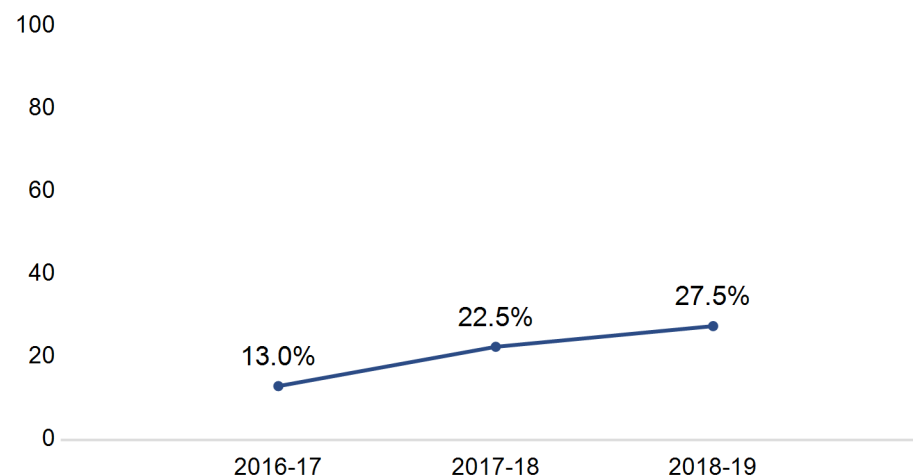
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	99.5%	99.5%	98.9%	99.3%	98.9%
Proficiency Rate for Federal Accountability	33.3%	33.9%	42.9%	13.0%	22.5%	27.5%
Annual Target	28.2%	31.0%	33.7%	17.5%	20.8%	24.1%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	387	99.5	42.9	39.9	57.9	42.9	33.7	Met Target
White	*	*	*	*	66.9	*	**	**
Hispanic	164	99.4	42.7	39.3	43.9	42.7	30.5	Met Target
Black or African American	218	99.6	42.2	40.0	38.5	42.2	35.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	189	99.5	46.6	45.7	64.8	46.6		
Male	198	99.5	39.4	34.3	51.3	39.4		
Economically Disadvantaged Students	306	99.7	42.2	40.3	40.0	42.2	33	Met Target
Non-Economically Disadvantaged Students	81	98.9	45.7	38.7	67.9	45.7		
Students with Disabilities	79	98.8	16.5	10.0	22.7	16.5	17.4	Met Target†
Students without Disabilities	308	99.7	49.7	45.2	65.1	49.7		
English Learners	113	100.0	28.3	23.0	29.3	28.3	19	Met Target
Non-English Learners	274	99.3	48.9	45.2	60.6	48.9		
Homeless Students	*	*	*	46.3	29.1	*		
Students In Foster Care	*	*	*	33.3	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

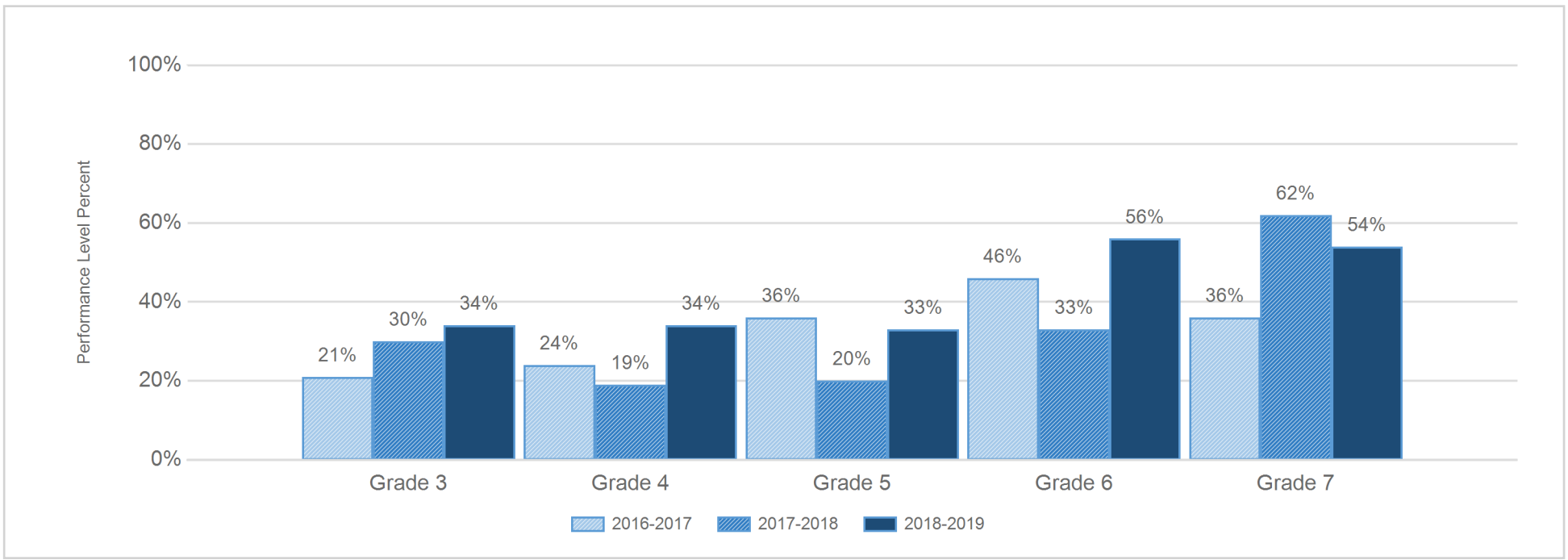


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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- † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	70	730	729	748	26%	17%	23%	34%	0%	34%	50%
White	N	N	N	757	N	N	N	N	N	N	60%
Hispanic	*	*	724	734	*	*	*	*	*	*	36%
Black or African American	39	733	733	731	*	*	*	38%	0%	38%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	43	731	*	753	*	*	*	*	*	35%	55%
Male	27	727	*	743	*	*	*	*	*	33%	46%
Economically Disadvantaged Students	52	725	727	731	*	*	*	*	*	29%	33%
Non-Economically Disadvantaged Students	18	743	736	759	*	*	*	*	*	50%	61%
Students with Disabilities	*	*	701	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	732	754	*	*	*	*	*	*	56%
English Learners	*	*	699	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	737	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Lincoln Avenue Elementary School
(13-3880-100)
Grades Offered: PK-07
2018-2019

Report Key:

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	96	734	739	755	20%	22%	24%	*	*	34%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	*	*	740	743	*	*	*	*	*	*	44%
Black or African American	56	737	*	739	*	23%	25%	*	*	39%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	42	735	742	760	*	*	29%	*	*	31%	62%
Male	54	733	736	750	*	*	20%	*	*	37%	53%
Economically Disadvantaged Students	77	734	740	740	*	*	*	*	*	32%	40%
Non-Economically Disadvantaged Students	19	735	735	765	*	*	*	*	*	42%	69%
Students with Disabilities	17	695	703	725	*	*	*	*	*	*	25%
Students without Disabilities	79	742	745	761	*	*	*	*	*	*	64%
English Learners	*	*	713	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	741	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Lincoln Avenue Elementary School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	61	734	738	756	16%	18%	33%	*	*	33%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	25	732	739	743	*	*	*	*	*	28%	44%
Black or African American	36	735	*	739	*	*	*	*	*	36%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	31	744	*	761	*	*	*	*	*	42%	64%
Male	30	723	*	750	*	*	*	*	*	23%	52%
Economically Disadvantaged Students	48	734	737	740	*	*	*	*	*	31%	39%
Non-Economically Disadvantaged Students	13	734	743	766	*	*	*	*	*	38%	69%
Students with Disabilities	14	699	707	724	*	*	*	*	*	*	23%
Students without Disabilities	47	744	744	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	740	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	750	744	754	*	13%	26%	*	*	56%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	49	746	740	738	*	*	35%	*	*	49%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	34	754	*	762	*	*	*	*	*	62%	64%
Male	50	747	*	748	*	*	*	*	*	52%	48%
Economically Disadvantaged Students	73	750	744	740	*	*	*	*	*	59%	39%
Non-Economically Disadvantaged Students	11	750	744	763	*	*	*	*	*	36%	67%
Students with Disabilities	14	722	715	722	*	*	*	*	*	14%	19%
Students without Disabilities	70	756	748	761	*	*	*	*	*	64%	64%
English Learners	*	*	714	710	*	*	*	*	*	*	*
Non-English Learners	*	*	746	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	78	749	749	761	13%	17%	17%	33%	21%	54%	63%
White	N	N	N	769	N	N	N	N	N	N	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	42	745	749	741	*	*	*	*	*	50%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	38	754	*	769	*	*	*	*	*	61%	71%
Male	40	745	*	753	*	*	*	*	*	48%	55%
Economically Disadvantaged Students	60	752	749	743	*	*	*	*	*	55%	45%
Non-Economically Disadvantaged Students	18	738	750	771	*	*	*	*	*	50%	73%
Students with Disabilities	14	712	709	720	*	*	*	*	*	14%	22%
Students without Disabilities	64	757	754	769	*	*	*	*	*	63%	71%
English Learners	*	*	709	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	751	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Lincoln Avenue Elementary School
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	397	98.9	27.5	29.4	44.5	27.5	24.1	Met Target
White	*	*	*	*	54.1	*	**	**
Hispanic	170	98.6	30.0	32.6	28.8	30.0	21.8	Met Target
Black or African American	222	99.2	25.2	27.3	23.0	25.2	25	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	194	99.1	30.4	31.1	44.9	30.4		
Male	203	98.7	24.6	27.8	44.2	24.6		
Economically Disadvantaged Students	314	98.9	26.4	29.6	26.3	26.4	24.7	Met Target
Non-Economically Disadvantaged Students	83	98.9	31.3	28.7	54.9	31.3		
Students with Disabilities	80	100.0	*	*	17.4	*	13.5	Met Target†
Students without Disabilities	317	98.6	*	*	50.0	*		
English Learners	124	99.4	20.2	*	25.0	20.2	20.5	Met Target†
Non-English Learners	273	98.7	30.8	*	46.5	30.8		
Homeless Students	*	*	*	24.4	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Lincoln Avenue Elementary School

(13-3880-100)

Grades Offered: PK-07

2018-2019

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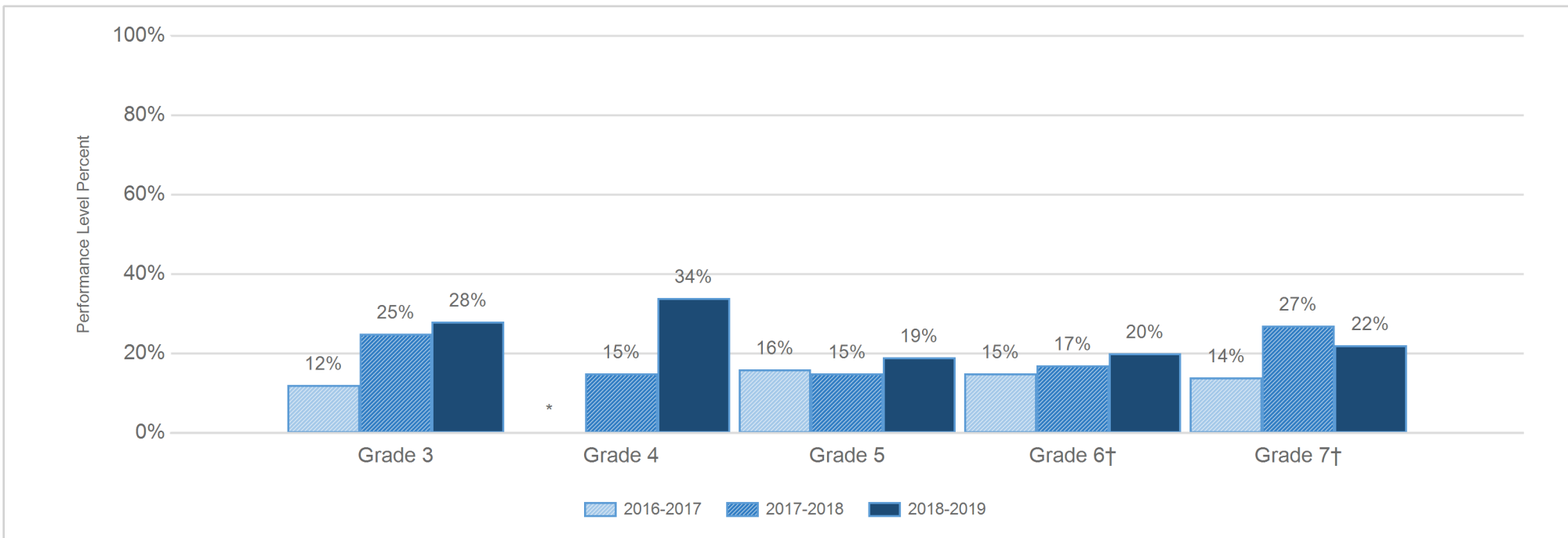
** Accountability calculations require 20 or more students

N No Data is available to display

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Lincoln Avenue Elementary School
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	726	733	752	23%	22%	27%	*	*	28%	55%
White	N	N	N	760	N	N	N	N	N	N	66%
Hispanic	*	*	733	739	*	*	*	*	*	*	40%
Black or African American	41	732	733	735	*	32%	*	*	*	37%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	46	731	*	751	*	*	*	*	*	30%	54%
Male	36	720	*	752	*	*	*	*	*	25%	56%
Economically Disadvantaged Students	63	720	731	737	*	*	*	*	*	21%	37%
Non-Economically Disadvantaged Students	19	744	740	761	*	*	*	*	*	53%	67%
Students with Disabilities	*	*	709	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	736	756	*	*	*	*	*	*	60%
English Learners	19	695	714	728	*	*	*	*	*	*	26%
Non-English Learners	63	735	739	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	99	731	735	749	20%	19%	26%	*	*	34%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	*	*	740	737	*	*	*	*	*	*	36%
Black or African American	57	729	*	731	23%	19%	25%	*	*	33%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	45	727	734	749	*	*	24%	*	*	29%	50%
Male	54	735	736	749	*	*	28%	*	*	39%	52%
Economically Disadvantaged Students	80	731	735	734	*	*	*	*	*	34%	32%
Non-Economically Disadvantaged Students	19	732	734	759	*	*	*	*	*	37%	63%
Students with Disabilities	17	693	702	726	*	*	*	*	*	*	25%
Students without Disabilities	82	739	740	754	*	*	*	*	*	*	56%
English Learners	10	724	710	722	*	*	*	*	*	30%	18%
Non-English Learners	89	732	737	751	*	*	*	*	*	35%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	68	719	728	747	29%	35%	16%	19%	0%	19%	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	30	720	732	735	33%	*	*	*	*	20%	30%
Black or African American	38	719	*	729	26%	*	*	*	*	18%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	35	723	*	747	*	*	*	*	*	26%	47%
Male	33	715	*	747	*	*	*	*	*	12%	47%
Economically Disadvantaged Students	55	719	726	732	*	*	*	*	*	18%	27%
Non-Economically Disadvantaged Students	13	720	733	757	*	*	*	*	*	23%	59%
Students with Disabilities	14	699	702	725	*	*	*	*	*	*	19%
Students without Disabilities	54	725	733	752	*	*	*	*	*	*	52%
English Learners	*	*	708	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	729	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	95	722	726	741	22%	32%	26%	20%	0%	20%	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	*	*	*	729	*	*	*	*	*	*	24%
Black or African American	48	719	720	722	21%	40%	27%	*	*	13%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	39	727	*	742	*	*	31%	*	*	26%	42%
Male	56	719	*	740	*	*	23%	*	*	16%	40%
Economically Disadvantaged Students	83	722	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	12	720	727	750	*	*	*	*	*	*	53%
Students with Disabilities	14	700	700	716	*	*	*	*	*	*	12%
Students without Disabilities	81	726	730	746	*	*	*	*	*	*	46%
English Learners	18	701	699	709	*	*	*	*	*	*	*
Non-English Learners	77	727	728	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Lincoln Avenue Elementary School
(13-3880-100)
Grades Offered: PK-07
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	86	723	733	744	21%	31%	26%	22%	0%	22%	42%
White	N	N	N	751	N	N	N	N	N	N	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	44	724	732	727	*	34%	*	*	*	23%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	41	725	*	744	*	*	29%	*	*	27%	42%
Male	45	722	*	743	*	*	22%	*	*	18%	42%
Economically Disadvantaged Students	68	723	732	731	*	*	*	*	*	22%	24%
Non-Economically Disadvantaged Students	18	724	735	751	*	*	*	*	*	22%	53%
Students with Disabilities	14	702	703	718	*	*	*	*	*	*	13%
Students without Disabilities	72	727	737	749	*	*	*	*	*	*	48%
English Learners	14	699	710	716	*	*	*	*	*	*	10%
Non-English Learners	72	728	735	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

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

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

English Language 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	50.7%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	73	*	*
3-4	54	*	*
5 or more	23	*	*



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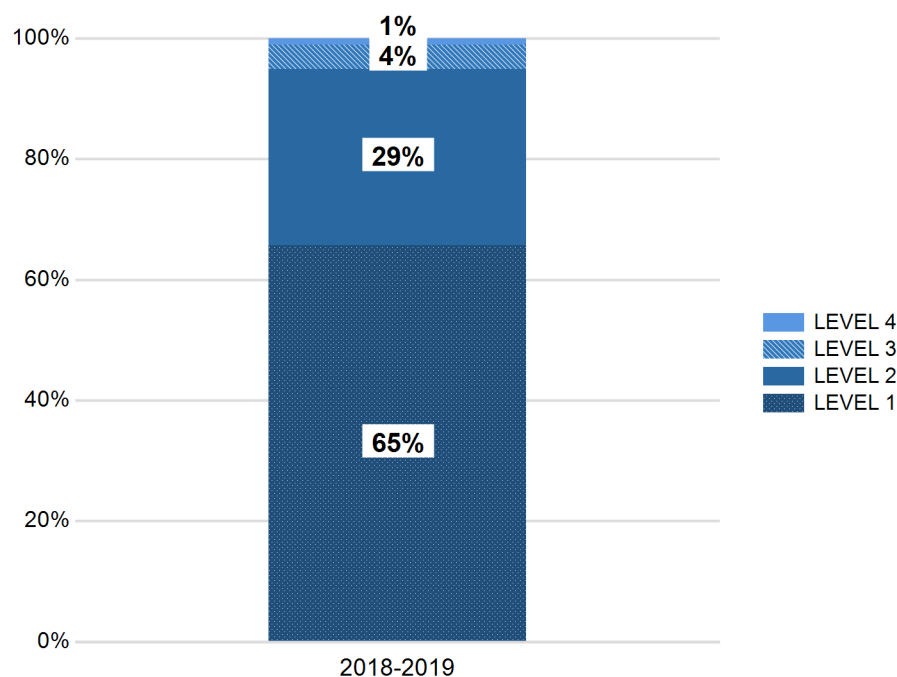
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	65	29	4	1
White	N	N	N	N
Hispanic	72	19	6	3
Black or African American	59	38	3	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	60	37	3	0
Male	71	21	6	3
Economically Disadvantaged Students	67	26	5	2
Non-Economically Disadvantaged Students	58	42	0	0
Students with Disabilities	81	19	0	0
Students without Disabilities	60	32	6	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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	116
7	0	0	93
Total	0	0	209

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	0	0	0	0	0	0	103
7	0	0	0	0	0	0	82
Total	0	0	0	0	0	0	185



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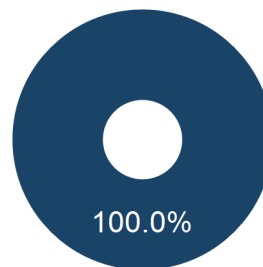
† This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

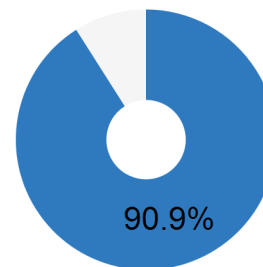
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

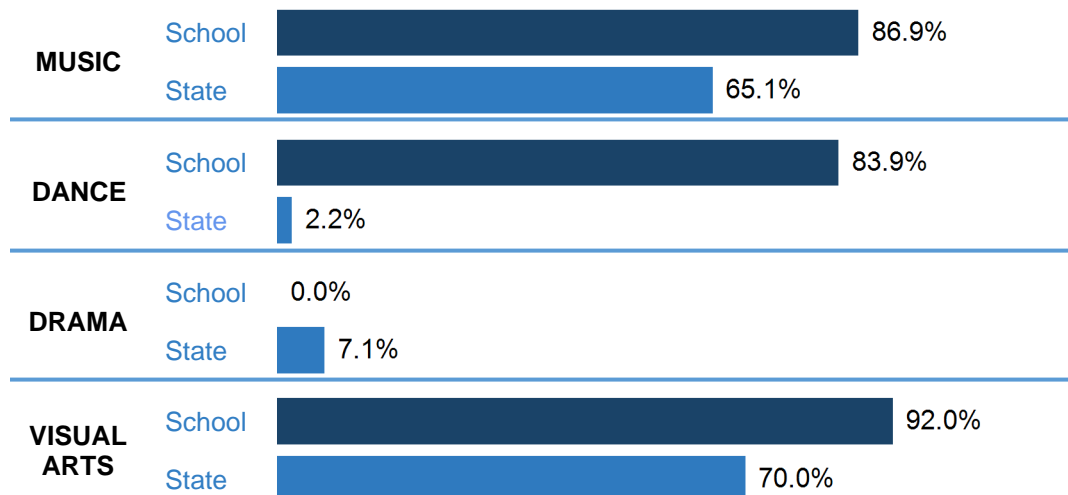


School



State

Students enrolled in one or more classes by discipline:





Lincoln Avenue Elementary School

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

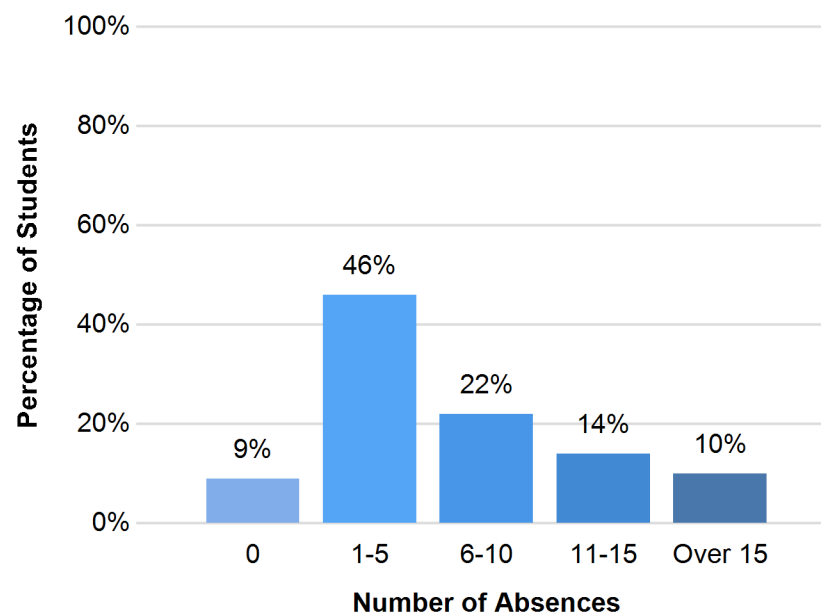
Chronic Absenteeism

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	54	7.9	8.9	Met
White	*	*	**	**
Hispanic	25	8.4	8.9	Met
Black or African American	29	7.7	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	21	6.4		
Male	33	9.3		
Economically Disadvantaged Students	31	5.9	8.9	Met
Students with Disabilities	13	11.5	8.9	Not Met
English Learners	11	8.9	8.9	Met
Homeless Students	1	10.0		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	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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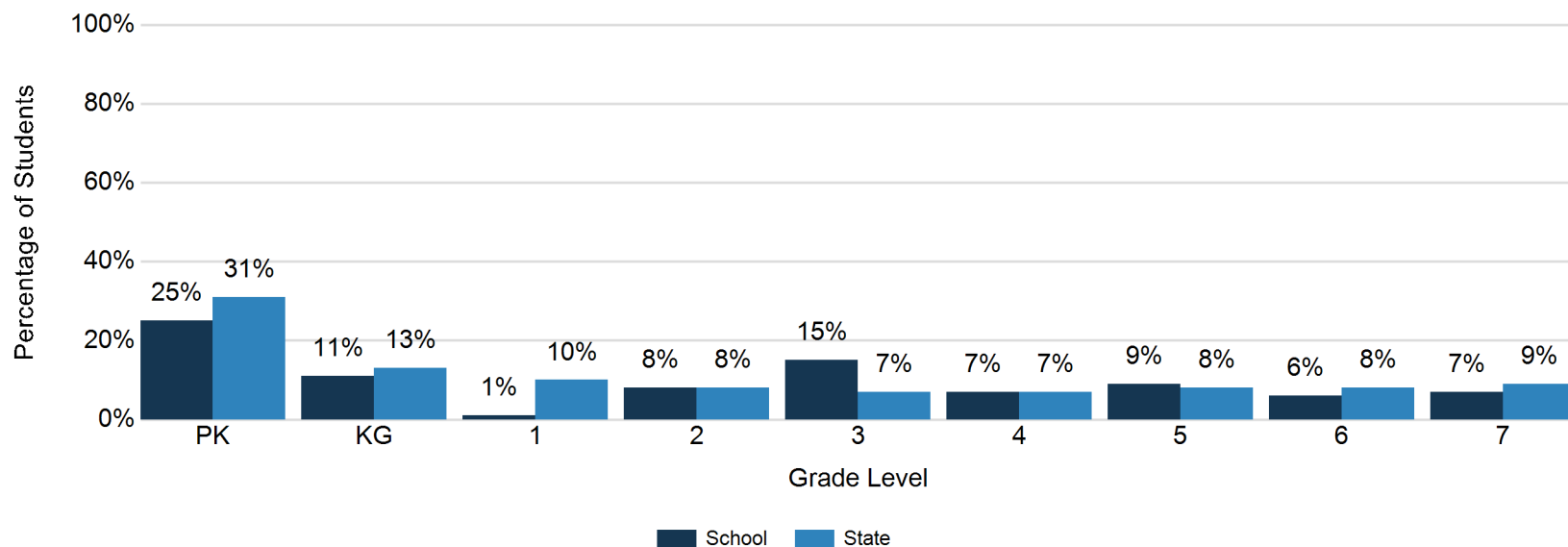
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.53

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	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	3		3

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	0	0.0%
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
52



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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	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.0:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	61	118,214
Average years experience in public schools	6.7	12.1
Average years experience in district	5.9	10.8
Percentage of Teachers with 4 or more years experience in the district	50.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	52	9,530
Average years experience in public schools	13.3	16.0
Average years experience in district	10.6	12.0
Percentage of Administrators with 4 or more years experience in the district	76.9%	76.9%

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	12:1	11:1
Students to Administrators	252:1	108:1
Teachers to Administrators	20:1	9:1
Students to Librarians/Media Specialists		805:1
Students to Nurses		626:1
Students to Counselors		433:1
Students to Child Study Team Members		235:1



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

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.9%	78.7%	66.7%	48.4%	77.1%	54.9%
Male	53.1%	21.3%	33.3%	51.6%	22.9%	45.1%
White	0.5%	29.5%	0.0%	42.4%	83.6%	77.4%
Hispanic	46.1%	13.1%	33.3%	29.9%	7.3%	7.2%
Black or African American	52.6%	49.2%	66.7%	15.0%	6.6%	13.9%
Asian	0.5%	8.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	78.7%	90.5%
2017-18 Administrators: Same district 2018-19	88.0%	87.9%

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
2018-19	97.2%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	33.3%	33.9%	42.9%
Math Proficiency	13.0%	22.5%	27.5%
ELA Growth	54	52	68
Math Growth	50	54	59
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		49.1%	50.7%
Chronic Absenteeism	9.9%	6.5%	7.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Lincoln Avenue Elementary School

(13-3880-100)

Grades Offered: PK-07

2018-2019

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Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Lincoln Avenue Elementary School
(13-3880-100)
Grades Offered: PK-07
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target	Exceeds Standard	Met Standard	Met Target	Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Black or African American	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target	Met Target†	Met Standard	Met Standard	Met Standard	Met	No

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



Lincoln Avenue Elementary School

(13-3880-100)

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2018-2019

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School Narrative

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



Highlights:

- Every classroom contains 1:1 technology integration.
- Teachers engage in vertically articulated common planning times.
- Won 1st place in the Reading Rewards Program.



Mission, Vision, Theme:

Our vision is for students to become facilitators of their own knowledge utilizing best practices through focused lessons aligned to the New Jersey Student Learning Standards that incorporate cooperative groups and engage in accountable talk. This process will enhance the teaching/learning experience for all stakeholders beyond the confinement of the classroom walls.



Awards, Recognition, Accomplishments:

Received the Whole Foods Garden Grant in the amount of \$2000 to create a fully functional school garden for staff to integrate into their science lessons. Won 1st place in the district's reading rewards program for most number of pages read by students in a school.



Lincoln Avenue Elementary School

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Courses, Curriculum, Instruction:

Lincoln Avenue Elementary School offers two World Language courses (Spanish and French) in grades 3 through 7, Visual and Performing Arts courses (Vocal Music, Dance Ensemble, Instrumental Music and Art) in grades Kindergarten through 7th, Physical Education and Health, and Computer Literacy along with the core subjects Mathematics, English Language Arts, Science and Social Studies.



Clubs and Activities:

Lincoln Avenue Elementary School offers the following clubs/extracurricular activities: Coding, Robotics, Vocal Club, Dance Club, Health & Wellness, Board Games, Student Government, Cheerleading and Debate Team.



Lincoln Avenue Elementary School

(13-3880-100)

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Before and After School Programs:

Lincoln Avenue Elementary offers morning and aftercare programs, academic enrichment and additional instruction programs before school, extended school days on Tuesday, Wednesday and Thursday, along with a Saturday NJSLA readiness program. All programs are run by classroom teachers and paraprofessionals.



Staff and Professional Learning:

Teachers collaborate weekly to develop lessons that support various learning styles and abilities. They utilize this time to also share best practices in teaching. Teachers also participate in monthly school-wide staff development on tailoring instruction with the use of data. Administrative walkthroughs are used to provide staff with immediate feedback on a focused area of instruction.



Lincoln Avenue Elementary School

(13-3880-100)

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 <p>Student Supports and Services:</p>	<p>Lincoln Avenue Elementary provides students with ESL and SWD inclusions support, Child Study Teams, school counselor, related services (speech & occupational therapy) and a parent liaison.</p>
 <p>Student Health and Wellness:</p>	<p>Lincoln Avenue School has a Wellness Club and a breakfast & lunch program that address the nutritional needs of our students. They engage in physical activities during daily recess and their physical education classes.</p>
 <p>Parent and Community Involvement:</p>	<p>Lincoln has a close working connection with both the parents of the school as well as community organizations such as Family Connections and Main Street Counseling, all working together to support the social development of every child.</p>



Lincoln Avenue Elementary School

(13-3880-100)

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2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes Online surveys are given to students, parents, and staff twice a year. The results of the survey are used to determine how to improve both instruction and the culture & climate of the school.</p>
 <p>Facilities:</p>	<p>Building was built in 1899 and renovated in 2009. We have a gym/auditorium, dance room, vocal room, instrumental room with soundproof practice rooms attached, two art rooms and two computer labs.</p>



Oakwood Avenue Elementary School
(13-3880-110)
Grades Offered: PK-07
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



Oakwood Avenue Elementary School

(13-3880-110)

Grades Offered: PK-07

2018-2019

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School Contact Information

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

Type	Contact Information
County	Essex
District	ORANGE BOARD OF EDUCATION School District
Principal Name	Ms. Denise White
Address	135 OAKWOOD AVE ORANGE, NJ 07050-3909
Phone Number	973-677-4095
Email Address	whiteden@orange.k12.nj.us
Website	https://www.orange.k12.nj.us/



Oakwood Avenue Elementary School

(13-3880-110)

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	26	28	85
KG	28	32	37
1	31	26	33
2	34	23	33
3	24	25	19
4	34	20	21
5	20	29	20
6	18	20	25
7	33	20	24
Total	248	223	297

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	42.2%	46.6%	45.5%
Male	57.8%	53.4%	54.5%
Economically Disadvantaged Students	79.1%	65.0%	71.7%
Students with Disabilities	17.7%	19.7%	21.5%
English Learners	12.4%	7.6%	7.1%
Homeless Students	1.2%	3.1%	0.7%
Students in Foster Care	1.2%	0.9%	1.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	0.8%	1.8%	1.7%
Hispanic	24.1%	23.8%	25.3%
Black or African American	74.7%	74.0%	70.4%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.4%	0.4%	2.4%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	26	28	85
KG - Half Day	0	0	0
KG - Full Day	28	32	37

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	64.0%
Spanish	22.6%
Haitian	7.7%
Other Languages	5.7%



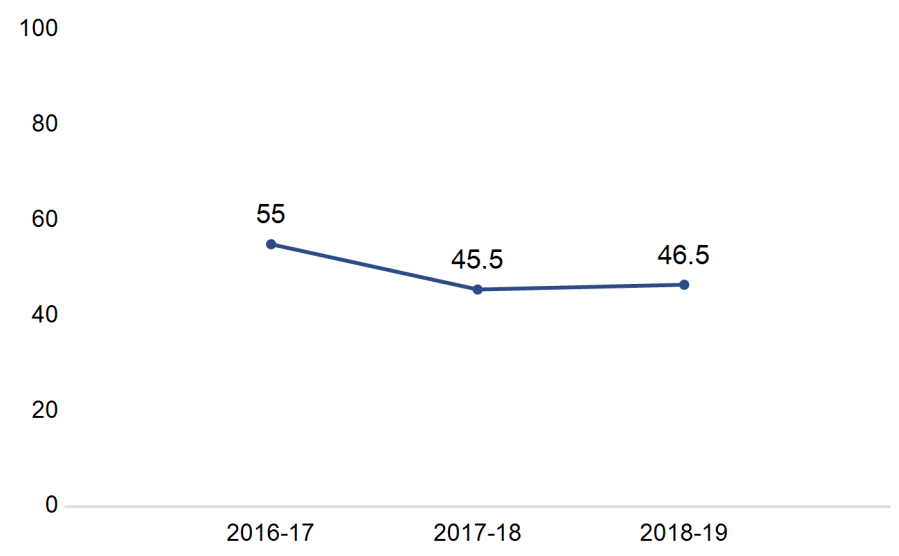
Oakwood Avenue Elementary School
 (13-3880-110)
 Grades Offered: PK-07
 2018-2019

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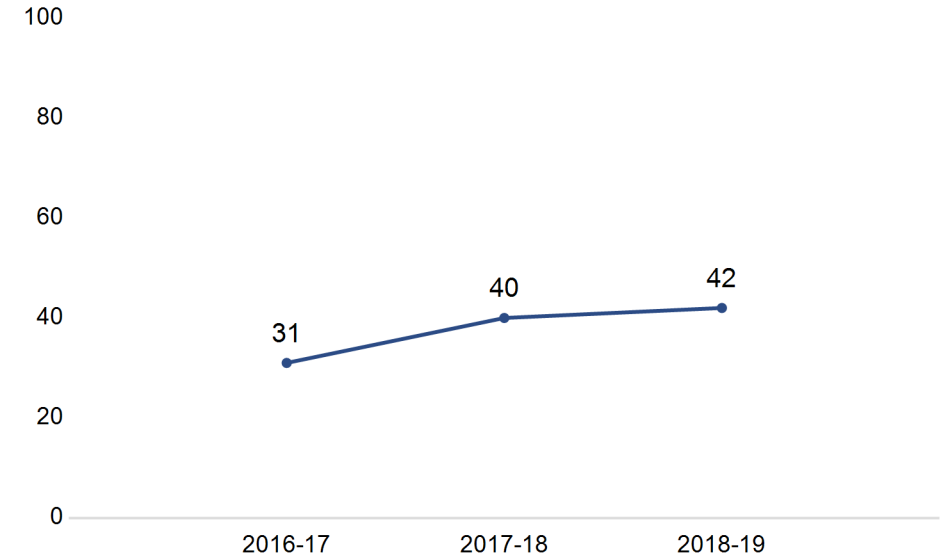
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	55	45.5	46.5	31	40	42
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Oakwood Avenue Elementary School
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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 (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 (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	46.5	55	50	Met Standard	42	58	50	Met Standard
White	*	*	50	**	*	*	52	**
Hispanic	52	58.5	49	**	30	67	47	**
Black or African American	44.5	54	45	Met Standard	42.5	55	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	*	59	**	N	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	48	56	53	N	38	59	50	N
Male	42	54	47	N	42	58	51	N
Economically Disadvantaged Students	46.5	55	48	Met Standard	39.5	59	46	Not Met
Students with Disabilities	45	44.5	43	**	15	38	45	**
English Learners	57	57	52	**	43	59	50	**
Homeless Students	*	57	43	N	*	55	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



Oakwood Avenue Elementary School
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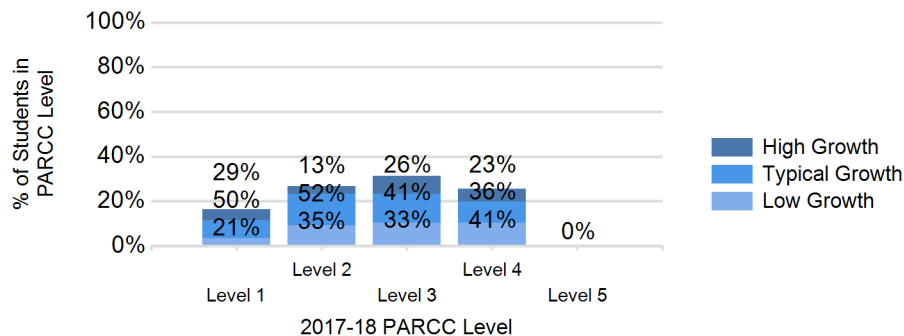
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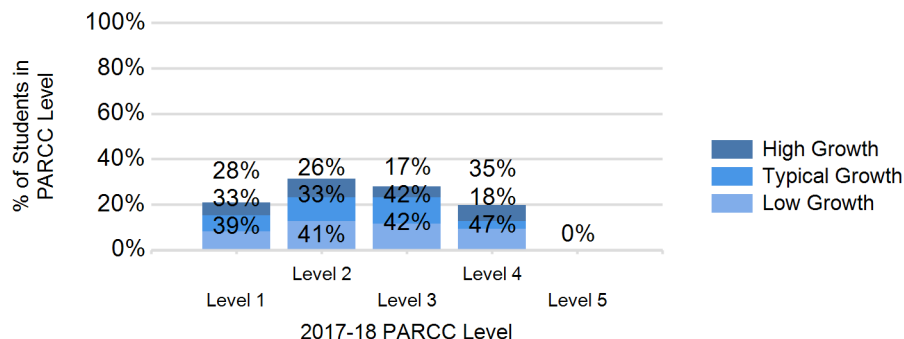
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA



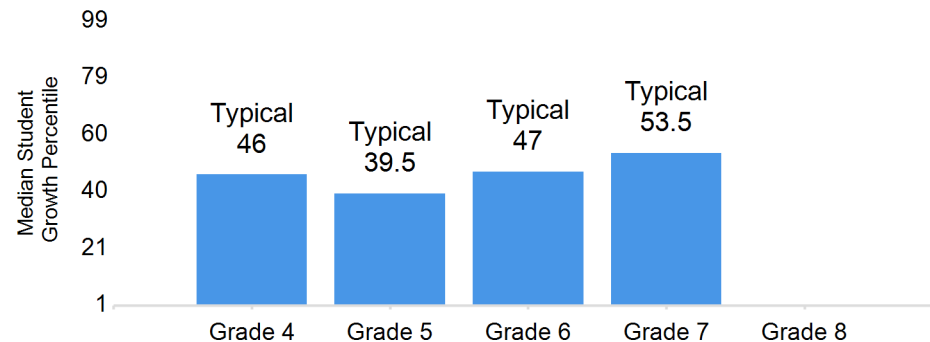
Math



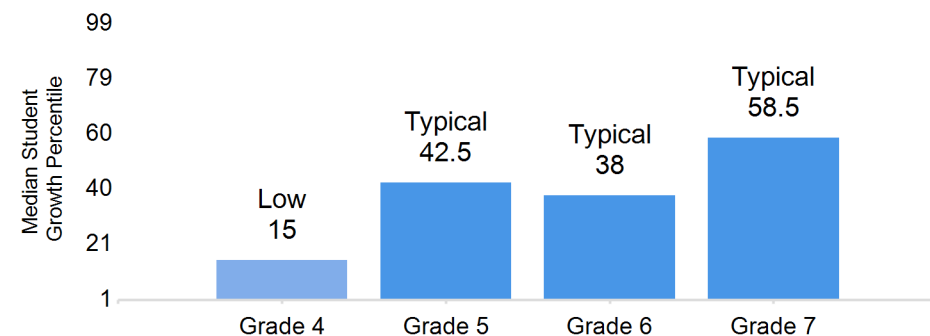
Student Growth by Grade

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

ELA



Math





Oakwood Avenue Elementary School
(13-3880-110)
Grades Offered: PK-07
2018-2019

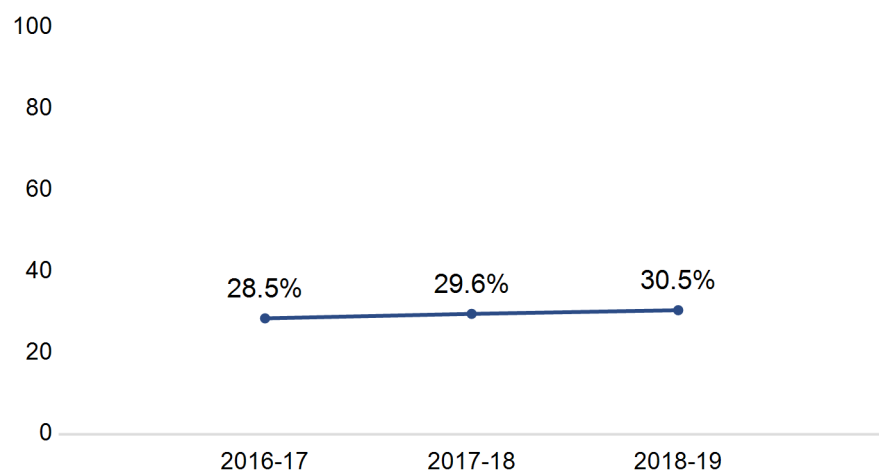
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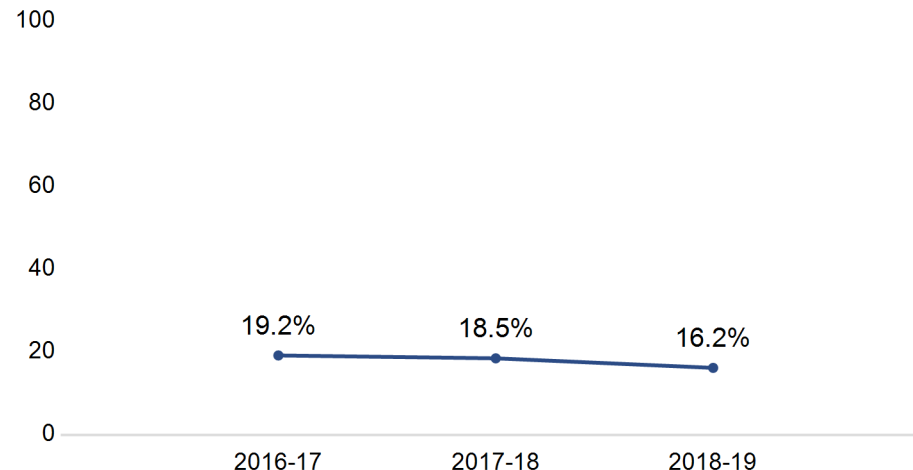
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.1%	98.2%	100.0%	99.1%	99.1%
Proficiency Rate for Federal Accountability	28.5%	29.6%	30.5%	19.2%	18.5%	16.2%
Annual Target	34.1%	36.5%	38.9%	24.4%	27.3%	30.3%
Met Annual Target?	Met Target†	Met Target†	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	105	98.2	30.5	39.9	57.9	30.5	38.9	Not Met
White	*	*	*	*	66.9	*	**	**
Hispanic	*	*	*	39.3	43.9	*	41.7	Met Target†
Black or African American	81	97.8	28.4	40.0	38.5	28.4	36	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	82.9	N	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	46	100.0	30.4	45.7	64.8	30.4		
Male	59	96.9	30.5	34.3	51.3	30.5		
Economically Disadvantaged Students	87	98.9	31.0	40.3	40.0	31.0	38.8	Met Target†
Non-Economically Disadvantaged Students	18	95.7	27.8	38.7	67.9	27.8		
Students with Disabilities	16	94.1	25.0	10.0	22.7	25.0	**	**
Students without Disabilities	89	99.0	31.5	45.2	65.1	31.5		
English Learners	21	100.0	28.6	23.0	29.3	28.6	21.5	Met Target
Non-English Learners	84	97.8	31.0	45.2	60.6	31.0		
Homeless Students	*	*	*	46.3	29.1	*		
Students In Foster Care	*	*	*	33.3	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



Oakwood Avenue Elementary School

(13-3880-110)

Grades Offered: PK-07

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

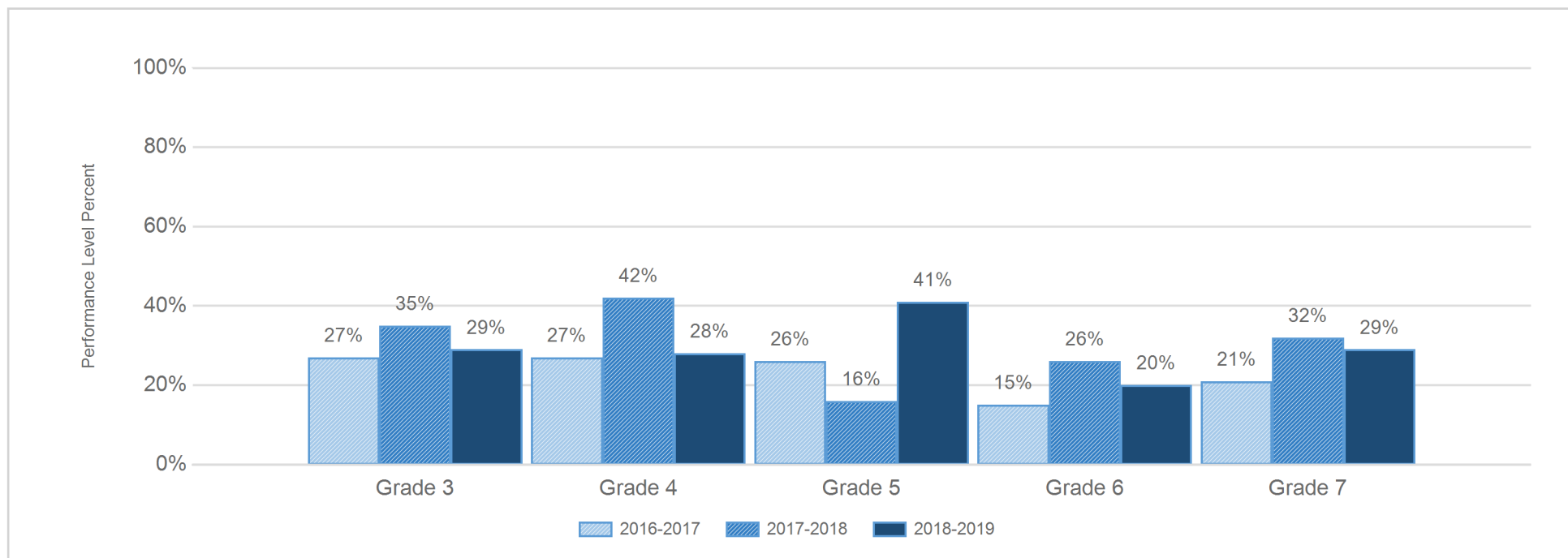
** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Oakwood Avenue Elementary School
(13-3880-110)
Grades Offered: PK-07
2018-2019

Report Key:

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- N** No Data is available to display
- † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	17	728	729	748	*	*	*	*	*	29%	50%
White	N	N	N	757	N	N	N	N	N	N	60%
Hispanic	*	*	724	734	*	*	*	*	*	*	36%
Black or African American	*	*	733	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	*	*	*	753	*	*	*	*	*	*	55%
Male	*	*	*	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	727	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	736	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	701	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	732	754	*	*	*	*	*	*	56%
English Learners	*	*	699	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	737	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Oakwood Avenue Elementary School
(13-3880-110)
Grades Offered: PK-07
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	25	736	739	755	*	*	*	*	*	28%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	*	*	740	743	*	*	*	*	*	*	44%
Black or African American	17	734	*	739	*	*	*	*	*	24%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	10	758	742	760	*	*	*	*	*	50%	62%
Male	15	721	736	750	*	*	*	*	*	13%	53%
Economically Disadvantaged Students	*	*	740	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	735	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	703	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	745	761	*	*	*	*	*	*	64%
English Learners	*	*	713	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	741	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Oakwood Avenue Elementary School
(13-3880-110)
Grades Offered: PK-07
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	17	741	738	756	0%	*	*	*	*	41%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	11	739	*	739	0%	*	*	*	*	36%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	*	*	*	761	*	*	*	*	*	*	64%
Male	*	*	*	750	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	737	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	743	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	707	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	744	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	740	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Oakwood Avenue Elementary School
(13-3880-110)
Grades Offered: PK-07
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	25	723	744	754	*	44%	*	*	*	20%	56%
White	N	N	*	762	N	N	N	N	N	N	65%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	740	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	*	*	*	762	*	*	*	*	*	*	64%
Male	*	*	*	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	744	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	744	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	715	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	748	761	*	*	*	*	*	*	64%
English Learners	*	*	714	710	*	*	*	*	*	*	*
Non-English Learners	*	*	746	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Oakwood Avenue Elementary School
(13-3880-110)
Grades Offered: PK-07
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	24	734	749	761	*	*	*	*	*	29%	63%
White	N	N	N	769	N	N	N	N	N	N	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	*	*	749	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	*	*	*	769	*	*	*	*	*	*	71%
Male	*	*	*	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	*	*	749	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	750	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	709	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	754	769	*	*	*	*	*	*	71%
English Learners	*	*	709	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	751	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Oakwood Avenue Elementary School
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	105	99.1	16.2	29.4	44.5	16.2	30.3	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	*	*	*	32.6	28.8	*	34.3	Met Target†
Black or African American	81	98.9	13.6	27.3	23.0	13.6	27.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	76.5	N	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	46	100.0	13.0	31.1	44.9	13.0		
Male	59	98.4	18.6	27.8	44.2	18.6		
Economically Disadvantaged Students	87	100.0	16.1	29.6	26.3	16.1	29.9	Not Met
Non-Economically Disadvantaged Students	18	95.7	16.7	28.7	54.9	16.7		
Students with Disabilities	16	100.0	12.5	*	17.4	12.5	**	**
Students without Disabilities	89	99.0	16.9	*	50.0	16.9		
English Learners	21	100.0	19.0	*	25.0	19.0	21.5	Met Target†
Non-English Learners	84	98.9	15.5	*	46.5	15.5		
Homeless Students	*	*	*	24.4	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



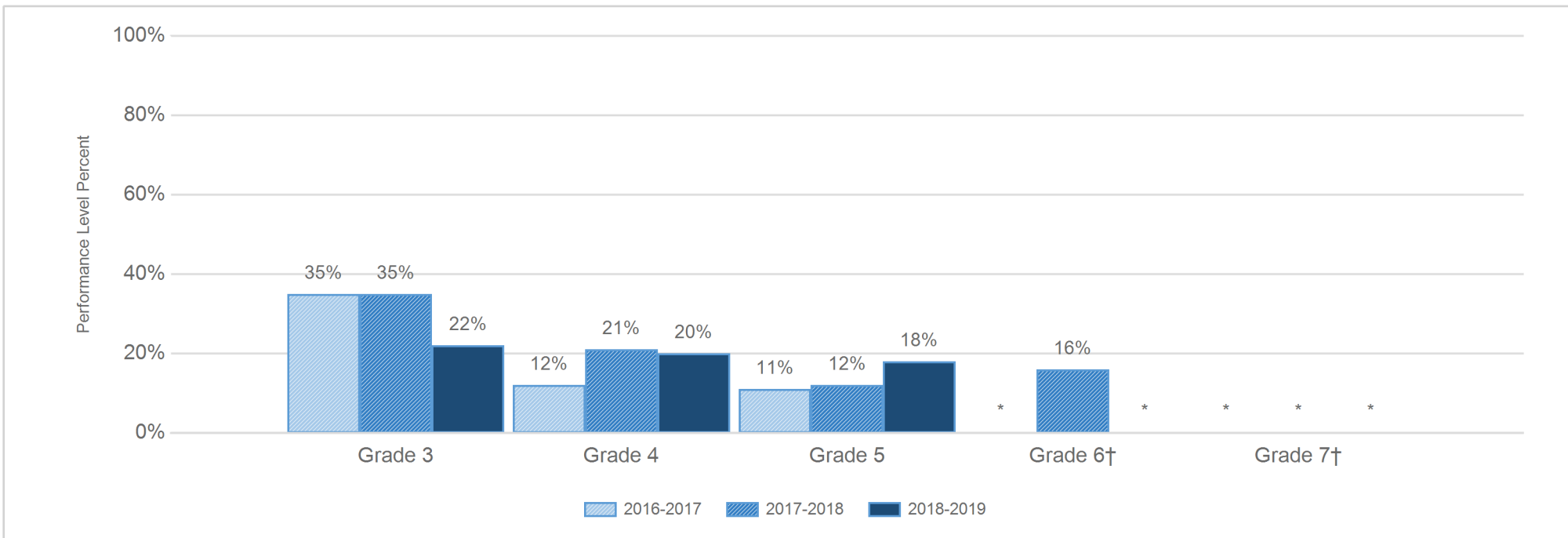
Oakwood Avenue Elementary School
(13-3880-110)
Grades Offered: PK-07
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Oakwood Avenue Elementary School
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	18	721	733	752	*	*	*	*	*	22%	55%
White	N	N	N	760	N	N	N	N	N	N	66%
Hispanic	*	*	733	739	*	*	*	*	*	*	40%
Black or African American	*	*	733	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	*	*	*	751	*	*	*	*	*	*	54%
Male	*	*	*	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	*	*	731	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	740	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	709	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	736	756	*	*	*	*	*	*	60%
English Learners	*	*	714	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	739	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Oakwood Avenue Elementary School
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	25	714	735	749	*	*	*	*	*	20%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	*	*	740	737	*	*	*	*	*	*	36%
Black or African American	17	710	*	731	*	*	*	*	*	24%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	10	732	734	749	*	*	*	*	*	*	50%
Male	15	701	736	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	735	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	734	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	702	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	740	754	*	*	*	*	*	*	56%
English Learners	*	*	710	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	737	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Oakwood Avenue Elementary School
(13-3880-110)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	17	728	728	747	*	*	*	*	*	18%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	*	*	732	735	*	*	*	*	*	*	30%
Black or African American	11	720	*	729	*	*	*	*	*	18%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	*	*	*	747	*	*	*	*	*	*	47%
Male	*	*	*	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	*	*	726	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	733	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	702	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	733	752	*	*	*	*	*	*	52%
English Learners	*	*	708	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	729	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Oakwood Avenue Elementary School
(13-3880-110)
Grades Offered: PK-07
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	25	708	726	741	*	*	*	*	*	*	41%
White	N	N	*	749	N	N	N	N	N	N	51%
Hispanic	*	*	*	729	*	*	*	*	*	*	24%
Black or African American	*	*	720	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	*	*	*	742	*	*	*	*	*	*	42%
Male	*	*	*	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	727	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	700	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	730	746	*	*	*	*	*	*	46%
English Learners	*	*	699	709	*	*	*	*	*	*	*
Non-English Learners	*	*	728	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Oakwood Avenue Elementary School
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	24	724	733	744	*	*	*	*	*	*	42%
White	N	N	N	751	N	N	N	N	N	N	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	*	*	732	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	*	*	*	744	*	*	*	*	*	*	42%
Male	*	*	*	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	732	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	735	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	703	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	737	749	*	*	*	*	*	*	48%
English Learners	*	*	710	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	735	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Oakwood Avenue Elementary School

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DLM Alternate Assessment - Participation

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

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

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	30.0%	**	**

† 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	*	*	*
3-4	14	*	*
5 or more	*	*	*



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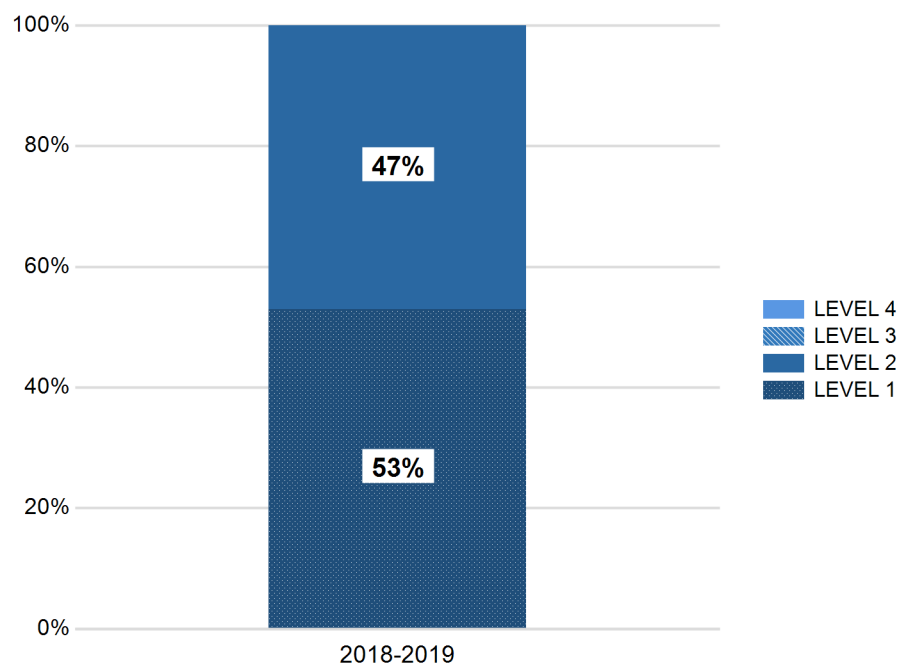
N No Data is available to display

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	53	47	0	0
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	67	33	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	53	47	0	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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	29
7	0	0	25
Total	0	0	54

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	0	0	0	0	0	0	28
7	0	0	0	0	0	0	25
Total	0	0	0	0	0	0	53



Oakwood Avenue Elementary School
 (13-3880-110)
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 2018-2019

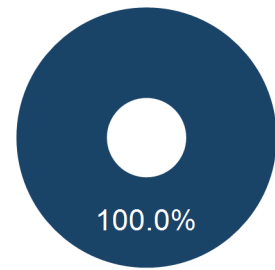
Report Key:
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Visual and Performing Arts – Course Participation

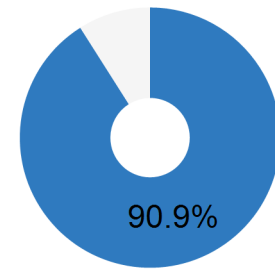
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

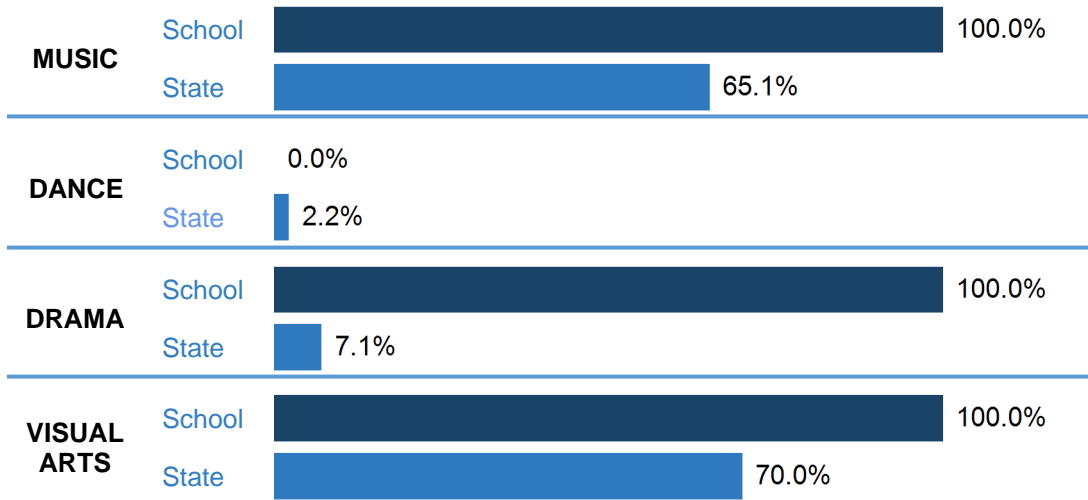


School



State

Students enrolled in one or more classes by discipline:





Oakwood Avenue Elementary School

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

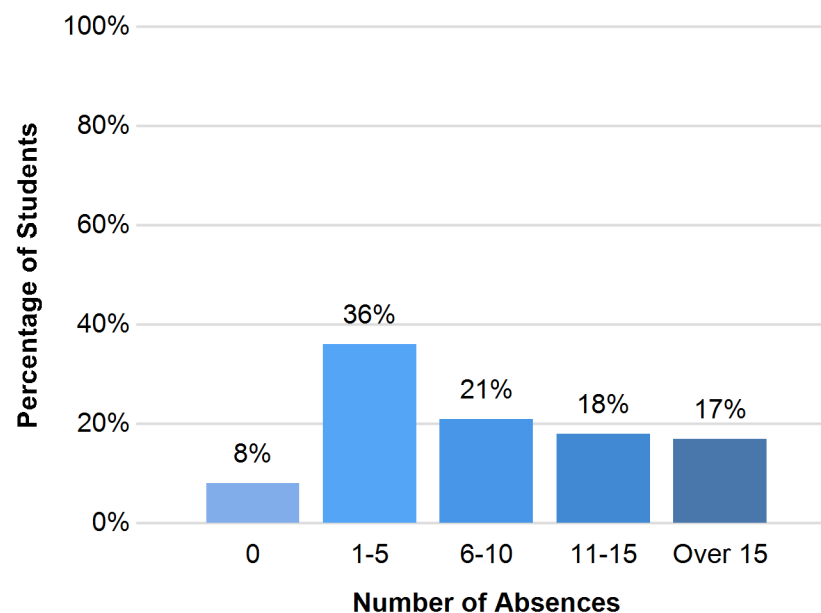
Chronic Absenteeism

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	25	13.1	8.9	Not Met
White	*	*	**	**
Hispanic	3	8.1	8.9	Met
Black or African American	20	13.3	8.9	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	12	12.8		
Male	13	13.4		
Economically Disadvantaged Students	18	12.3	8.9	Not Met
Students with Disabilities	5	19.2	8.9	Not Met
English Learners	1	4.3	8.9	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	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.





Oakwood Avenue Elementary School

(13-3880-110)

Grades Offered: PK-07

2018-2019

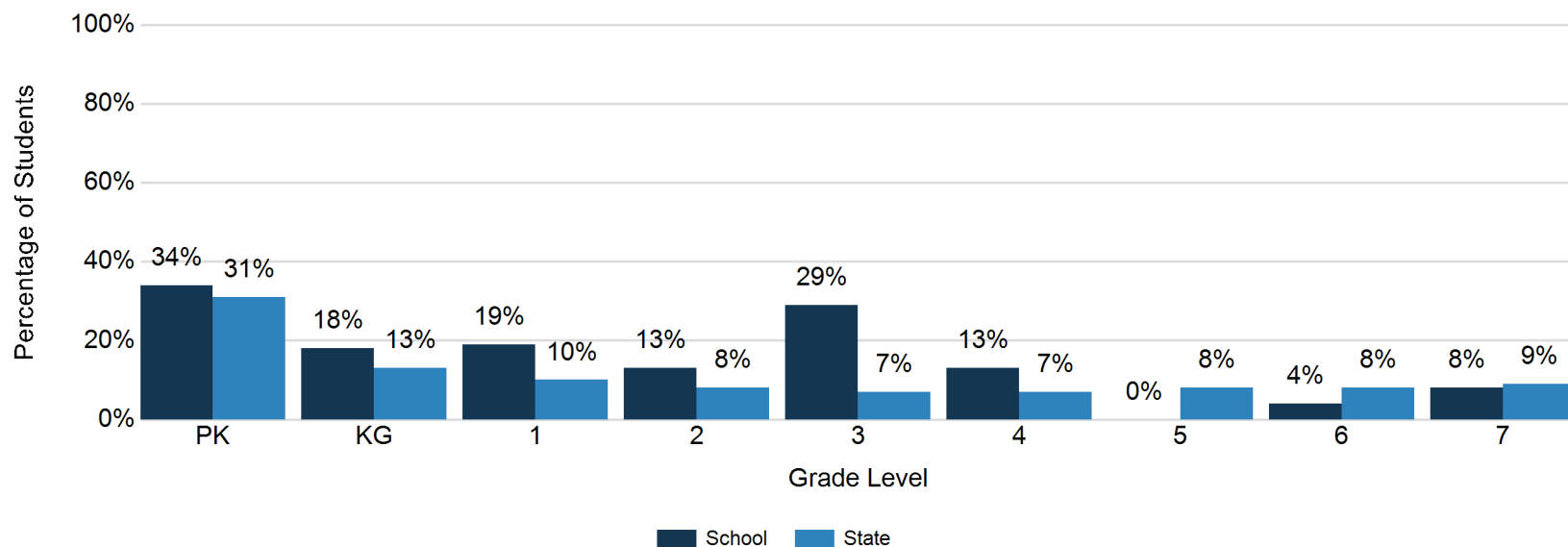
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Chronic Absenteeism by Grade

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





Oakwood Avenue Elementary School

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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



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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	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	N
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 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	24	118,214
Average years experience in public schools	10.4	12.1
Average years experience in district	9.1	10.8
Percentage of Teachers with 4 or more years experience in the district	62.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	52	9,530
Average years experience in public schools	13.3	16.0
Average years experience in district	10.6	12.0
Percentage of Administrators with 4 or more years experience in the district	76.9%	76.9%

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	12:1	11:1
Students to Administrators	297:1	108:1
Teachers to Administrators	24:1	9:1
Students to Librarians/Media Specialists		805:1
Students to Nurses		626:1
Students to Counselors		433:1
Students to Child Study Team Members		235:1



Oakwood Avenue Elementary School

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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 and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.5%	79.2%	100.0%	48.4%	77.1%	54.9%
Male	54.5%	20.8%	0.0%	51.6%	22.9%	45.1%
White	1.7%	45.8%	0.0%	42.4%	83.6%	77.4%
Hispanic	25.3%	8.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	70.4%	37.5%	100.0%	15.0%	6.6%	13.9%
Asian	0.0%	8.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	78.7%	90.5%
2017-18 Administrators: Same district 2018-19	88.0%	87.9%

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
2018-19	95.9%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Oakwood Avenue Elementary School
(13-3880-110)
Grades Offered: PK-07
2018-2019

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	28.5%	29.6%	30.5%
Math Proficiency	19.2%	18.5%	16.2%
ELA Growth	55	46	46
Math Growth	31	40	42
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		50.0%	30.0%
Chronic Absenteeism	9.7%	16.7%	13.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Oakwood Avenue Elementary School

(13-3880-110)

Grades Offered: PK-07

2018-2019

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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Not Met	Met Standard	Met Standard	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Met Target†	**	**	n/a	Met	No
Black or African American	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	Not Met	No
English Learners	Met Target	Met Target†	**	**	**	Met	No

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



Oakwood Avenue Elementary School

(13-3880-110)

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2018-2019

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School Narrative

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



Highlights:

- The Oakwood Bridge Club participates in several state and national competitions each year often placing in the top three.
- Received the Silver Award from NJ Safe Routes to School.
- We have had the championship basketball team 3 years in a row.



Mission, Vision, Theme:

"Oakwood Avenue Community School is committed to providing a safe and caring environment where each student is expected to grow and succeed. We pledge to prepare all students with equitable opportunities for college and career readiness, leading to lifelong learning and responsible citizenship in a competitive global community."



Awards, Recognition, Accomplishments:

NJ Safe Routes to School Silver Award; Grade 3-5 Basketball Champions.



Oakwood Avenue Elementary School

(13-3880-110)

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2018-2019

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Courses, Curriculum, Instruction:

We will continue to utilize the 90-minute, uninterrupted block of English Language Arts (ELA) time that is not limited to whole class and guided reading instruction. Our Math Program, which is aligned with the NJSLs, helps to develop Mathematical thinkers and problem solvers. Small group instruction is supported by data driven differentiated learning centers. Technology is incorporated throughout all content areas.



Clubs and Activities:

Our students have the opportunity to join Student Government, Robotics, Bridge, Debate, band, chorus, basketball and culinary arts . A variety of assembly programs and special events are planned for our students throughout the year to include, but not limited to: Hispanic Heritage, Violence Prevention, Week of Respect, Fire Prevention, Career Day, Art Exhibits and our School/District Wide Spelling Bee.



Oakwood Avenue Elementary School

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2018-2019

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Before and After School Programs:

Our Extended Day Programs meets three days a week beginning October until May for students in grades K through 7th. Students receive academic support in math and ELA. In addition, students in grades K-4 have an opportunity to participate in an El Sistema Inspired strings program. Students receive strings, music theory and appreciation.



Staff and Professional Learning:

Our Professional Staff Development Plan promotes a multifaceted approach, which addresses the NJSLS district/program objectives, district wide and school based initiatives, the teacher evaluation instructional practices, data analysis, instructional improvement, and professional growth of staff.



Oakwood Avenue Elementary School

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2018-2019

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 <p>Student Supports and Services:</p>	<p>The Special Education Curriculum provides optimal supportive services and coordinated programs for our students. The focus is on a least restrictive environment for all students, as we prepare them to reach their maximum potential and become productive and caring members of our culturally diverse society. Our Special Education Program addresses all NJSLs and fully aligned Dynamic Learning Maps Standards.</p>
 <p>Student Health and Wellness:</p>	<p>We offer a comprehensive array of wrap-around services designed to benefit our students, and remove barriers to quality education. These include a full time Guidance Counselor, and Nurse, as well as the services of a Child Study Team. We have a fully functional Pediatric Health Clinic onsite, which offers general pediatric care, mental health, dental and vision services. We offer breakfast and lunch programs. Physical education classes are offered to all students in grades K-7.</p>
 <p>Parent and Community Involvement:</p>	<p>Information collected from surveys and conferences provide us with many suggestions for academic activities and strategies. Our parents have an active voice in the educational process. Parents and guardians participate in a dynamic network that supports and communicates all of the school's initiatives via Class DOJO, phone blasts, social media, school based website and our parent portal. Parents participate in family math night, family fun night and literacy night.</p>



Oakwood Avenue Elementary School

(13-3880-110)

Grades Offered: PK-07



2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes The school climate survey is given in the fall and spring of each school year: 98% of the parents agreed or strongly agreed that they like their child's school; 1% of parents said their child looks forward to going to school; 96% of parents said our school is a safe place and 95% of parents said our school makes an effort to keep them informed.</p>
 <p>Facilities:</p>	<p>Our building was built in 1886. We have building has a library, gymnasium and two computer labs. Our building is partially air-conditioned.</p>



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School Narrative

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Other Information

Oakwood Avenue Community School is a full service community school in partnership with Montclair State University, with a full time Community School Coordinator and Family Liaison. We offer a comprehensive array of wrap-around services designed to benefit our students, and remove barriers to quality education. We have developed several community partnerships. We held a meet and greet with members of the Orange Police Department. Students were introduced to officers from each area of the police department and Sheriff's office. We also held a basketball game between our students and the Police and Fire Department which will be an annual event. We have a community garden that is cared for by our students with help from students from Montclair University. Students learn about fruits, vegetables and fresh herbs. We also started a Culinary Arts program where the students are learning how to prepare healthy nutritious foods. We host an annual career day celebration. Inviting professionals from various careers to share information relating to their profession with our students. Students also visit colleges local colleges.



Orange Early Childhood Center
(13-3880-300)
Grades Offered: PK-PK
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



Orange Early Childhood Center
(13-3880-300)
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School Contact Information

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

Type	Contact Information
County	Essex
District	ORANGE BOARD OF EDUCATION School District
Principal Name	Mrs. Jacquelyn Blanton
Address	397 Park Avenue Orange, NJ 07050
Phone Number	973-677-4000
Email Address	blantoja@orange.k12.nj.us
Website	https://www.orange.k12.nj.us/



Orange Early Childhood Center
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2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	176	175	111
Total	176	179	111

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.6%	44.7%	47.7%
Male	51.4%	55.3%	52.3%
Economically Disadvantaged Students	70.4%	71.5%	63.1%
Students with Disabilities	3.9%	15.6%	5.4%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.9%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	1.1%	1.1%	0.0%
Hispanic	36.3%	34.1%	36.9%
Black or African American	60.9%	63.7%	63.1%
Asian	1.1%	0.6%	0.0%
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	0.6%	0.6%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	176	175	111

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	38.7%
Spanish	36.0%
Haitian	19.8%
Yoruba	1.8%
Other Languages	3.6%



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

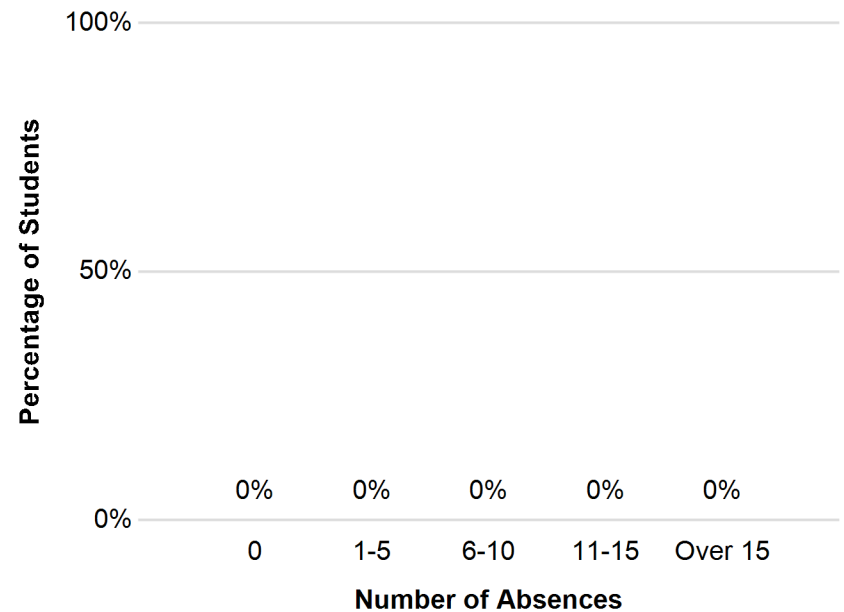
Chronic Absenteeism

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	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	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.





Orange Early Childhood Center

(13-3880-300)

Grades Offered: PK-PK

2018-2019

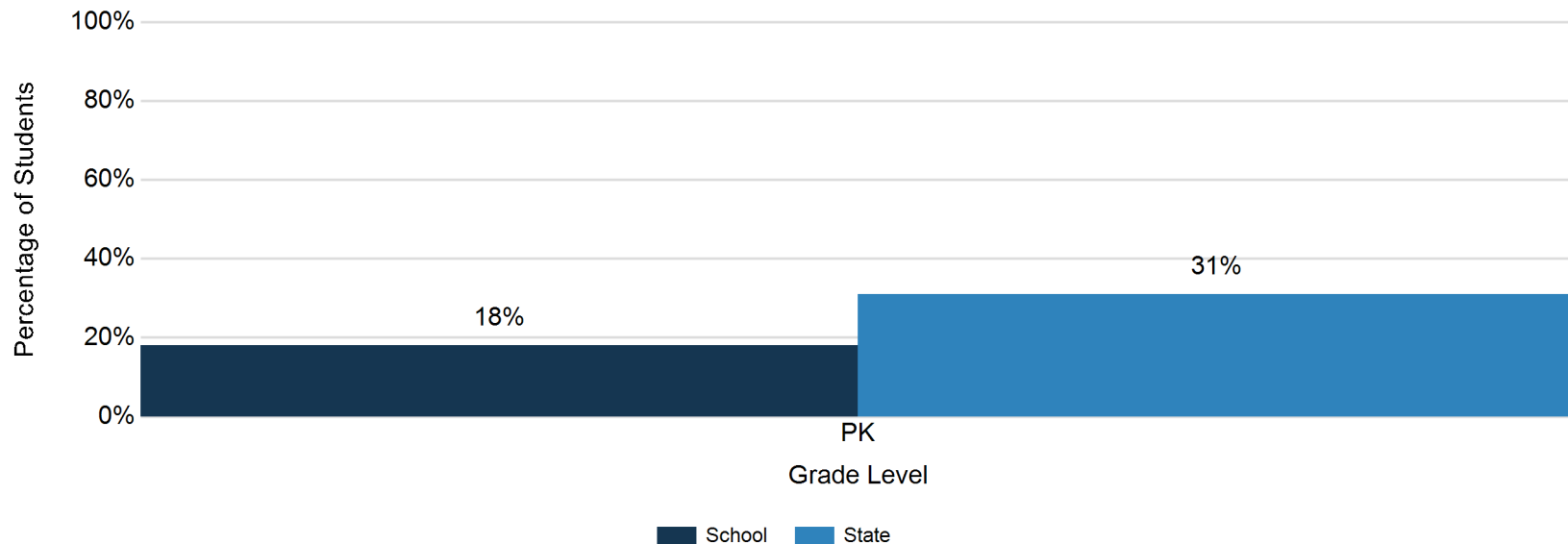
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Chronic Absenteeism by Grade

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





Orange Early Childhood Center
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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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



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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	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	N



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	21	118,214
Average years experience in public schools	10.1	12.1
Average years experience in district	7.4	10.8
Percentage of Teachers with 4 or more years experience in the district	71.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	52	9,530
Average years experience in public schools	13.3	16.0
Average years experience in district	10.6	12.0
Percentage of Administrators with 4 or more years experience in the district	76.9%	76.9%

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	5:1	11:1
Students to Administrators	111:1	108:1
Teachers to Administrators	21:1	9:1
Students to Librarians/Media Specialists		805:1
Students to Nurses		626:1
Students to Counselors		433:1
Students to Child Study Team Members		235:1



Orange Early Childhood Center
(13-3880-300)
Grades Offered: PK-PK
2018-2019

Report Key:

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- N No Data is available to display
- † This indicates a table specific note, see note below table

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 and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.7%	100.0%	100.0%	48.4%	77.1%	54.9%
Male	52.3%	0.0%	0.0%	51.6%	22.9%	45.1%
White	0.0%	33.3%	0.0%	42.4%	83.6%	77.4%
Hispanic	36.9%	23.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	63.1%	42.9%	100.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



Orange Early Childhood Center
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2018-2019

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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 and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	78.7%	90.5%
2017-18 Administrators: Same district 2018-19	88.0%	87.9%

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
2018-19	96.3%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Orange Early Childhood Center
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School Narrative

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



Highlights:

- Instruction of the Bucket Filler which is a social and emotional initiative.
- All of our children had a eye examine and all those who needed glasses were able to get them free.
- Successful collaboration with MSU students to produce 9 five minute virtual PD sessions for families.



Mission, Vision, Theme:

The Early Childhood endeavors to provide a quality educational opportunity for all children ages 3 & 4 living in Orange. Our goal is to maximize their cognitive, physical, social/emotional potential by utilizing a developmentally appropriate approach to learning that is differentiated, meaningful, rigorous, fun and relevant. Our motto is "Beyond the Basics...Building a Colorful Future...One Child at a Time".



Awards, Recognition, Accomplishments:

We are proud that all of children who need glasses were able to select their own glasses and they were given to them free of charge. We also accomplished nine virtual workshops for families to view on their own and when it is convenient. Also, the families have the opportunity to view the workshops as many times as they would like. Finally, we had a cohort of 13 staff members complete the half year PD session in LETRS.



Orange Early Childhood Center

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Courses, Curriculum, Instruction:

The district uses the High Scope Curriculum in the preschool classrooms. The cornerstone of the curriculum is Active Learning. Children learn best when they are actively involved with people and things. We provide the following: materials for children to manipulate, child choice in what they do, language development, gross motor and fine motor development, self-help development, ongoing adult support and an environment that allows children to make sense of their world.



Orange Early Childhood Center

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Staff and Professional Learning:

Child Assessment Using the Child Observation Record with efficiency and accurately, Interactive Read Alouds, Communicable Diseases, HIB, Student Growth Objectives, Preschool Nursery Rhymes and MAT Man, Learning Environment, ASD, Walkthrough Protocol and Lesson Planning - objectives/assessment.






Orange Early Childhood Center
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 <p>Student Supports and Services:</p>	<p>Early Childhood has an instructional coach that provides PD, strategies and support for ELLs. The Preschool Intervention and Referral Specialists support teachers who have children that are experiencing challenges or who are developmentally delayed. Children with IEPs are included in the general education classrooms and their related support services are provided within the classroom during the children's daily routines in as much as possible.</p>
 <p>Student Health and Wellness:</p>	<p>The preschool nurses promote health and wellness to students, staff and families. They promote healthy eating, provide sensory screening for all children: vision, hearing, BP, height, and weight. They teach the children about germs, proper hand washing, how to cover their cough properly, etc. Children eat a healthy breakfast, lunch and snack each day guided by the district's Healthy Foods Policy.</p>
 <p>Parent and Community Involvement:</p>	<p>OECC has a parent group that seeks to conduct fundraisers to help fund special events and activities for the students. There is also an Early Childhood Advisory Council that parents can join to help advise and offer suggestions regarding the school/program. Parents are offered the following events: El Dia (a program to celebrate, culture, language and literacy), Family and Math Education (an event to show families how to have fun with math at home) and Parents as Literacy Supporters (PALS).</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes The school climate survey is given to parents to complete twice a year (fall and spring). It attempts to gain knowledge about all aspects of our school. The results are shared with families, the Early Childhood Advisory Council, and staff. Highlights from the survey include: warm staff, great welcoming committee, and a very clean school. Many families stated that they appreciate that all our events, flyers and correspondence are done in multiple languages.</p>
 <p>Facilities:</p>	<p>The OECC building is a relatively old two-story building that has central air and heat. There are several small multi-purpose rooms for staff, a playground and a rear parking lot.</p>



Orange Early Childhood Center

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Other Information

School Highlights: School begins at 8:30 am and ends at 3:20 pm with a balance of small group instruction, whole group instruction and individual child choice. The school has a School Safety Team that meets once per month to ensure that the building, children and staff are safe. The school population practice fire drills and safety drills each month. Each classroom has a Smart Board, iPads, laptops and desktop computers. We communicate with the community and families in multiple languages using newsletters, websites, letters, surveys, parent meetings, class dojo, email, flyers, etc. Admission in the preschool program basically requires that families live in Orange (they must show evidence of this), must have a child who is 3 or 4 by October 1st (must show proof) and proper immunization/physical records. School uniforms are not mandatory and our preschool program is free to all families who live in the Township of Orange.



Orange High School
(13-3880-050)
Grades Offered: 09-12
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



Orange High School
(13-3880-050)
Grades Offered: 09-12
2018-2019

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School Contact Information

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

Type	Contact Information
County	Essex
District	ORANGE BOARD OF EDUCATION School District
Principal Name	Mr. Jason Belton
Address	400 LINCOLN AVE ORANGE, NJ 07050-2208
Phone Number	973-677-4050
Email Address	beltonja@orange.k12.nj.us
Website	https://www.orange.k12.nj.us/



Orange High School
(13-3880-050)
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2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	13	21	17
10	311	310	315
11	275	286	301
12	274	283	290
Total	873	900	923

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.3%	48.1%	46.3%
Male	52.7%	51.9%	53.7%
Economically Disadvantaged Students	41.8%	51.1%	54.9%
Students with Disabilities	15.5%	16.4%	15.3%
English Learners	16.1%	16.0%	15.6%
Homeless Students	0.7%	0.9%	0.7%
Students in Foster Care	0.9%	0.4%	0.7%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	0.3%	0.2%	0.1%
Hispanic	28.3%	30.8%	32.8%
Black or African American	70.8%	68.4%	66.8%
Asian	0.3%	0.2%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.1%	0.1%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	869	898	923
Shared Time Students	6	4	0
Full Time Equivalent	872	900	923

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	52.8%
Spanish	28.1%
Haitian	14.0%
Creoles and pidgins, French-based	1.6%
French	1.1%
Other Languages	2.5%



Orange High School
(13-3880-050)
Grades Offered: 09-12
2018-2019

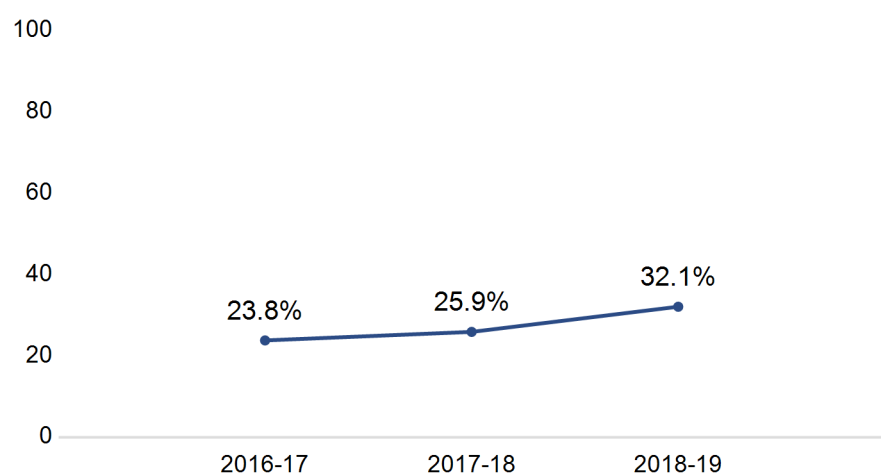
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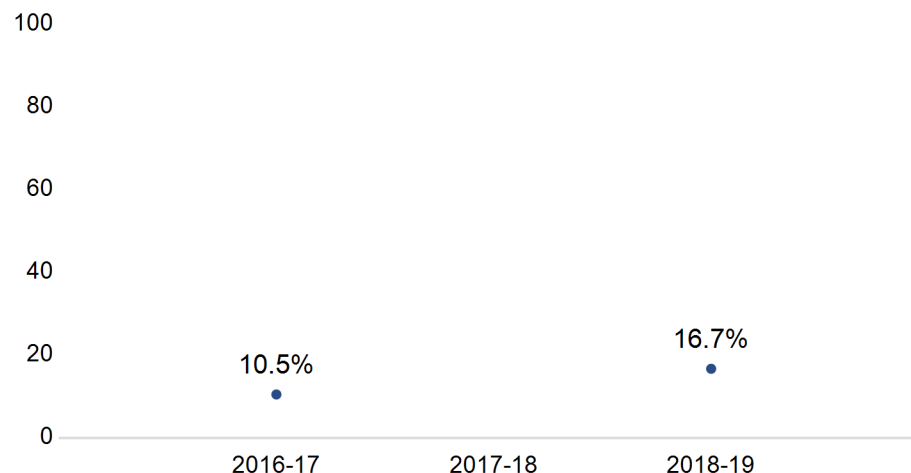
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.5%	97.9%	95.3%	98.4%	98.5%	95.7%
Proficiency Rate for Federal Accountability	23.8%	25.9%	32.1%	10.5%	*	16.7%
Annual Target	30.6%	33.2%	35.8%	17.0%	20.3%	23.6%
Met Annual Target?	Not Met	Not Met	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	268	95.3	32.1	39.9	57.9	32.1	35.8	Met Target†
White	*	*	*	*	66.9	*	**	**
Hispanic	*	*	*	39.3	43.9	*	33.9	Not Met
Black or African American	192	96.4	34.9	40.0	38.5	34.9	36.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	82.9	N	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	126	96.1	41.3	45.7	64.8	41.3		
Male	142	94.7	23.9	34.3	51.3	23.9		
Economically Disadvantaged Students	149	97.8	32.9	40.3	40.0	32.9	35.7	Met Target†
Non-Economically Disadvantaged Students	119	92.5	31.1	38.7	67.9	31.1		
Students with Disabilities	48	87.1	*	10.0	22.7	*	18.7	Not Met
Students without Disabilities	220	97.1	*	45.2	65.1	*		
English Learners	57	97.7	10.5	23.0	29.3	10.5	16.6	Met Target†
Non-English Learners	211	94.5	37.9	45.2	60.6	37.9		
Homeless Students	*	*	*	46.3	29.1	*		
Students In Foster Care	*	*	*	33.3	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



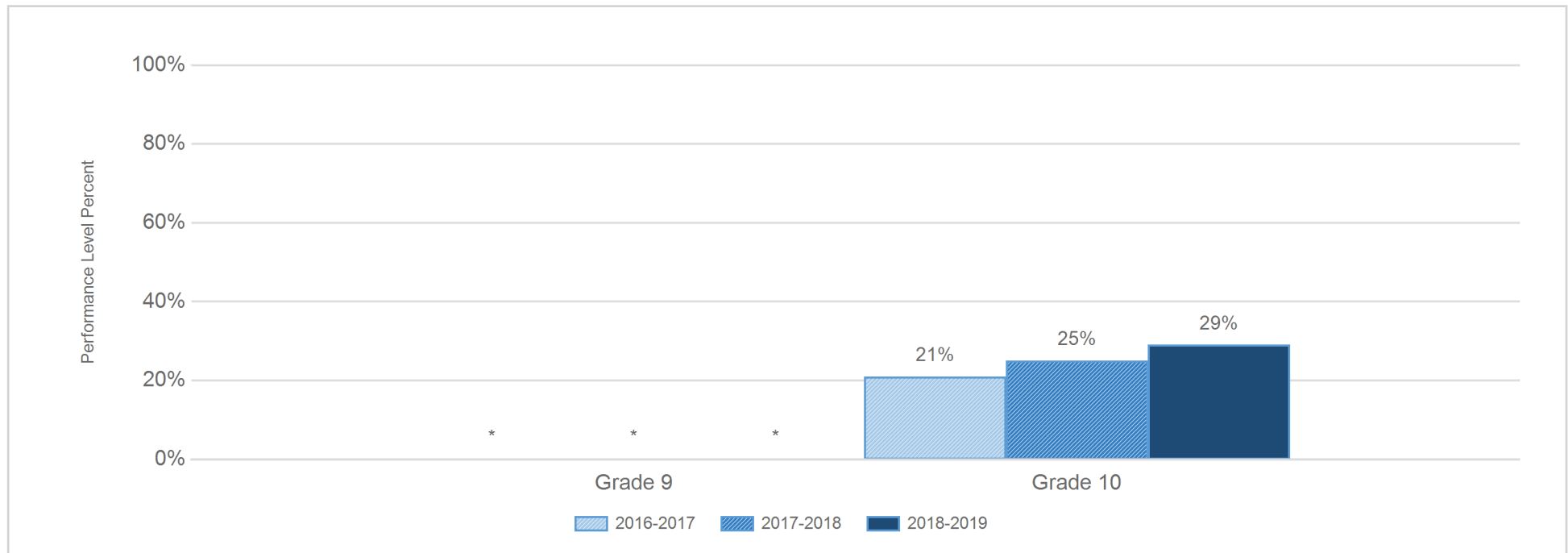
Orange High School
(13-3880-050)
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2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	11	681	729	753	*	*	*	*	*	*	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	*	*	*	737	*	*	*	*	*	*	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	783	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	*	*	*	760	*	*	*	*	*	*	63%
Male	*	*	*	746	*	*	*	*	*	*	49%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	760	*	*	*	*	*	*	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	306	720	720	757	37%	16%	18%	22%	8%	29%	58%
White	N	N	N	767	N	N	N	N	N	N	67%
Hispanic	104	702	702	738	51%	17%	12%	*	*	20%	43%
Black or African American	202	730	730	733	29%	15%	22%	*	*	34%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	792	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	145	734	734	766	26%	12%	23%	*	*	38%	66%
Male	161	708	708	749	46%	19%	14%	*	*	22%	51%
Economically Disadvantaged Students	166	724	724	735	31%	17%	20%	23%	8%	31%	40%
Non-Economically Disadvantaged Students	140	716	716	767	44%	14%	16%	19%	8%	27%	67%
Students with Disabilities	38	692	692	711	*	*	*	*	*	*	19%
Students without Disabilities	268	724	724	765	*	*	*	*	*	*	65%
English Learners	57	662	662	687	*	*	*	*	*	*	*
Non-English Learners	249	734	734	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



Orange High School
(13-3880-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	264	95.7	16.7	29.4	44.5	16.7	23.6	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	*	*	*	32.6	28.8	*	23.1	Met Target†
Black or African American	191	96.3	16.8	27.3	23.0	16.8	24.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	76.5	N	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	126	98.0	20.6	31.1	44.9	20.6		
Male	138	93.9	13.0	27.8	44.2	13.0		
Economically Disadvantaged Students	144	97.1	20.8	29.6	26.3	20.8	23.9	Met Target†
Non-Economically Disadvantaged Students	120	94.3	11.7	28.7	54.9	11.7		
Students with Disabilities	47	85.5	*	*	17.4	*	14.2	Not Met
Students without Disabilities	217	98.1	*	*	50.0	*		
English Learners	53	97.4	*	*	25.0	*	10.9	Not Met
Non-English Learners	211	95.2	*	*	46.5	*		
Homeless Students	*	*	*	24.4	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



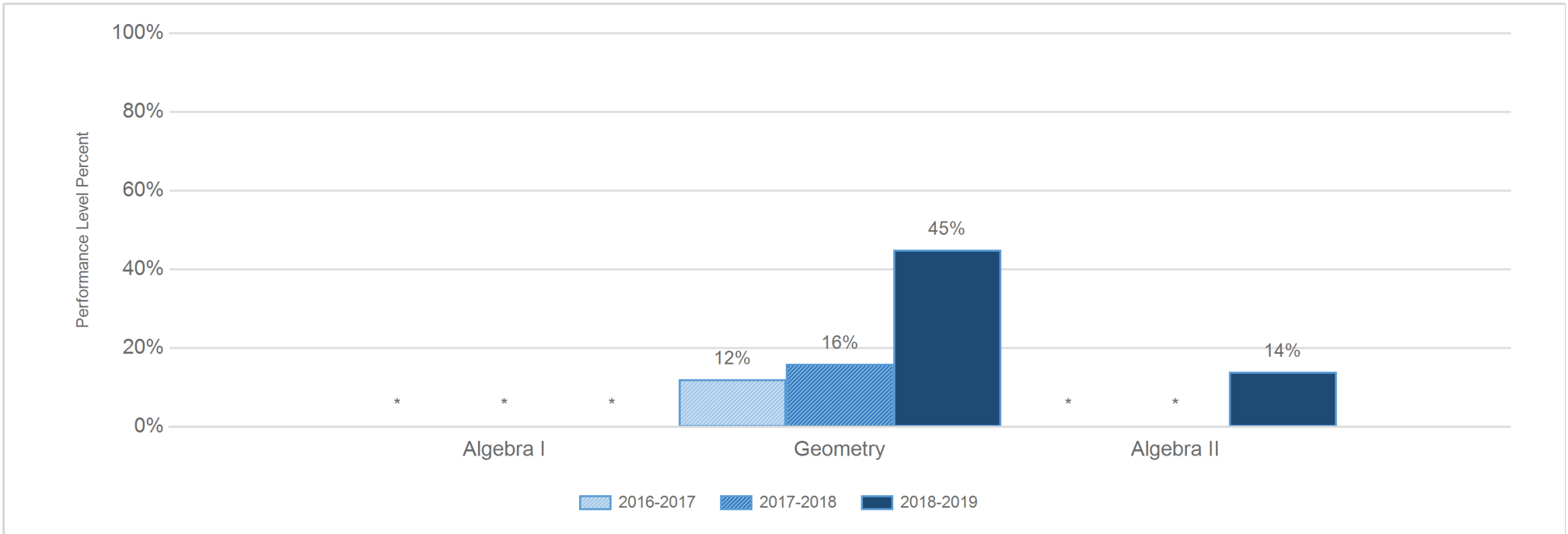
Orange High School
(13-3880-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Orange High School
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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	73	699	725	744	*	*	*	*	*	*	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	44	697	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	27	700	731	745	*	*	*	*	*	*	44%
Male	46	698	721	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	31	704	730	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	42	694	718	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	41	692	695	710	*	*	*	*	*	*	*
Non-English Learners	32	707	731	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Orange High School
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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	33	733	748	737	*	*	*	45%	0%	45%	35%
White	N	N	N	743	N	N	N	N	N	N	43%
Hispanic	*	*	755	724	*	*	*	*	*	*	17%
Black or African American	*	*	747	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	20	738	750	738	*	*	*	*	*	45%	36%
Male	13	727	746	736	*	*	*	*	*	46%	34%
Economically Disadvantaged Students	17	754	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	16	712	*	743	*	*	*	*	*	*	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	33	733	748	738	*	*	*	45%	0%	45%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	202	705	707	755	54%	24%	8%	*	*	14%	58%
White	N	N	N	758	N	N	N	N	N	N	62%
Hispanic	50	709	*	731	50%	28%	*	*	*	16%	34%
Black or African American	152	703	*	725	55%	22%	9%	*	*	14%	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	99	707	*	752	53%	19%	*	*	*	17%	55%
Male	103	702	*	758	55%	28%	*	*	*	12%	62%
Economically Disadvantaged Students	114	705	*	729	54%	24%	*	*	*	14%	32%
Non-Economically Disadvantaged Students	88	704	*	761	53%	24%	*	*	*	15%	65%
Students with Disabilities	31	682	682	715	*	*	*	*	*	*	25%
Students without Disabilities	171	709	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	715	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

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

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

English Language 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	28.6%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	86	*	*
3-4	39	*	*
5 or more	*	*	*



Orange High School
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2018-2019

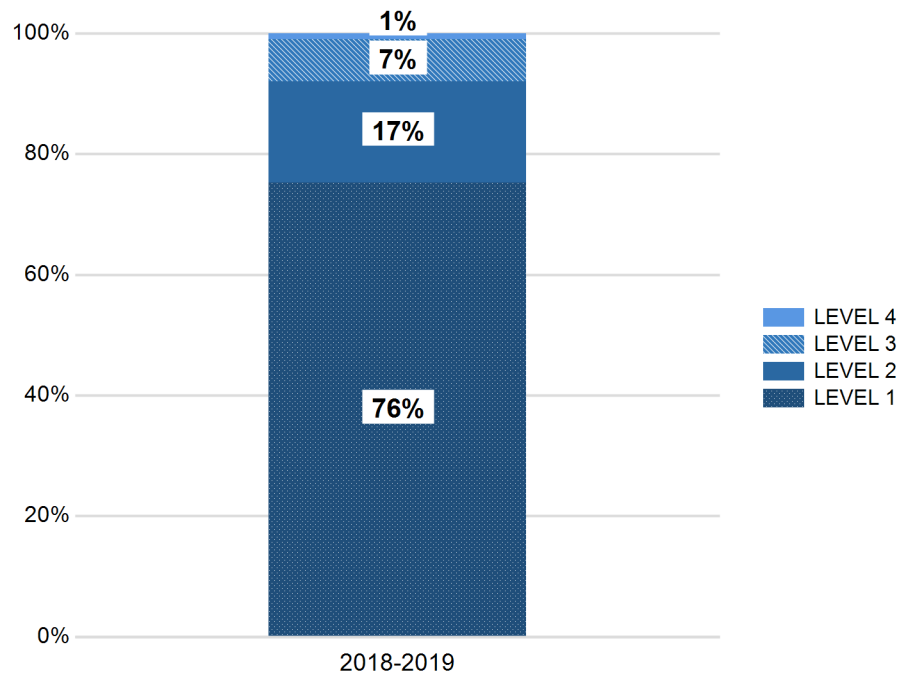
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	76	17	7	1
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	76	17	6	1
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	74	19	7	1
Male	77	15	7	1
Economically Disadvantaged Students	71	20	8	1
Non-Economically Disadvantaged Students	82	12	6	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	87.3%	84.5%
12th graders taking SAT in 2018-19 or prior years	80.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	4.5%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	390	476	Grade 10: 430 Grade 11: 460	25%	61%
PSAT 10/NMSQT - Math	405	477	Grade 10: 480 Grade 11: 510	16%	43%
SAT - Reading and Writing	445	539	480	31%	70%
SAT - Math	442	541	530	20%	53%
ACT - Reading	19	25	22	23%	66%
ACT - English	17	24	18	54%	81%
ACT - Math	20	24	22	38%	65%
ACT - Science	17	24	23	15%	57%



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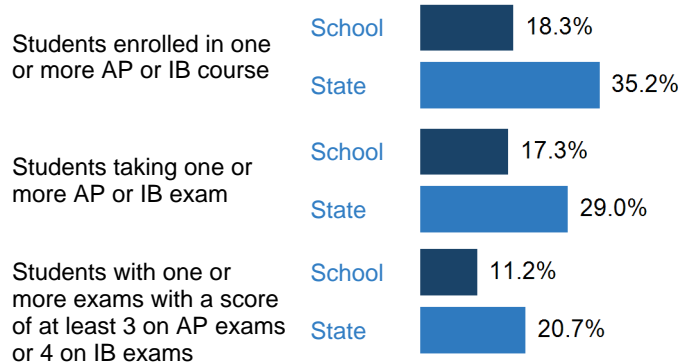
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

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



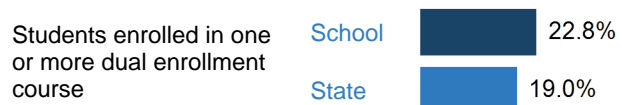
AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	0	21
AP Calculus BC	16	17
AP Computer Science A	0	1
AP Computer Science Principles	20	17
AP English Language and Composition	25	20
AP English Literature and Composition	28	26
AP French Language and Culture	13	10
AP Macroeconomics	0	1
AP Music Theory	0	2
AP Spanish Language	25	18
AP U.S. History	17	16
AP World History	25	24
Total Exams taken		173
Exams with scores of at least 3 on AP exams or 4 on IB exams		93

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.





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

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

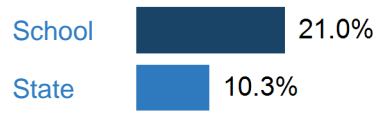
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

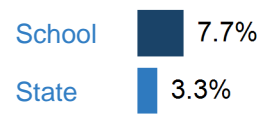
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	8.2%	21.0%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	7.6%	20.1%	10.3%	11.3%
Black or African American	8.6%	21.6%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	9.4%	23.0%	7.3%	10.6%
Male	7.3%	19.4%	8.0%	10.1%
Economically Disadvantaged Students	8.3%	22.7%	10.4%	11.8%
Students with Disabilities	7.8%	9.9%	6.6%	9.2%
English Learners	*	11.8%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Orange High School
(13-3880-050)
Grades Offered: 09-12
2018-2019

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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Arts, AV Technology & Communications	80		
Finance	60		
Health Science	54	11	11
Hospitality & Tourism	76		
Total (All Clusters)	270	11	11



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	38	27	3	0	0	0	5
10	81	33	215	0	0	0	23
11	12	215	56	20	16	0	23
12	4	48	21	77	24	0	137
Total	135	323	295	97	40	0	188
Enrolled in AP/IB Course					16	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	64	0	0	1	5	0
10	56	267	0	35	0	10
11	249	33	3	28	0	23
12	56	35	2	19	0	89
Total	425	335	5	83	5	122
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	32



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	14	57	0	0	0	1
10	22	313	11	0	1	21
11	9	304	22	0	23	52
12	35	92	34	0	38	105
Total	80	766	67	0	62	179
Enrolled in AP/IB Course	25	17	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	5	0	0	0	0	0	0
10	163	63	0	0	0	0	0
11	122	29	0	0	0	0	0
12	70	20	0	0	0	0	0
Total	360	112	0	0	0	0	0
Enrolled in AP/IB Course	25	13	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	20	5	0	0	0	0	0



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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	15	0	0	21	0	0
11	0	0	5	24	0	0
12	0	0	15	77	0	0
Total	15	0	20	122	0	0
Enrolled in AP/IB Course	0		20			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
French	*
Spanish	12
Total	*



Orange High School
 (13-3880-050)
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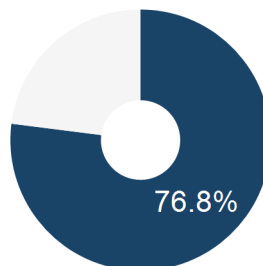
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Visual and Performing Arts – Course Participation

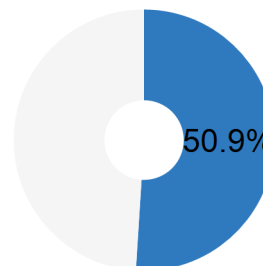
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

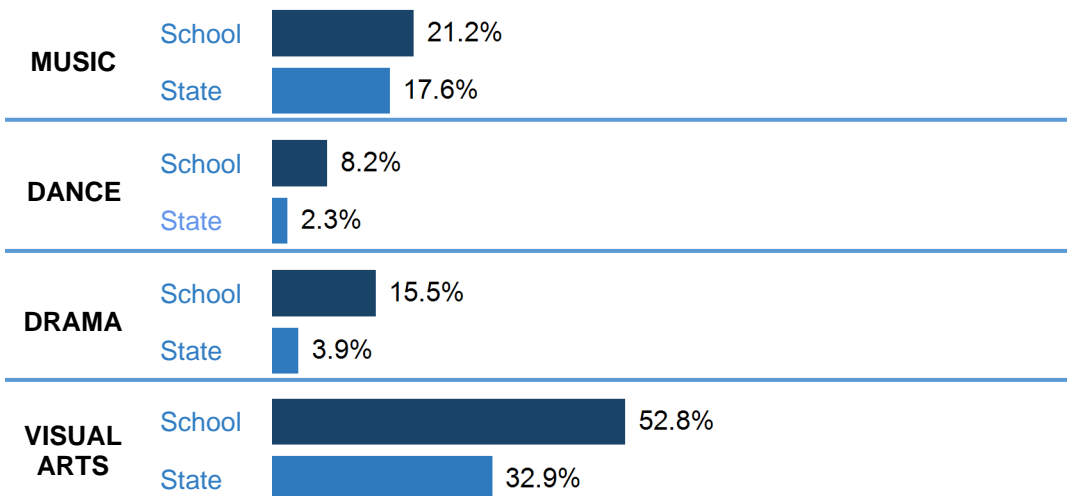


School



State

Students enrolled in one or more classes by discipline:





Orange High School
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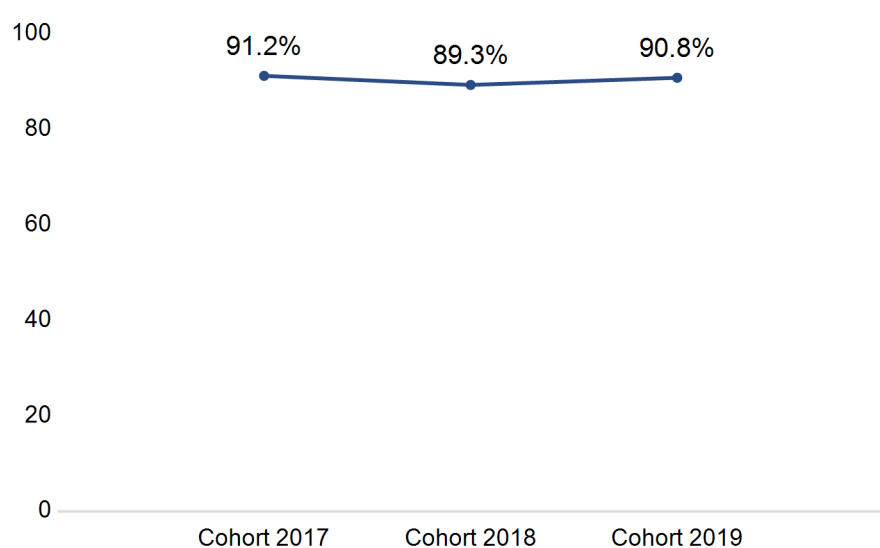
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

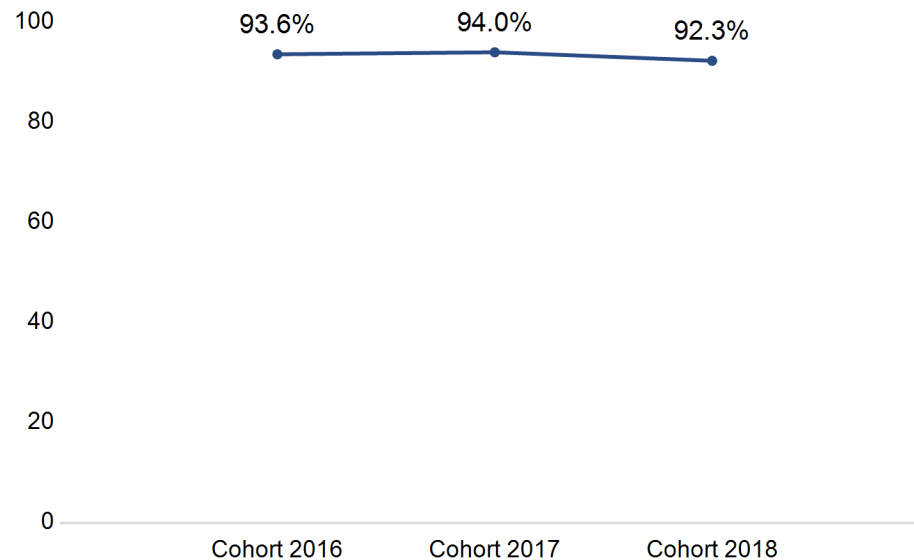
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	91.2%	89.3%	90.8%	93.6%	94.0%	92.3%
Annual Target	87.4%	87.9%		92.6%	92.8%	
Met Annual Target?	Met Target	Met Target		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	90.8%	90.6%	92.3%	92.5%	89.3%	87.9%	Met Target	94.0%	92.8%	Met Target
White	N	94.9%	*	95.9%	*	**	**	*	**	**
Hispanic	86.2%	84.5%	91.6%	87.3%	89.2%	85.4%	Met Target	*	96.0%	Not Met
Black or African American	93.0%	83.3%	92.3%	87.1%	89.2%	88.6%	Met Target	94.6%	91.8%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	N	N	N
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	N	94.2%	N	N	N	N	N	N
Female	91.2%	92.8%	95.9%	94.4%	93.2%			93.8%		
Male	90.5%	88.5%	88.7%	90.8%	85.6%			94.1%		
Economically Disadvantaged Students	94.2%	84.0%	95.2%	87.3%	93.6%	89.4%	Met Target	93.1%	95.6%	Not Met
Students with Disabilities	83.3%	79.2%	80.9%	83.8%	79.6%	81.2%	Not Met	90.2%	76.6%	Met Target
English Learners	82.6%	75.4%	88.0%	80.1%	83.7%	81.8%	Met Target	100.0%	N	Met Goal
Homeless Students	N	74.6%	N	78.3%	N			*		
Students in Foster Care	*	57.6%	*	82.5%	*			*		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	56.2%	35.1%
Substitute Competency Test	18.1%	20.3%
Portfolio Appeals Process	18.8%	35.5%
Alternate Requirements specified in IEP	6.5%	8.7%
Unknown	0.4%	0.4%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	2.6%	1.2%
2017-2018	1.3%	1.2%
2016-2017	0.9%	1.1%



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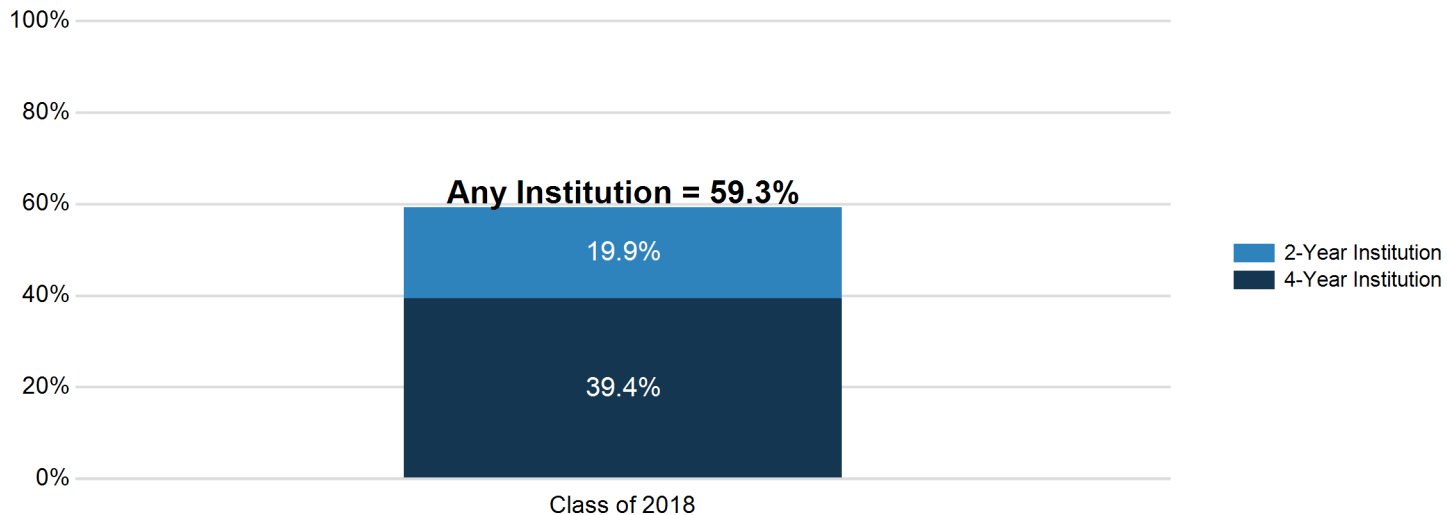
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	19.9%
% Enrolled in 4-Year Institution	39.4%
% Enrolled in Any Postsecondary Institution	59.2%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	46%	30.7%	69.3%
White	N	N	N
Hispanic	*	*	*
Black or African American	51.3%	24%	76%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	47.1%	31.5%	68.5%
Students with Disabilities	27.8%	70%	30%
English Learners	22.6%	85.7%	14.3%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	59.2%	33.5%	66.5%	68.9%	31.1%	82.6%	17.4%
White	*	*	*	*	*	*	*
Hispanic	35.4%	46.4%	53.6%	67.9%	32.1%	82.1%	17.9%
Black or African American	68.2%	31.9%	68.1%	69.6%	30.4%	82.2%	17.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	62.9%	31.3%	68.7%	72.3%	27.7%	85.5%	14.5%
Students with Disabilities	42.5%	52.9%	47.1%	70.6%	29.4%	76.5%	23.5%
English Learners	29.5%	100%	0%	92.3%	7.7%	92.3%	7.7%



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

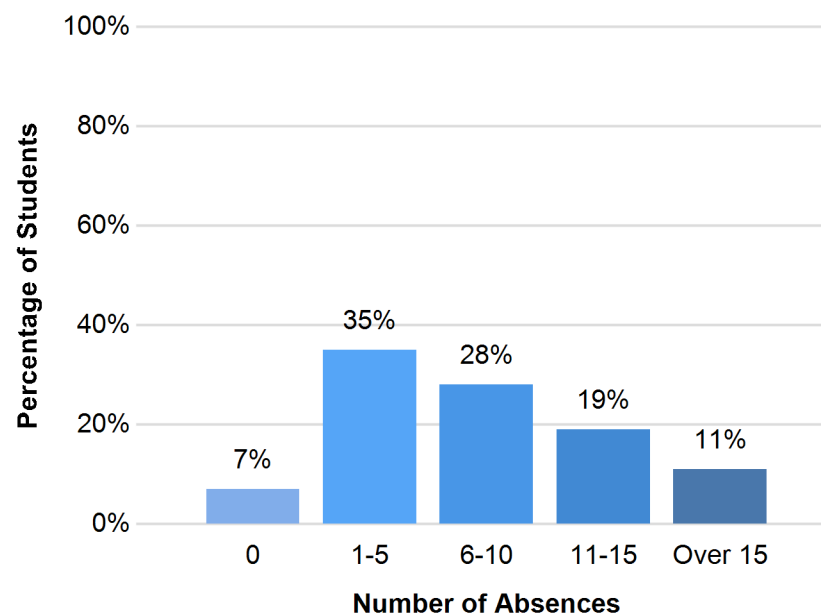
Chronic Absenteeism

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	76	8.1	14.2	Met
White	*	*	**	**
Hispanic	41	13.6	14.2	Met
Black or African American	35	5.5	14.2	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	36	8.3		
Male	40	7.9		
Economically Disadvantaged Students	35	6.9	14.2	Met
Students with Disabilities	12	7.4	14.2	Met
English Learners	18	13.1	14.2	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	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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2018-2019

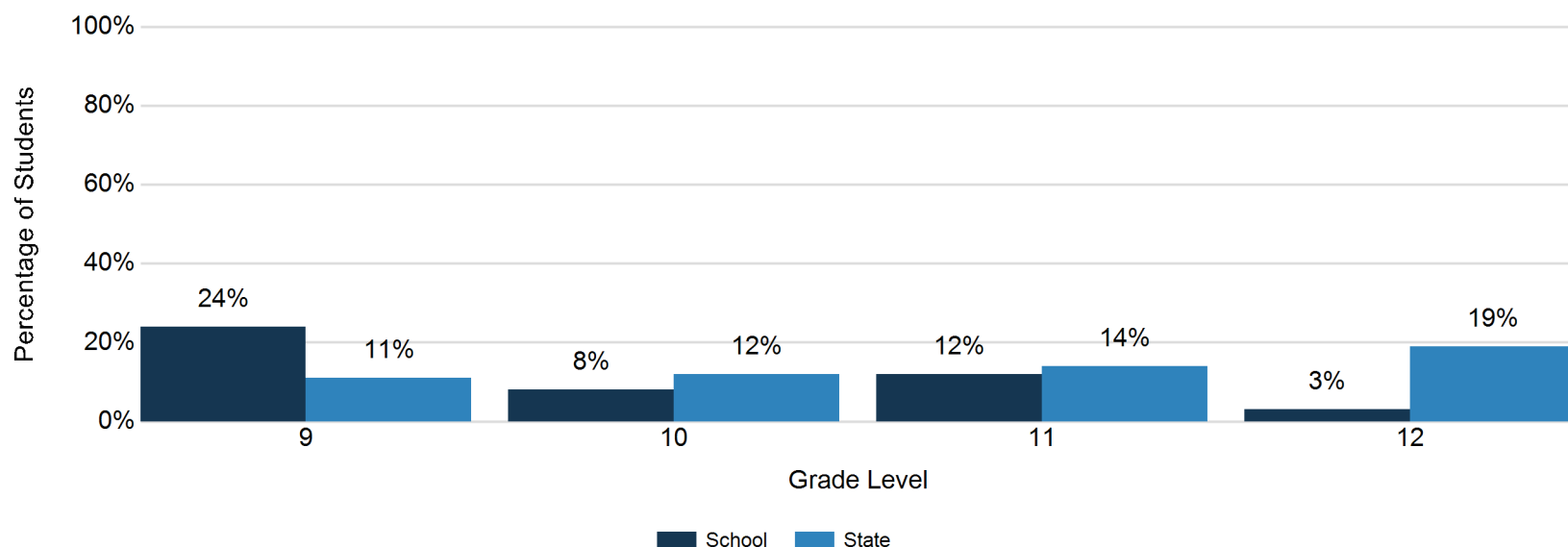
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	5
Weapons	0
Vandalism	1
Substances	11
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	1.84

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	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	5		5

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	11	1.2%
Any Suspension	17	1.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
104



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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



Orange High School
(13-3880-050)
Grades Offered: 09-12
2018-2019

Report Key:

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	93	118,214
Average years experience in public schools	6.0	12.1
Average years experience in district	5.3	10.8
Percentage of Teachers with 4 or more years experience in the district	49.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	52	9,530
Average years experience in public schools	13.3	16.0
Average years experience in district	10.6	12.0
Percentage of Administrators with 4 or more years experience in the district	76.9%	76.9%

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	10:1	11:1
Students to Administrators	132:1	108:1
Teachers to Administrators	13:1	9:1
Students to Librarians/Media Specialists		805:1
Students to Nurses		626:1
Students to Counselors		433:1
Students to Child Study Team Members		235:1



Orange High School
(13-3880-050)
Grades Offered: 09-12
2018-2019

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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 and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.3%	60.2%	42.9%	48.4%	77.1%	54.9%
Male	53.7%	39.8%	57.1%	51.6%	22.9%	45.1%
White	0.1%	48.4%	42.9%	42.4%	83.6%	77.4%
Hispanic	32.8%	12.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	66.8%	29.0%	57.1%	15.0%	6.6%	13.9%
Asian	0.1%	8.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	1.1%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.1%	0.0%	0.0%	2.1%	0.2%	0.2%



Orange High School
 (13-3880-050)
 Grades Offered: 09-12
 2018-2019

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Teachers: All classroom teachers
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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

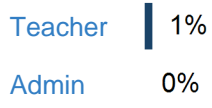
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	78.7%	90.5%
2017-18 Administrators: Same district 2018-19	88.0%	87.9%

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
2018-19	96.4%



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2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Orange High School
(13-3880-050)
Grades Offered: 09-12
2018-2019

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Orange High School
(13-3880-050)
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2018-2019

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	23.8%	25.9%	32.1%
Math Proficiency	10.5%	*	16.7%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	91.2%	89.3%	90.8%
5-Year Graduation Rate†	93.6%	94.0%	92.3%
Progress toward English Language Proficiency		35.5%	28.6%
Chronic Absenteeism	15.1%	4.8%	8.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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2018-2019

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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Met Target	Met Target	Met Target†	Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Met Target†	Met Target	Not Met	n/a	Met	No
Black or African American	Met Target†	Not Met	Met Target	Met Target	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target†	Met Target	Not Met	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Target	n/a	Met	No
English Learners	Met Target†	Not Met	Met Target	Met Goal	**	Met	No

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



Orange High School
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2018-2019

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School Narrative

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



Highlights:

- Orange High School has initiated the House System to support students through their years of work at the school.
- Increased the SAT/ACT participation rate and performance bands for our juniors and seniors.
- Orange High School is now offering students the opportunity to take Bard's interdisciplinary humanities seminar courses.



Mission, Vision, Theme:

Mission: "To Educate, Elevate, and Empower each Student Everyday!" Vision: "The Orange Public School District commits to provide a safe and caring environment where each student is expected to grow and succeed. We pledge to prepare all students with equitable opportunities for college and career readiness, leading to lifelong learning and responsible citizenship in a competitive global community."



Awards, Recognition, Accomplishments:

Bezos Student Scholar Award, USSYP Recipient, NHS National Scholarship Winner, Mites Award Recipient, Orange High School has been placed on the College Board's AP Honor Roll, Creative Learning SMART Lab, Award winning Voices in Harmony, Over \$13 million in scholarships for 2018 graduating class, AP Scholars with Distinction and NFTE Business Plan Competition Winners.






Orange High School
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Grades Offered: 09-12
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 <p>Courses, Curriculum, Instruction:</p>	<p>11 Honors Course, 10 AP Courses, Several courses offering dual enrollment, Reading Plus for ELA, Khan Academy for SAT Prep, Google for Education Suite utilizing Google Classroom, Multiple PLTW courses and Bard College Sequence courses.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)</p> <p>More than 45% of Student-Athletes who participated in Athletic earned Honor-Roll during 18-19 SY; 2018 Baseball - Super Essex Conference "Colonial" Division Co-Champs; Big O Scholar & Athletic Banquet - gave over \$5,000 in scholarships to senior athletes; Jenny Rodriguez (varsity volleyball player) won the National Honor Society Scholarship and Both of our Essex County Scholar Athletes went to Ivy League Schools (Ashley - Lehigh and Taiwo- Stanford).</p>
 <p>Clubs and Activities:</p>	<p>Beta Club, National Honor Society, Rho Kappa; Robotics Club, Chess Club; Arts Club, Yearbook Committee, Voices in Harmony Mighty Marching Tornadoes Band, NJ SEEDS; Rutgers TRIO, Real World Connections, Breakfast Club for LGBTQ, Dance Ensemble, Debate Club, Drama Club, HOSA, Student Council, DECA Club and FBLA Club.</p>






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 <p>Before and After School Programs:</p>	<p>SPACE Program, SAT/ACT Prep, Open Library Hours, Morning Fitness Program, Peer Tutoring and After-school Tutoring Program.</p>
 <p>Staff and Professional Learning:</p>	<p>Professional Learning: Lesson Planning & Implementation, SIOP, MTSS, PLTW, NGSS Training, Common Sense Media, Creating Better Schools, Data Analysis, Social Emotional Support, Differentiated Instruction, Learning Targets, Small Group Instruction and Ideal Learning Blocks. Staff Support: PLCs, CPT and District/School PD. Highlights: Data-driven & Differentiated Instruction. Multiple staff that: teach on the college level, have advanced degrees and are veteran and/or active military.</p>
 <p>Postsecondary Information:</p>	<p>36% apply/accepted to a 2-year college; 43% apply/accepted to a 4-year college; FAFSA Night for Students & Parents, Naviance, Common App, Rutgers TRIO; SAT at OHS, Fee waivers for students, Free SAT/ACT Prep; 11% in Career Education; 1% Military; 9% employment/career and Students Attending: Drew, Johnson & Wales, Lehigh, Lock Haven, Montclair State, The College of New Jersey, Rensselaer Polytechnic Institute, Rutgers, Stanford, and many others colleges.</p>




Orange High School
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 <p>Student Supports and Services:</p>	<p>In-School Social Workers, Main Street Counseling Group, Berry's Butterflies (Female Empowerment Group), Boys 2 Men (Male Empowerment Group), SPACE Program, I&RS and CST, After school Tutoring programs, Adaptive Physical Education, Rosetta Stone & Dream Box Programs for ELL House System.</p>
 <p>Student Health and Wellness:</p>	<p>In-School Social Workers, Main Street Counseling Group, Berry's Butterflies (Female Empowerment Group), Boys 2 Men (Male Empowerment Group), SPACE Program, I&RS and CST, After school Tutoring programs, Adaptive Physical Education, Rosetta Stone & Dream Box Programs for ELL House System.</p>
 <p>Parent and Community Involvement:</p>	<p>OHS PTO assists in making decisions to improve the school by providing events for parents & community: Back to School Night, Parent-Teacher Conferences, Board Meetings, Athletic Events, Various workshops, FAFSA Night, Pasta with the Principal, VPA Performances and Parent Portal provides access to students' grades. OHS partners with: Orange Police & Fire Depts., Multiple Churches, Multiple Latino/Hispanic Organizations, City Hall and Food Bank to give Thanksgiving meals to Orange families.</p>





Orange High School
(13-3880-050)
Grades Offered: 09-12
2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes Hard copy of School Safety Survey provided to students, online surveys for staff & parents posted on OHS Website. Surveys are completed every quarter. Results are discussed in School Leadership meetings and provided to the BOE during Data Reviews. School Safety survey indicated that a majority of students feel safe while in OHS, feel supported by administration and that emergency drills are effective.</p>
 <p>Facilities:</p>	<p>OHS PTO assists in making decisions to improve the school by providing events for parents & community: Back to School Night, Parent-Teacher Conferences, Board Meetings, Athletic Events, Various workshops, FAFSA Night, Pasta with the Principal, VPA Performances and Parent Portal provides access to students' grades. OHS partners with: Orange Police & Fire Depts., Multiple Churches, Multiple Latino/Hispanic Organizations, City Hall and Food Bank provided Thanksgiving meals to Orange families.</p>



Orange Preparatory Academy
(13-3880-115)
Grades Offered: 08-09
2018-2019

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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

Notes from the New Jersey Department of Education:



Orange Preparatory Academy
 (13-3880-115)
 Grades Offered: 08-09
 2018-2019

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School Contact Information

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

Type	Contact Information
County	Essex
District	ORANGE BOARD OF EDUCATION School District
Principal Name	Mr. Dana Gaines
Address	400 CENTRAL AVE ORANGE, NJ 07050-2420
Phone Number	973-677-4135
Email Address	gainesda@orange.k12.nj.us
Website	https://www.orange.k12.nj.us/



Orange Preparatory Academy
 (13-3880-115)
 Grades Offered: 08-09
 2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
8	321	337	315
9	309	255	277
Total	630	592	592

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.0%	48.8%	45.5%
Male	51.0%	51.2%	54.5%
Economically Disadvantaged Students	58.7%	71.1%	62.1%
Students with Disabilities	16.7%	15.9%	14.3%
English Learners	13.7%	12.5%	12.8%
Homeless Students	0.6%	1.4%	1.0%
Students in Foster Care	0.5%	0.8%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	0.2%	0.2%	0.0%
Hispanic	31.7%	33.1%	39.6%
Black or African American	67.9%	66.6%	60.4%
Asian	0.2%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.2%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	630	592	591
Shared Time Students	0	0	1
Full Time Equivalent	630	592	592

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	59.5%
Spanish	27.3%
Haitian	9.3%
Creoles and pidgins, French-based	1.7%
Other Languages	2.2%

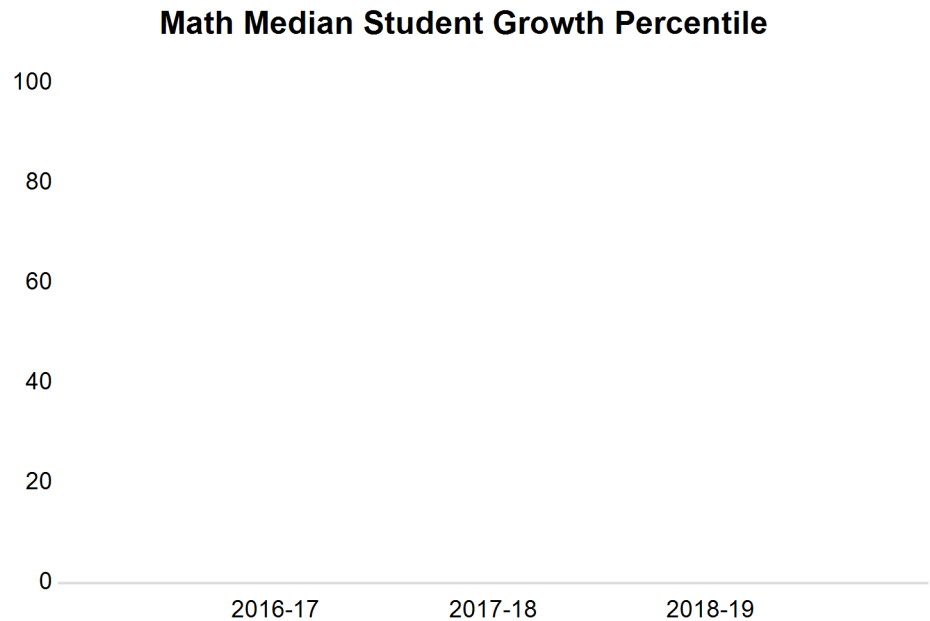
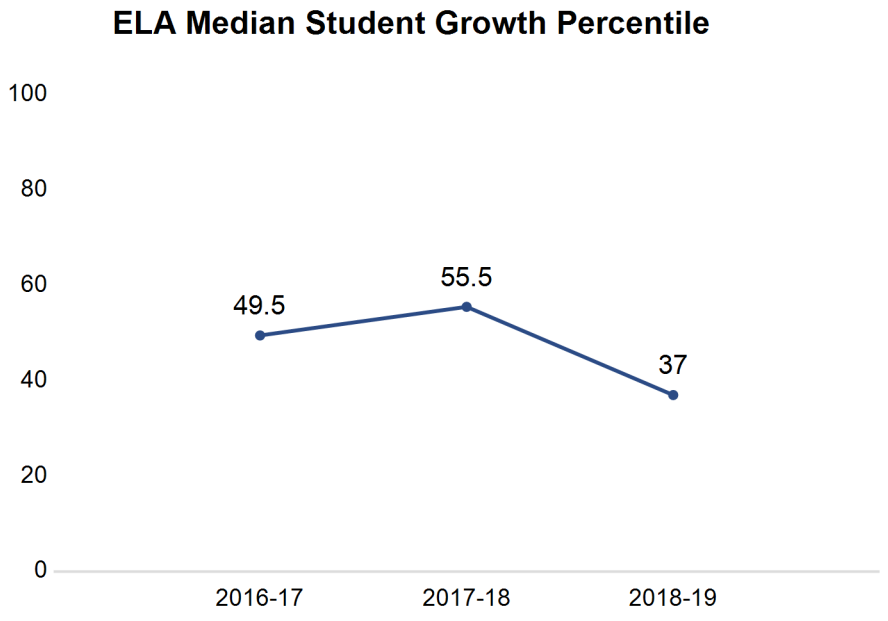


Orange Preparatory Academy
 (13-3880-115)
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 2018-2019

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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	49.5	55.5	37	N	N	N
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	N	N	N
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	37	55	50	Not Met	N	58	50	**
White	N	*	50	**	N	*	52	**
Hispanic	40	58.5	49	Met Standard	N	67	47	**
Black or African American	34	54	45	Not Met	N	55	43	**
Asian, Native Hawaiian, or Pacific Islander	N	*	59	**	N	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	36	56	53	N	N	59	50	N
Male	39	54	47	N	N	58	51	N
Economically Disadvantaged Students	37	55	48	Not Met	N	59	46	**
Students with Disabilities	34	44.5	43	Not Met	N	38	45	**
English Learners	68.5	57	52	Exceeds Standard	N	59	50	**
Homeless Students	*	57	43	N	N	55	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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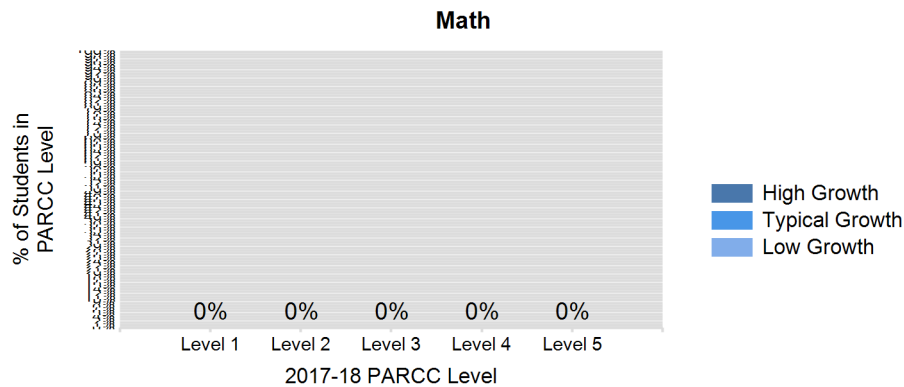
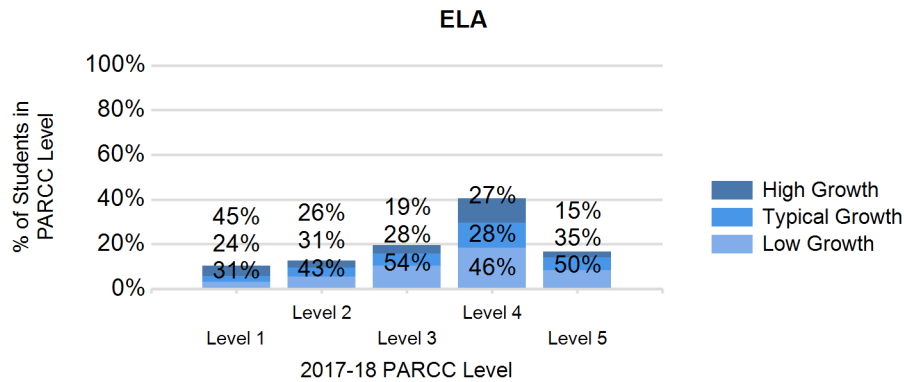
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

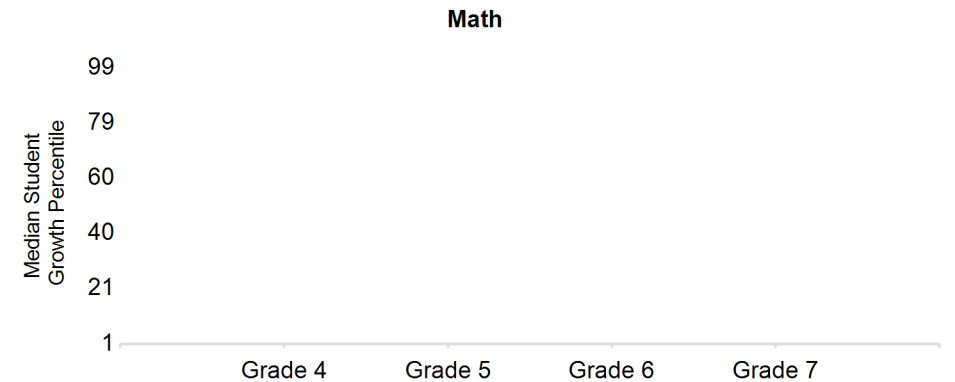
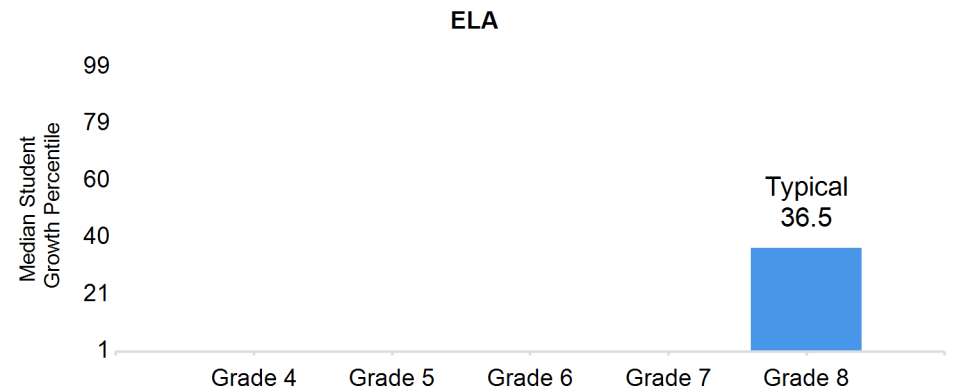
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





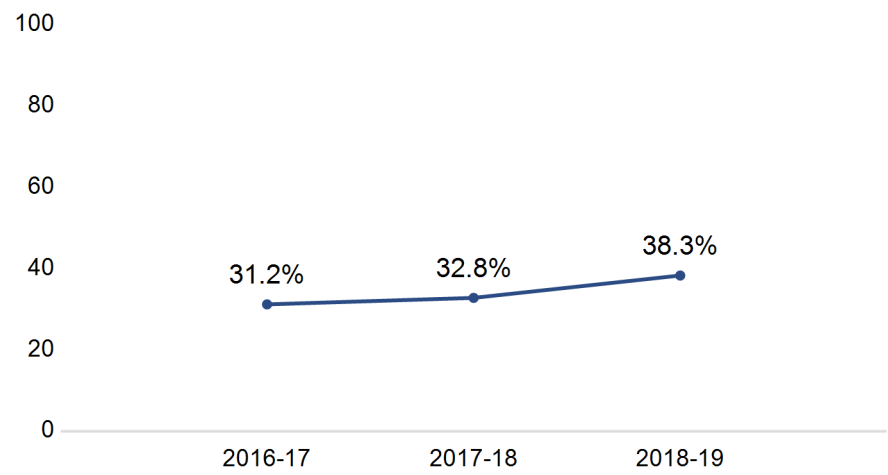
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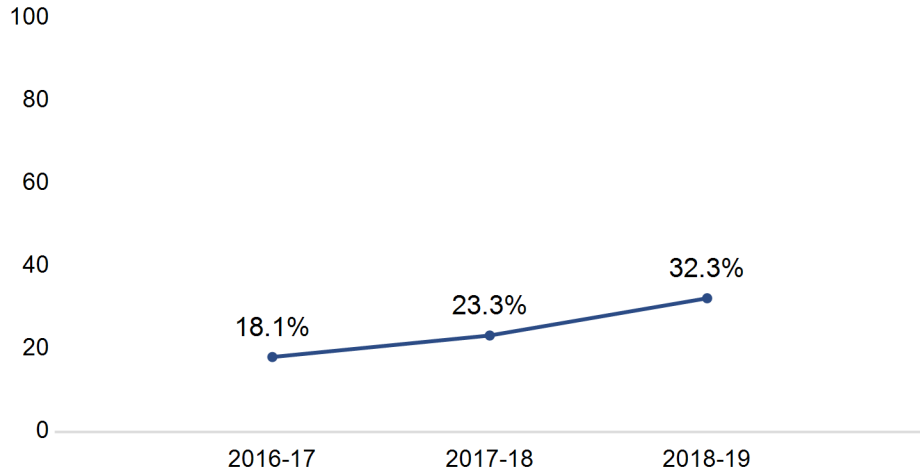
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.4%	99.1%	99.3%	99.1%	99.3%	98.8%
Proficiency Rate for Federal Accountability	31.2%	32.8%	38.3%	18.1%	23.3%	32.3%
Annual Target	33.6%	36.1%	38.5%	28.2%	31.0%	33.7%
Met Annual Target?	Met Target†	Met Target†	Met Target†	Not Met	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	549	99.3	38.3	39.9	57.9	38.3	38.5	Met Target†
White	N	N	N	*	66.9	N	**	**
Hispanic	210	99.1	36.2	39.3	43.9	36.2	40.3	Met Target†
Black or African American	339	99.4	39.5	40.0	38.5	39.5	38	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	82.9	N	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	250	98.9	44.8	45.7	64.8	44.8		
Male	299	99.7	32.8	34.3	51.3	32.8		
Economically Disadvantaged Students	353	99.2	40.8	40.3	40.0	40.8	39.2	Met Target
Non-Economically Disadvantaged Students	196	99.5	33.7	38.7	67.9	33.7		
Students with Disabilities	80	100.0	*	10.0	22.7	*	20.2	Not Met
Students without Disabilities	469	99.2	*	45.2	65.1	*		
English Learners	91	96.9	16.5	23.0	29.3	16.5	14.8	Met Target
Non-English Learners	458	99.8	42.6	45.2	60.6	42.6		
Homeless Students	10	100.0	50.0	46.3	29.1	50.0		
Students In Foster Care	*	*	*	33.3	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

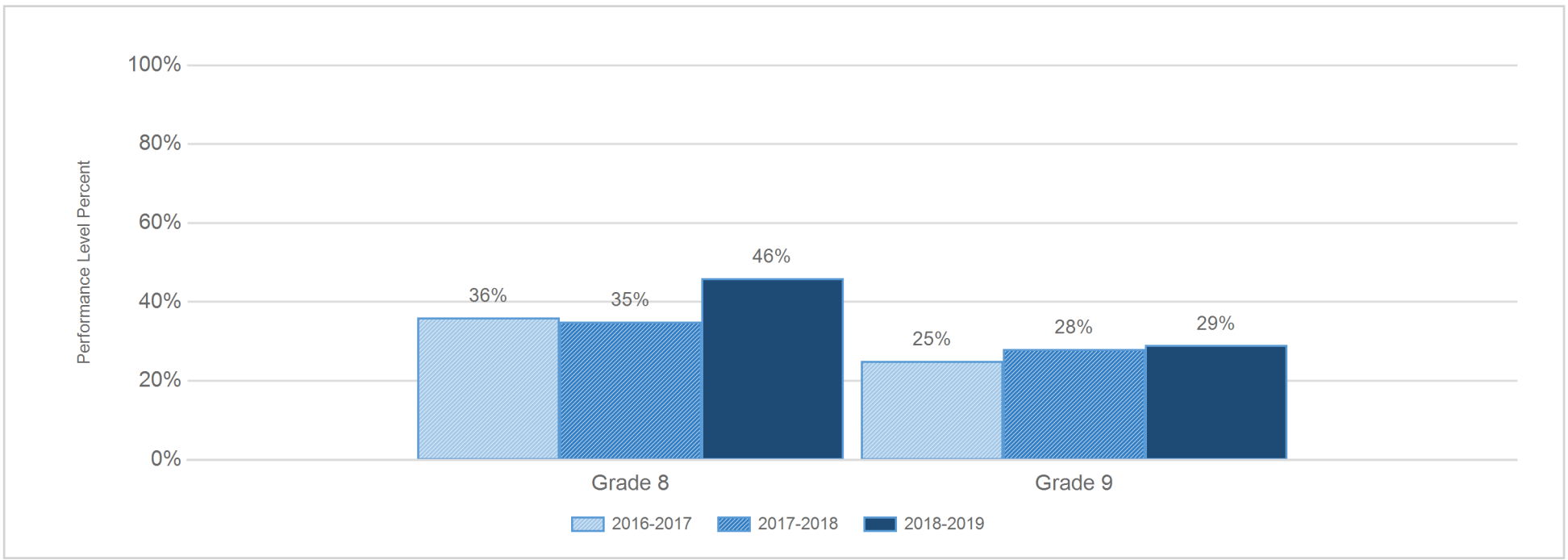


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	296	745	745	762	11%	16%	28%	35%	10%	46%	63%
White	N	N	N	770	N	N	N	N	N	N	72%
Hispanic	118	749	749	747	9%	12%	31%	36%	11%	47%	49%
Black or African American	178	742	742	741	12%	18%	25%	35%	10%	44%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	140	749	749	771	9%	12%	27%	39%	12%	51%	71%
Male	156	741	741	753	13%	19%	28%	32%	8%	40%	55%
Economically Disadvantaged Students	198	746	746	743	9%	15%	29%	36%	10%	46%	45%
Non-Economically Disadvantaged Students	98	742	742	772	15%	16%	24%	34%	10%	44%	72%
Students with Disabilities	43	704	704	721	*	*	*	*	*	*	22%
Students without Disabilities	253	752	752	770	*	*	*	*	*	*	71%
English Learners	20	720	720	708	*	*	*	*	*	10%	12%
Non-English Learners	276	747	747	764	*	*	*	*	*	48%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	278	731	729	753	21%	21%	28%	23%	6%	29%	56%
White	N	N	*	762	N	N	N	N	N	N	65%
Hispanic	104	722	*	737	33%	15%	31%	*	*	21%	40%
Black or African American	174	736	*	732	14%	24%	27%	*	*	34%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	783	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	124	739	*	760	19%	13%	33%	*	*	35%	63%
Male	154	725	*	746	23%	27%	25%	*	*	25%	49%
Economically Disadvantaged Students	170	735	*	734	16%	23%	28%	*	*	34%	36%
Non-Economically Disadvantaged Students	108	724	*	762	30%	18%	30%	*	*	23%	65%
Students with Disabilities	34	701	*	717	*	*	*	*	*	*	17%
Students without Disabilities	244	735	*	760	*	*	*	*	*	*	63%
English Learners	35	693	*	693	*	*	*	*	*	*	*
Non-English Learners	243	736	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	530	98.8	32.3	29.4	44.5	32.3	33.7	Met Target†
White	N	N	N	*	54.1	N	**	**
Hispanic	195	98.1	31.3	32.6	28.8	31.3	37.8	Not Met
Black or African American	335	99.2	32.8	27.3	23.0	32.8	32.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	76.5	N	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	240	97.7	36.3	31.1	44.9	36.3		
Male	290	99.7	29.0	27.8	44.2	29.0		
Economically Disadvantaged Students	348	99.2	34.5	29.6	26.3	34.5	35.7	Met Target†
Non-Economically Disadvantaged Students	182	98.0	28.0	28.7	54.9	28.0		
Students with Disabilities	80	100.0	*	*	17.4	*	14.7	Not Met
Students without Disabilities	450	98.6	*	*	50.0	*		
English Learners	75	96.3	14.7	*	25.0	14.7	20.2	Met Target†
Non-English Learners	455	99.2	35.2	*	46.5	35.2		
Homeless Students	10	100.0	40.0	24.4	17.1	40.0		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

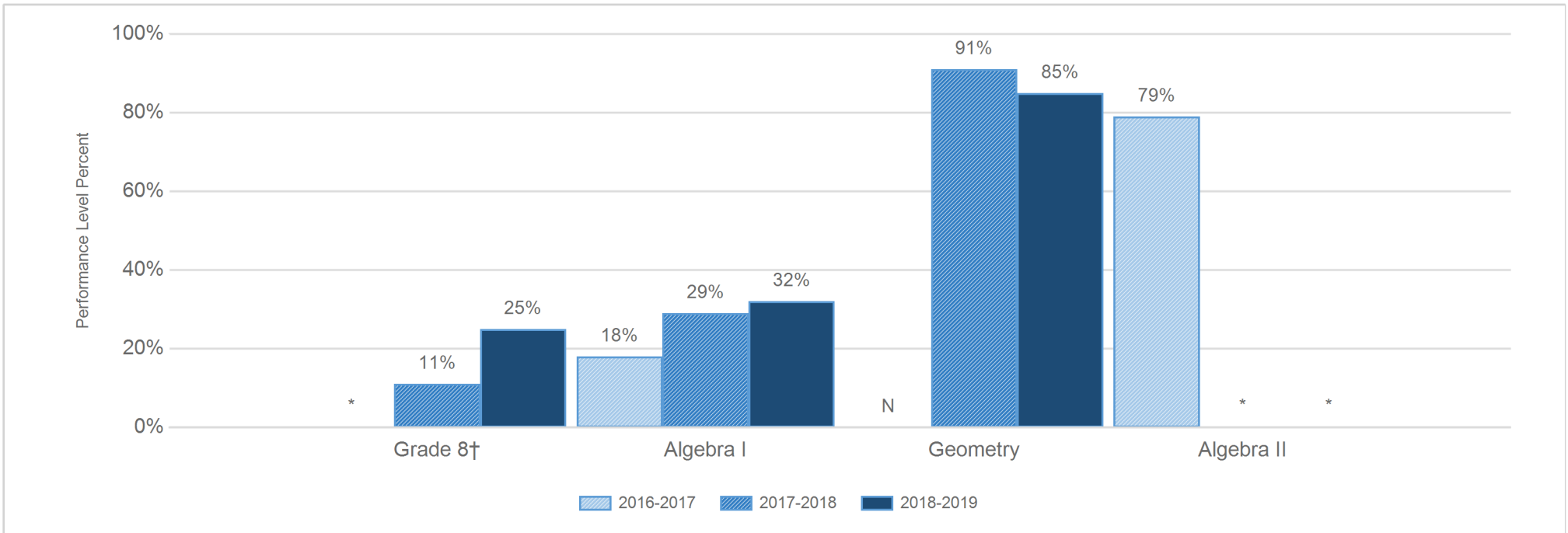


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	257	722	722	728	29%	27%	19%	25%	0%	25%	29%
White	N	N	N	737	N	N	N	N	N	N	38%
Hispanic	102	725	725	722	26%	24%	26%	24%	0%	24%	22%
Black or African American	155	720	720	714	31%	29%	15%	25%	0%	25%	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	112	723	723	731	29%	24%	20%	27%	0%	27%	31%
Male	145	722	722	726	29%	29%	19%	23%	0%	23%	27%
Economically Disadvantaged Students	168	725	725	719	25%	28%	21%	26%	0%	26%	20%
Non-Economically Disadvantaged Students	89	718	718	735	37%	25%	17%	21%	0%	21%	36%
Students with Disabilities	43	692	692	707	*	*	*	*	*	*	10%
Students without Disabilities	214	728	728	734	*	*	*	*	*	*	35%
English Learners	21	715	715	706	*	*	*	*	*	10%	10%
Non-English Learners	236	723	723	730	*	*	*	*	*	26%	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	264	732	725	744	13%	36%	18%	*	*	32%	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	97	734	*	728	11%	35%	23%	*	*	31%	24%
Black or African American	167	731	*	725	14%	37%	16%	*	*	33%	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	117	738	731	745	10%	37%	16%	*	*	37%	44%
Male	147	728	721	743	16%	36%	20%	*	*	29%	41%
Economically Disadvantaged Students	172	735	730	727	12%	36%	17%	*	*	35%	23%
Non-Economically Disadvantaged Students	92	728	718	752	15%	37%	21%	*	*	27%	52%
Students with Disabilities	34	709	*	717	*	*	*	*	*	*	12%
Students without Disabilities	230	736	*	748	*	*	*	*	*	*	47%
English Learners	18	704	695	710	*	*	*	*	*	*	*
Non-English Learners	246	735	731	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Orange Preparatory Academy
 (13-3880-115)
 Grades Offered: 08-09
 2018-2019

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	26	768	748	737	0%	0%	*	*	*	85%	35%
White	N	N	N	743	N	N	N	N	N	N	43%
Hispanic	*	*	755	724	*	*	*	*	*	*	17%
Black or African American	*	*	747	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	13	770	750	738	0%	0%	*	*	*	85%	36%
Male	13	765	746	736	0%	0%	*	*	*	85%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	*	712	N	N	N	N	N	N	*
Students without Disabilities	26	768	*	741	0%	0%	*	*	*	85%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	26	768	748	738	0%	0%	*	*	*	85%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	*	*	707	755	*	*	*	*	*	*	58%
White	N	N	N	758	N	N	N	N	N	N	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	*	752	*	*	*	*	*	*	55%
Male	*	*	*	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	682	715	N	N	N	N	N	N	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	*	717	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	715	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
8	*	*
9	N	N

English Language 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	59.1%	40.9%	<u>Exceeds</u>

† 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	38	*	*
3-4	23	*	*
5 or more	*	*	*



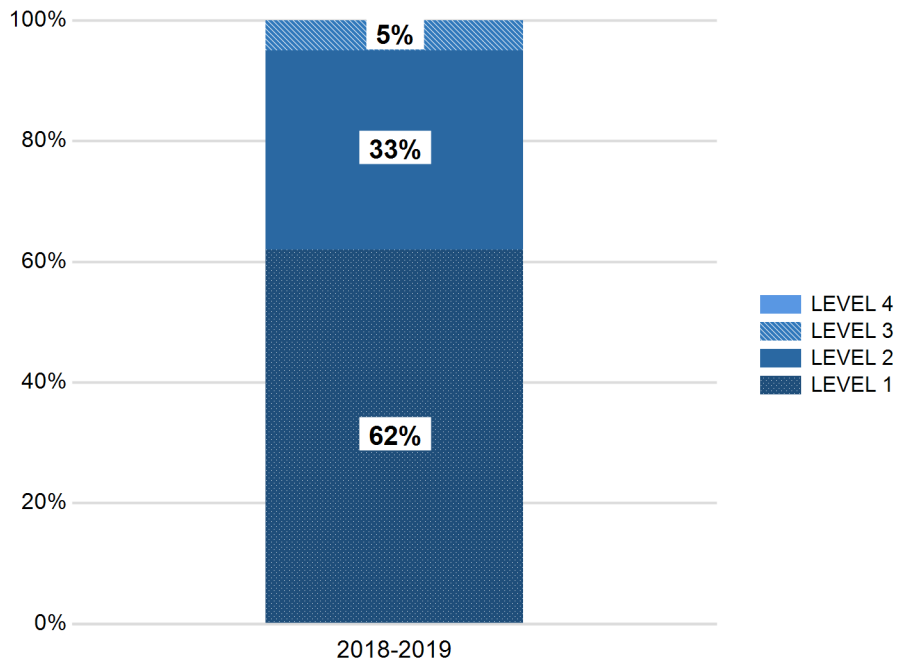
Orange Preparatory Academy
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	62	33	5	0
White	N	N	N	N
Hispanic	61	34	5	1
Black or African American	63	32	5	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	64	31	5	0
Male	61	34	5	1
Economically Disadvantaged Students	60	35	6	0
Non-Economically Disadvantaged Students	67	29	4	1
Students with Disabilities	89	11	0	0
Students without Disabilities	57	37	6	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

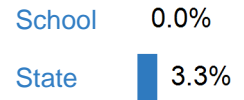
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	*	*	7.7%	10.3%
White	N	N	6.1%	9.6%
Hispanic	*	*	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	N	N	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	*	*	7.3%	10.6%
Male	*	*	8.0%	10.1%
Economically Disadvantaged Students	*	*	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Arts, AV Technology & Communications	*		
Hospitality & Tourism	*		
Total (All Clusters)	15	0	0



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
8	46	0	0	0	0	0	283
9	232	0	10	0	0	0	26
Total	278	0	10	0	0	0	309
Enrolled in AP/IB Course					0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	204	0	0	44	23	0
Total	204	0	0	44	23	0
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	38	0	0	0	0	235
Total	38	0	0	0	0	235
Enrolled in AP/IB Course	0	0	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
8	80	79	0	0	0	0	0
9	125	57	0	0	0	0	0
Total	205	136	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0



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Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
8	N	N	N	N	N	N
9	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



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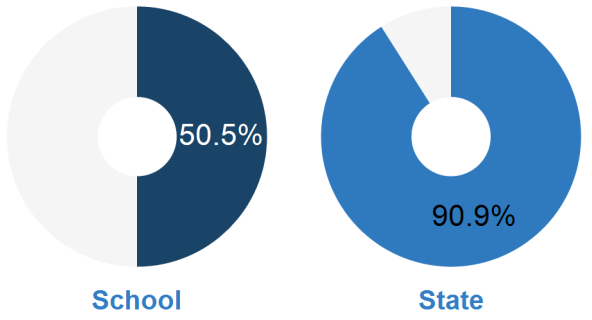
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Visual and Performing Arts – Course Participation

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.

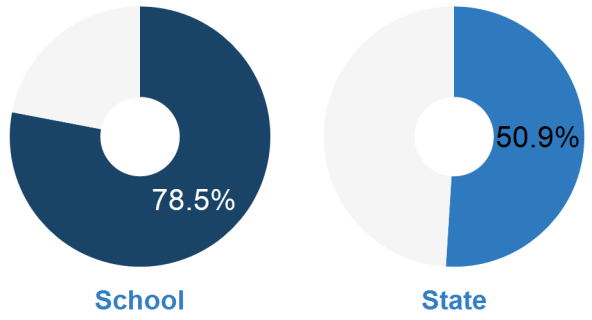
Grades 6-8:

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

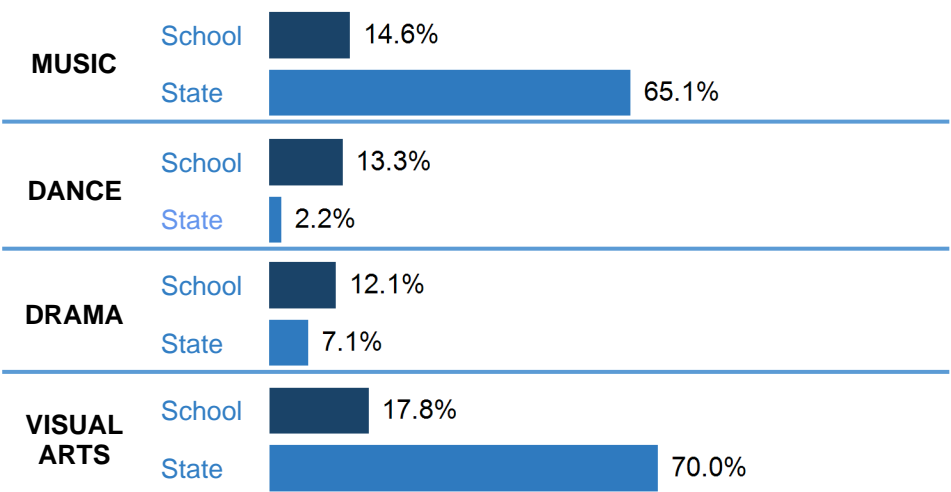


Grades 9-12:

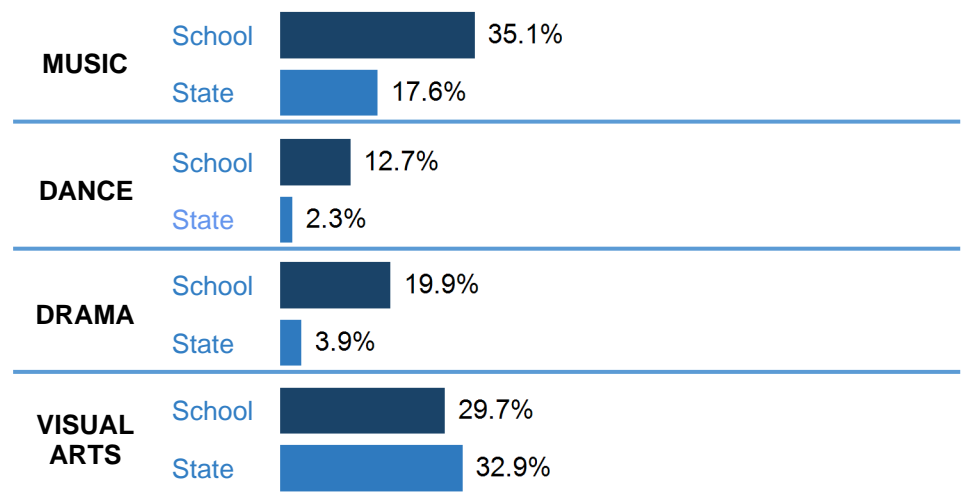
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

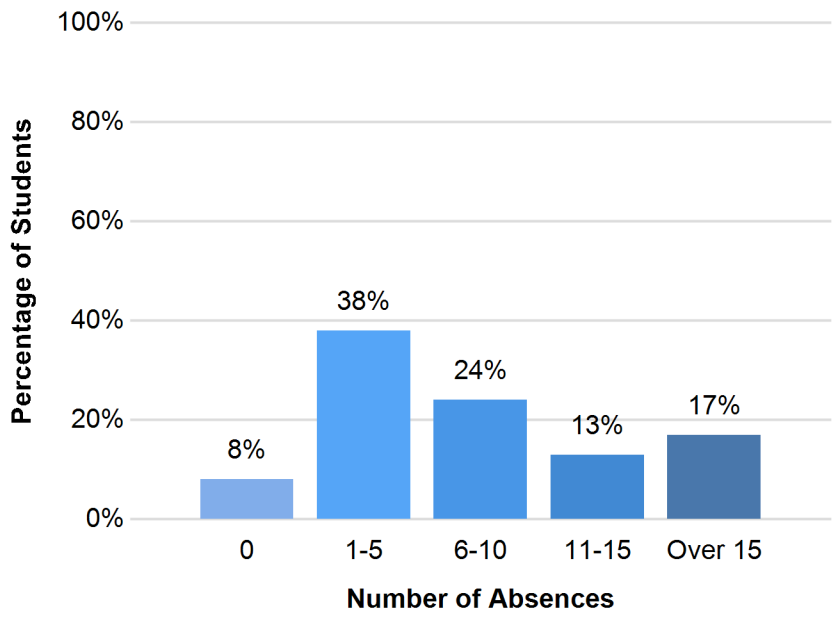
Chronic Absenteeism

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	75	12.6	10.5	Not Met
White	N	N	N	N
Hispanic	32	13.9	10.5	Not Met
Black or African American	43	11.9	10.5	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	33	12.3		
Male	42	12.9		
Economically Disadvantaged Students	45	12.2	10.5	Not Met
Students with Disabilities	12	13.2	10.5	Not Met
English Learners	13	18.3	10.5	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	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.





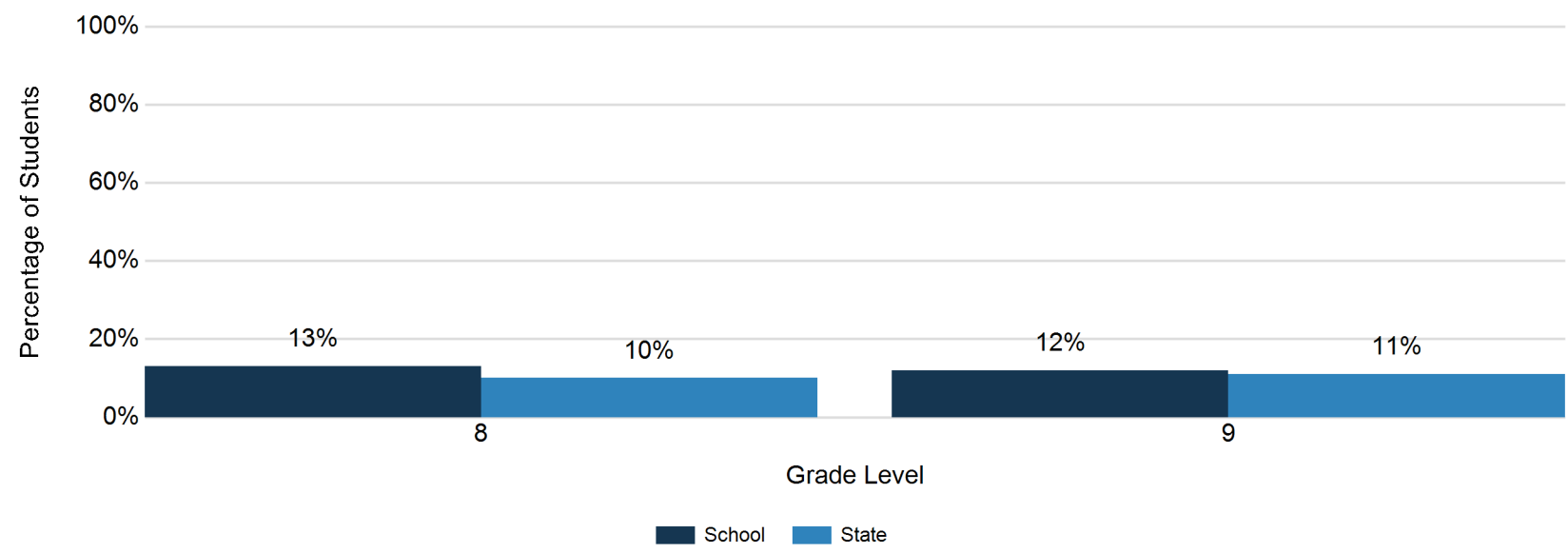
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select 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. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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





Orange Preparatory Academy
 (13-3880-115)
 Grades Offered: 08-09
 2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	1
Weapons	2
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.85

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	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	1	1
No Identified Nature	3		3

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
32



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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	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	61	118,214
Average years experience in public schools	7.2	12.1
Average years experience in district	6.2	10.8
Percentage of Teachers with 4 or more years experience in the district	50.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	52	9,530
Average years experience in public schools	13.3	16.0
Average years experience in district	10.6	12.0
Percentage of Administrators with 4 or more years experience in the district	76.9%	76.9%

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	10:1	11:1
Students to Administrators	148:1	108:1
Teachers to Administrators	15:1	9:1
Students to Librarians/Media Specialists		805:1
Students to Nurses		626:1
Students to Counselors		433:1
Students to Child Study Team Members		235:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.5%	57.4%	50.0%	48.4%	77.1%	54.9%
Male	54.5%	42.6%	50.0%	51.6%	22.9%	45.1%
White	0.0%	45.9%	50.0%	42.4%	83.6%	77.4%
Hispanic	39.6%	9.8%	25.0%	29.9%	7.3%	7.2%
Black or African American	60.4%	41.0%	25.0%	15.0%	6.6%	13.9%
Asian	0.0%	1.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	1.6%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

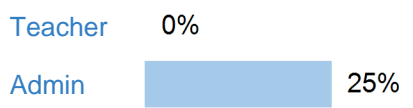
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	78.7%	90.5%
2017-18 Administrators: Same district 2018-19	88.0%	87.9%

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
2018-19	97.3%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

- Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.
- Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less
- Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

- Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	31.2%	32.8%	38.3%
Math Proficiency	18.1%	23.3%	32.3%
ELA Growth	50	56	37
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	*
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		65.1%	59.1%
Chronic Absenteeism	12.4%	10.8%	12.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

- Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	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	Met Target†	Met Target†	N	N	Not Met	**	Exceeds Target	Not Met	No
White	**	**	N	N	**	**	n/a	**	No
Hispanic	Met Target†	Not Met	N	N	Met Standard	**	n/a	Not Met	No
Black or African American	Met Target	Met Target	N	N	Not Met	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	N	N	**	**	n/a	**	No
American Indian or Alaska Native	**	**	N	N	**	**	n/a	**	No
Two or More Races	**	**	N	N	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	N	N	Not Met	**	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	N	N	Not Met	**	n/a	Not Met	No
English Learners	Met Target	Met Target†	N	N	Exceeds Standard	**	**	Not Met	No

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Smart Board technology is in every classroom and 1:1 ratio of Chromebooks to students. • Honors courses in core subjects are offered at all grade levels. • Extended day remedial and enrichment academic programs are available to all students.
 <p>Mission, Vision, Theme:</p>	<p>Orange Preparatory Academy commits to providing academic excellence and social-emotional support to help our students grow and succeed. The faculty will provide a safe, caring environment and encourage all stakeholders to "Come Together." We will inspire students to be community leaders, as well as lifelong learners. We will prepare students for equitable opportunities for their future endeavors and the challenges of the 21st century.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Orange Preparatory Academy recognizes and celebrates the success of students with achievements in academics, athletics, social/community service and character development. Orange Preparatory Academy was recognized by the NJDOE for its sustainability of noted improvements in various areas including student achievement and efforts in closing the achievement gap with English Language Learners and Special Education populations.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Orange Preparatory Academy is committed to providing students with a comprehensive and engaging curriculum program. Students are offered differentiated and rigorous programs in Mathematics, Language Arts Literacy, Science/S.T.E.M. (Science, Technology, Engineering and Math) education, Global Studies, World Language, Computer Technology Education, Visual and Performing Arts and Physical Education/Health.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls)</p>
 <p>Clubs and Activities:</p>	<p>Extracurricular student activities include Chorus, Band, Cyber Cafe, Community Service Club, Diversity Club, Art Club, Library Book Club, Dance, Drama, Robotics, Graphic Animation Club, Newspaper, Junior Debate, STEM Club, Student Council, National Junior Honor Society, Girls Who Code, Video-Media Club and Sisterhood.</p>





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 <p>Before and After School Programs:</p>	<p>OPA maintains partnerships with universities and organizations that allow our students opportunities with Essex County College Dual Enrollment Program, NJIT, NJIT Real World Connections, Rutgers Trio, NJ Youth Orchestra and South Orange Performing Arts Center.</p>
 <p>Staff and Professional Learning:</p>	<p>Professional learning opportunities are available to all staff at multiple times throughout the year. Professional Development topics address, among others, content enhancement; pedagogy in urban education; technology integration; instructional best practices; social & emotional learning and restorative practices. Staff may also seek professional development from sources outside of the school/district.</p>






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 <p>Student Supports and Services:</p>	<p>The school provides standards based academic programs for students with disabilities and English language learners. There is also an extended day academic program and a Saturday academic and enrichment program for all students. Intervention and referral services are designed to assist struggling students.</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast and lunch programs are available to all students. All students are enrolled in daily physical education and health courses.</p>
 <p>Parent and Community Involvement:</p>	<p>Orange Preparatory Academy employs a Student Family Liaison that connects the school with home. The Liaison works in conjunction with Administration to provide targeted workshops, multi levels of support, and an array of community resources for our families. Parent-Teacher-Student Organization (PTSO) meetings are held monthly and parent representatives play an active role in school decision making with representation on the School Leadership Team.</p>



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Climate Surveys:

Is a Climate Survey Used: Yes The NJ School Climate Survey is administered to staff, students and parents each year. The results are used in identifying school climate needs and used in planning, establishing and sustaining a safe and supportive environment for all students, staff and parents.



Park Avenue Elementary School
(13-3880-120)
Grades Offered: PK-08
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:

**Park Avenue Elementary School**

(13-3880-120)

Grades Offered: PK-08

2018-2019

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School Contact Information

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

Type	Contact Information
County	Essex
District	ORANGE BOARD OF EDUCATION School District
Principal Name	Dr. Myron Hackett
Address	231 PARK AVE ORANGE, NJ 07050-4102
Phone Number	973-677-4124
Email Address	hacketmy@orange.k12.nj.us
Website	https://www.orange.k12.nj.us/



Park Avenue Elementary School
(13-3880-120)
Grades Offered: PK-08
2018-2019

Report Key:

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	11	12	12
KG	45	52	46
1	40	47	50
2	53	37	40
3	49	55	41
4	65	58	57
5	56	63	65
6	53	63	64
7	36	50	57
8	2	2	0
Total	410	439	432

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.5%	47.2%	46.5%
Male	50.5%	52.8%	53.5%
Economically Disadvantaged Students	56.8%	68.1%	78.7%
Students with Disabilities	15.3%	21.4%	20.8%
English Learners	8.5%	7.3%	7.4%
Homeless Students	3.4%	2.7%	1.2%
Students in Foster Care	1.9%	1.4%	0.9%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	0.2%	0.2%	0.0%
Hispanic	24.0%	25.5%	28.2%
Black or African American	75.2%	73.8%	71.5%
Asian	0.0%	0.0%	0.0%
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%	0.5%	0.2%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	11	12	12
KG - Half Day	0	0	0
KG - Full Day	45	52	46

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	58.6%
Spanish	24.5%
Haitian	13.7%
Other Languages	3.2%

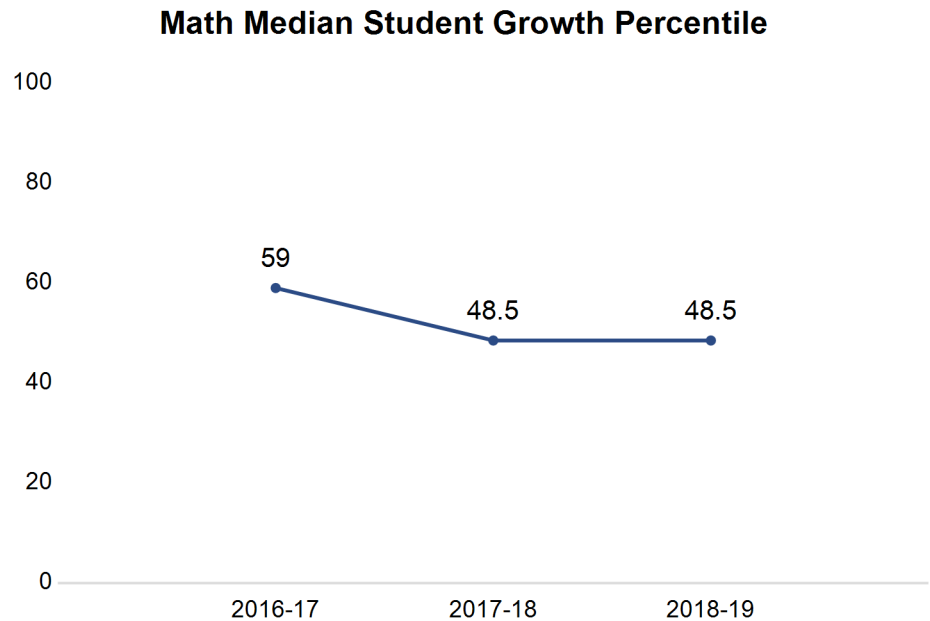
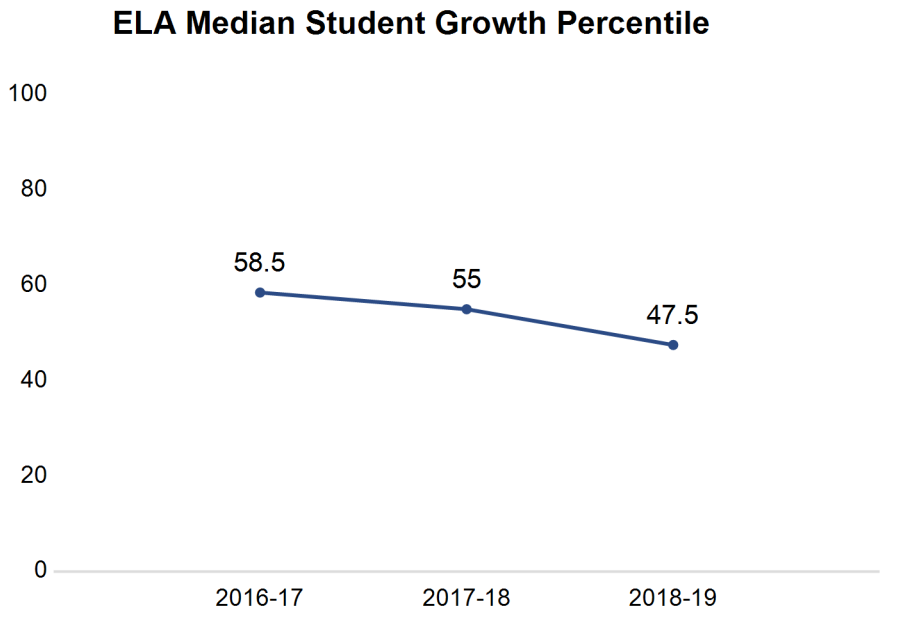


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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	58.5	55	47.5	59	48.5	48.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	47.5	55	50	Met Standard	48.5	58	50	Met Standard
White	N	*	50	**	N	*	52	**
Hispanic	61	58.5	49	Exceeds Standard	55.5	67	47	Met Standard
Black or African American	46	54	45	Met Standard	44	55	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	*	59	**	N	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	45	56	53	N	49	59	50	N
Male	58	54	47	N	47	58	51	N
Economically Disadvantaged Students	46	55	48	Met Standard	47.5	59	46	Met Standard
Students with Disabilities	41.5	44.5	43	Met Standard	26.5	38	45	Not Met
English Learners	65.5	57	52	Exceeds Standard	41.5	59	50	Met Standard
Homeless Students	*	57	43	N	*	55	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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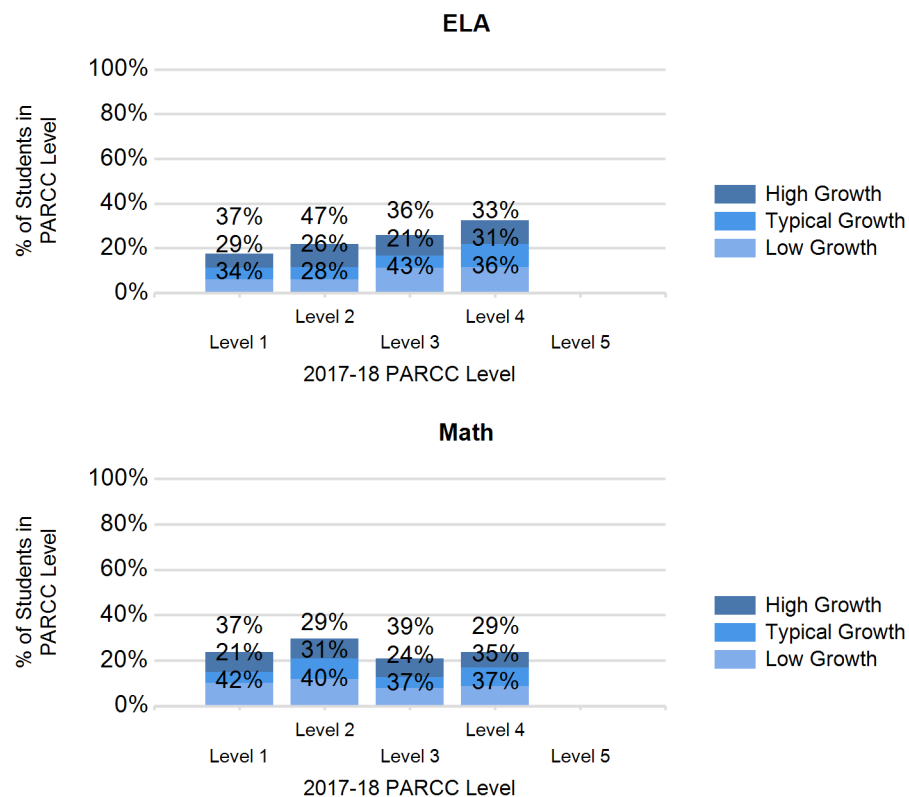
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

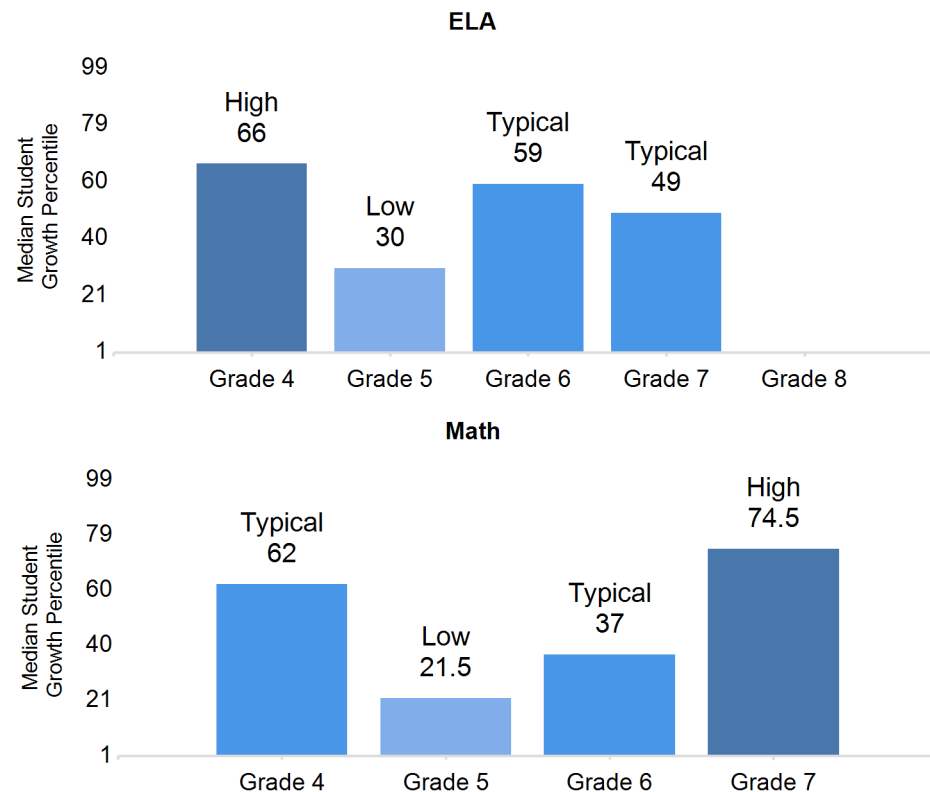
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





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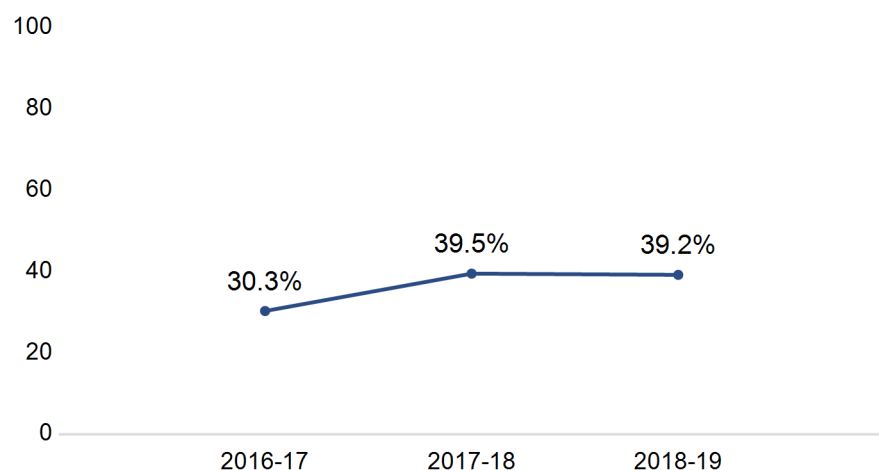
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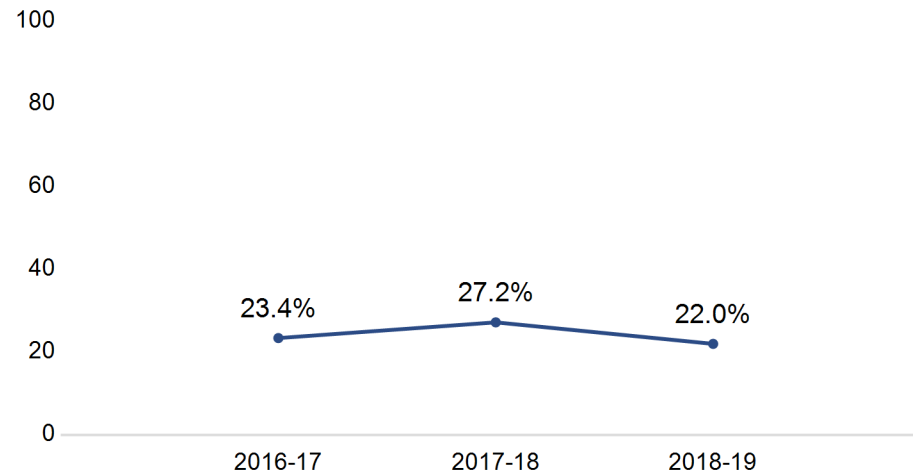
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.6%	96.8%	99.3%	99.6%	96.2%	99.3%
Proficiency Rate for Federal Accountability	30.3%	39.5%	39.2%	23.4%	27.2%	22.0%
Annual Target	30.4%	33.0%	35.6%	23.3%	26.3%	29.3%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	268	99.3	39.2	39.9	57.9	39.2	35.6	Met Target
White	N	N	N	*	66.9	N	**	**
Hispanic	*	*	*	39.3	43.9	*	40.3	Met Target
Black or African American	198	99.0	36.9	40.0	38.5	36.9	34.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	82.9	N	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	128	99.2	47.7	45.7	64.8	47.7		
Male	140	99.3	31.4	34.3	51.3	31.4		
Economically Disadvantaged Students	223	99.1	36.3	40.3	40.0	36.3	35.5	Met Target
Non-Economically Disadvantaged Students	45	100.0	53.3	38.7	67.9	53.3		
Students with Disabilities	50	98.2	*	10.0	22.7	*	28.7	Not Met
Students without Disabilities	218	99.6	*	45.2	65.1	*		
English Learners	52	100.0	26.9	23.0	29.3	26.9	17.7	Met Target
Non-English Learners	216	99.1	42.1	45.2	60.6	42.1		
Homeless Students	*	*	*	46.3	29.1	*		
Students In Foster Care	*	*	*	33.3	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

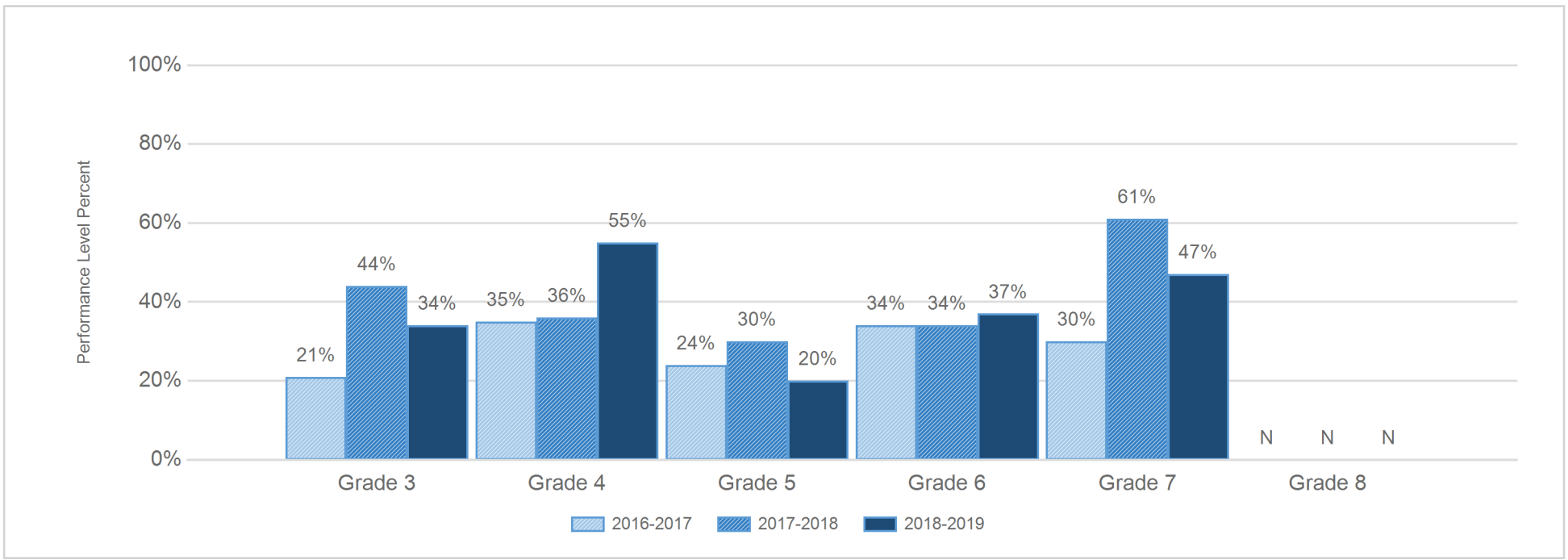


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	41	727	729	748	32%	*	*	34%	0%	34%	50%
White	N	N	N	757	N	N	N	N	N	N	60%
Hispanic	15	733	724	734	*	*	*	*	*	40%	36%
Black or African American	26	724	733	731	*	*	*	*	*	31%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	22	733	*	753	*	*	*	*	*	45%	55%
Male	19	721	*	743	*	*	*	*	*	21%	46%
Economically Disadvantaged Students	*	*	727	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	736	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	701	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	732	754	*	*	*	*	*	*	56%
English Learners	*	*	699	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	737	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	64	751	739	755	16%	*	20%	*	*	55%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	18	761	740	743	*	*	*	*	*	67%	44%
Black or African American	46	748	*	739	*	*	*	*	*	50%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	32	756	742	760	*	*	*	*	*	59%	62%
Male	32	746	736	750	*	*	*	*	*	50%	53%
Economically Disadvantaged Students	53	750	740	740	*	*	*	*	*	55%	40%
Non-Economically Disadvantaged Students	11	757	735	765	*	*	*	*	*	55%	69%
Students with Disabilities	*	*	703	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	745	761	*	*	*	*	*	*	64%
English Learners	*	*	713	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	741	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	60	725	738	756	22%	20%	38%	20%	0%	20%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	739	743	*	*	*	*	*	*	44%
Black or African American	45	728	*	739	*	22%	42%	*	*	20%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	30	729	*	761	*	*	37%	*	*	23%	64%
Male	30	722	*	750	*	*	40%	*	*	17%	52%
Economically Disadvantaged Students	*	*	737	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	743	766	*	*	*	*	*	*	69%
Students with Disabilities	14	701	707	724	*	*	*	*	*	*	23%
Students without Disabilities	46	733	744	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	740	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	57	737	744	754	*	35%	18%	*	*	37%	56%
White	N	N	*	762	N	N	N	N	N	N	65%
Hispanic	15	740	*	743	*	*	*	*	*	40%	43%
Black or African American	42	736	740	738	*	*	*	*	*	36%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	24	752	*	762	*	*	*	*	*	54%	64%
Male	33	726	*	748	*	*	*	*	*	24%	48%
Economically Disadvantaged Students	46	734	744	740	*	*	*	*	*	35%	39%
Non-Economically Disadvantaged Students	11	748	744	763	*	*	*	*	*	45%	67%
Students with Disabilities	14	711	715	722	*	*	*	*	*	*	19%
Students without Disabilities	43	745	748	761	*	*	*	*	*	*	64%
English Learners	*	*	714	710	*	*	*	*	*	*	*
Non-English Learners	*	*	746	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	49	742	749	761	*	*	29%	*	*	47%	63%
White	N	N	N	769	N	N	N	N	N	N	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	*	*	749	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	20	750	*	769	*	*	*	*	*	60%	71%
Male	29	737	*	753	*	*	*	*	*	38%	55%
Economically Disadvantaged Students	*	*	749	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	750	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	709	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	754	769	*	*	*	*	*	*	71%
English Learners	*	*	709	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	751	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Park Avenue Elementary School
(13-3880-120)
Grades Offered: PK-08
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
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- N No Data is available to display
- † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	745	762	N	N	N	N	N	N	63%
White	N	N	N	770	N	N	N	N	N	N	72%
Hispanic	N	N	749	747	N	N	N	N	N	N	49%
Black or African American	N	N	742	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	N	N	749	771	N	N	N	N	N	N	71%
Male	N	N	741	753	N	N	N	N	N	N	55%
Economically Disadvantaged Students	N	N	746	743	N	N	N	N	N	N	45%
Non-Economically Disadvantaged Students	N	N	742	772	N	N	N	N	N	N	72%
Students with Disabilities	N	N	704	721	N	N	N	N	N	N	22%
Students without Disabilities	N	N	752	770	N	N	N	N	N	N	71%
English Learners	N	N	720	708	N	N	N	N	N	N	12%
Non-English Learners	N	N	747	764	N	N	N	N	N	N	65%
Homeless Students	N	N	*	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	268	99.3	22.0	29.4	44.5	22.0	29.3	Not Met
White	N	N	N	*	54.1	N	**	**
Hispanic	*	*	*	32.6	28.8	*	37.5	Met Target†
Black or African American	198	99.0	19.2	27.3	23.0	19.2	27	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	76.5	N	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	128	99.2	21.9	31.1	44.9	21.9		
Male	140	99.3	22.1	27.8	44.2	22.1		
Economically Disadvantaged Students	223	99.1	20.6	29.6	26.3	20.6	29.3	Not Met
Non-Economically Disadvantaged Students	45	100.0	28.9	28.7	54.9	28.9		
Students with Disabilities	50	98.2	*	*	17.4	*	19.5	Not Met
Students without Disabilities	218	99.6	*	*	50.0	*		
English Learners	52	100.0	21.2	*	25.0	21.2	24.6	Met Target†
Non-English Learners	216	99.1	22.2	*	46.5	22.2		
Homeless Students	*	*	*	24.4	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



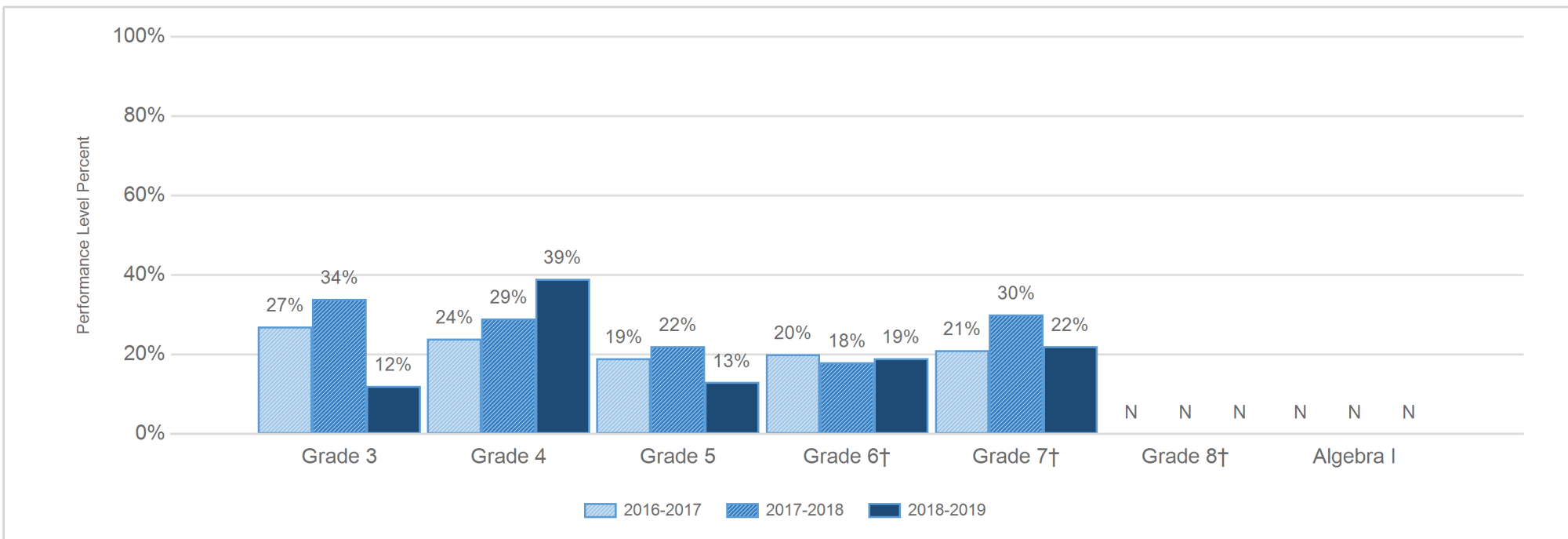
Park Avenue Elementary School
(13-3880-120)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	41	719	733	752	27%	24%	37%	*	*	12%	55%
White	N	N	N	760	N	N	N	N	N	N	66%
Hispanic	15	734	733	739	*	*	*	*	*	*	40%
Black or African American	26	710	733	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	22	722	*	751	*	*	*	*	*	*	54%
Male	19	716	*	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	*	*	731	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	740	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	709	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	736	756	*	*	*	*	*	*	60%
English Learners	*	*	714	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	739	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	64	736	735	749	17%	20%	23%	*	*	39%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	18	754	740	737	*	*	*	*	*	67%	36%
Black or African American	46	729	*	731	*	*	26%	*	*	28%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	32	738	734	749	*	*	*	*	*	38%	50%
Male	32	734	736	749	*	*	*	*	*	41%	52%
Economically Disadvantaged Students	53	734	735	734	*	*	*	*	*	38%	32%
Non-Economically Disadvantaged Students	11	746	734	759	*	*	*	*	*	45%	63%
Students with Disabilities	*	*	702	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	740	754	*	*	*	*	*	*	56%
English Learners	*	*	710	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	737	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	60	715	728	747	28%	37%	22%	*	*	13%	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	*	*	732	735	*	*	*	*	*	*	30%
Black or African American	45	714	*	729	29%	38%	*	*	*	13%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	30	717	*	747	*	*	*	*	*	13%	47%
Male	30	714	*	747	*	*	*	*	*	13%	47%
Economically Disadvantaged Students	*	*	726	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	733	757	*	*	*	*	*	*	59%
Students with Disabilities	14	700	702	725	*	*	*	*	*	*	19%
Students without Disabilities	46	720	733	752	*	*	*	*	*	*	52%
English Learners	*	*	708	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	729	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	57	716	726	741	28%	33%	19%	*	*	19%	41%
White	N	N	*	749	N	N	N	N	N	N	51%
Hispanic	15	720	*	729	*	*	*	*	*	13%	24%
Black or African American	42	715	720	722	*	*	*	*	*	21%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	24	727	*	742	*	*	*	*	*	25%	42%
Male	33	708	*	740	*	*	*	*	*	15%	40%
Economically Disadvantaged Students	46	714	725	726	*	*	24%	*	*	13%	21%
Non-Economically Disadvantaged Students	11	726	727	750	*	*	0%	*	*	45%	53%
Students with Disabilities	14	692	700	716	*	*	*	*	*	*	12%
Students without Disabilities	43	724	730	746	*	*	*	*	*	*	46%
English Learners	*	*	699	709	*	*	*	*	*	*	*
Non-English Learners	*	*	728	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	49	734	733	744	*	27%	37%	*	*	22%	42%
White	N	N	N	751	N	N	N	N	N	N	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	*	*	732	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	20	733	*	744	*	*	*	*	*	25%	42%
Male	29	734	*	743	*	*	*	*	*	21%	42%
Economically Disadvantaged Students	*	*	732	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	735	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	703	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	737	749	*	*	*	*	*	*	48%
English Learners	*	*	710	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	735	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	N	N	722	728	N	N	N	N	N	N	29%
White	N	N	N	737	N	N	N	N	N	N	38%
Hispanic	N	N	725	722	N	N	N	N	N	N	22%
Black or African American	N	N	720	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	723	731	N	N	N	N	N	N	31%
Male	N	N	722	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	725	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	718	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	692	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	728	734	N	N	N	N	N	N	35%
English Learners	N	N	715	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	723	730	N	N	N	N	N	N	30%
Homeless Students	N	N	*	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	725	744	N	N	N	N	N	N	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	N	N	*	728	N	N	N	N	N	N	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	N	N	731	745	N	N	N	N	N	N	44%
Male	N	N	721	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	730	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	718	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	*	748	N	N	N	N	N	N	47%
English Learners	N	N	695	710	N	N	N	N	N	N	*
Non-English Learners	N	N	731	745	N	N	N	N	N	N	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Park Avenue Elementary School
(13-3880-120)
Grades Offered: PK-08
2018-2019

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DLM Alternate Assessment - Participation

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

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

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	43.5%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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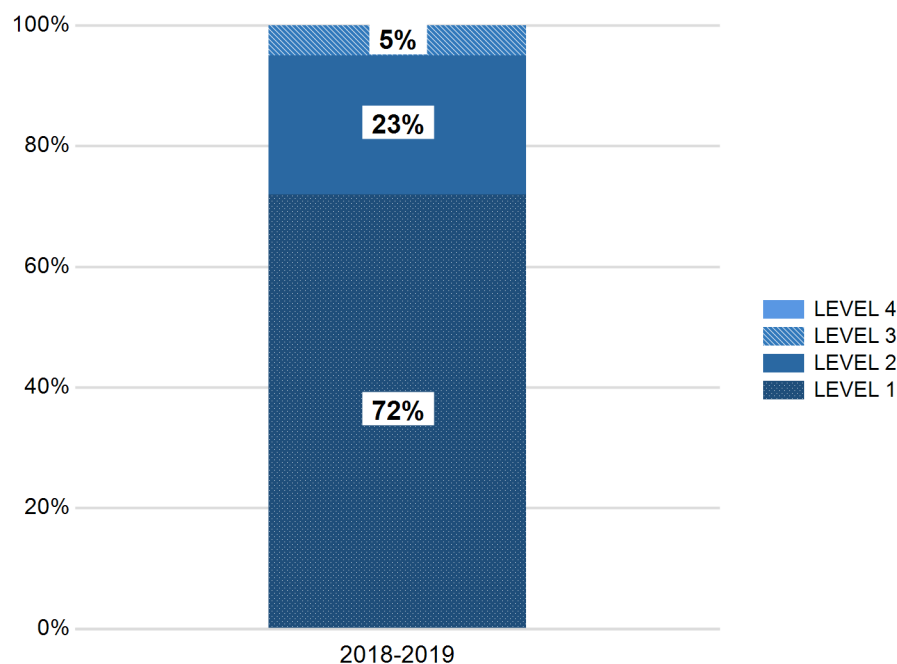
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	72	23	5	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	71	24	4	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	70	27	3	0
Male	73	20	7	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Park Avenue Elementary School
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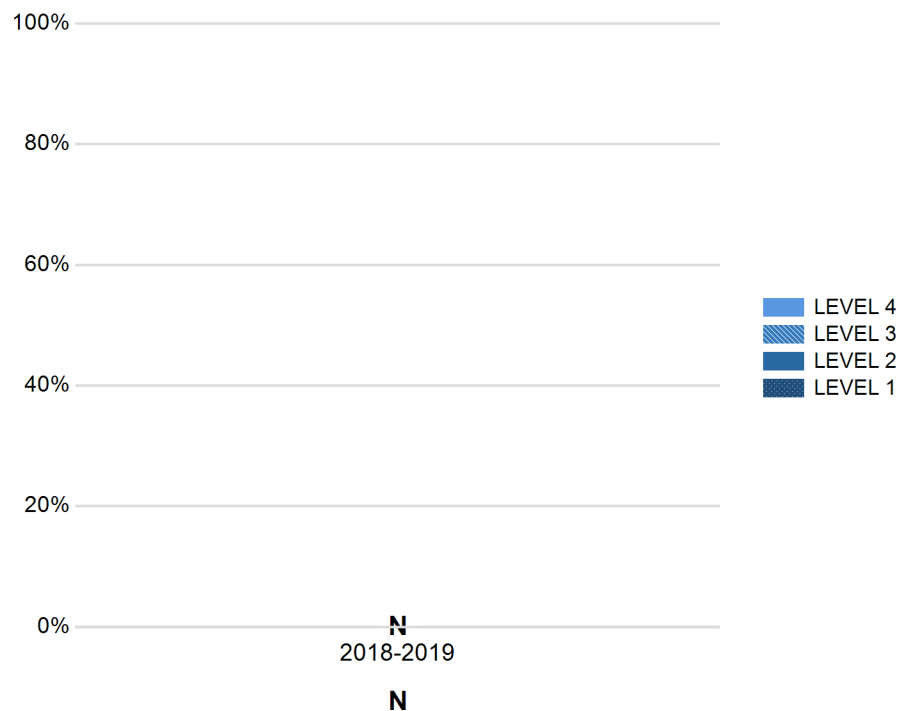
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N	N	N
Male	N	N	N	N
Economically Disadvantaged Students	N	N	N	N
Non-Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
Students without Disabilities	N	N	N	N
English Learners	N	N	N	N
Non-English Learners	N	N	N	N
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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	67
7	0	0	59
8	N	N	N
Total	0	0	126

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	0	0	0	0	0	0	56
7	0	0	0	0	0	0	51
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	107



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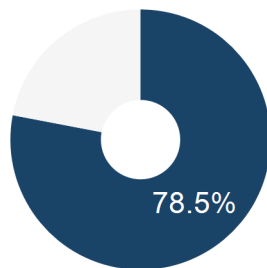
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Visual and Performing Arts – Course Participation

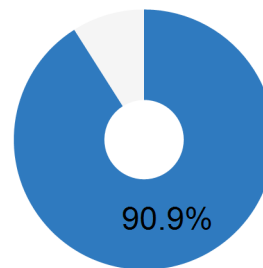
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

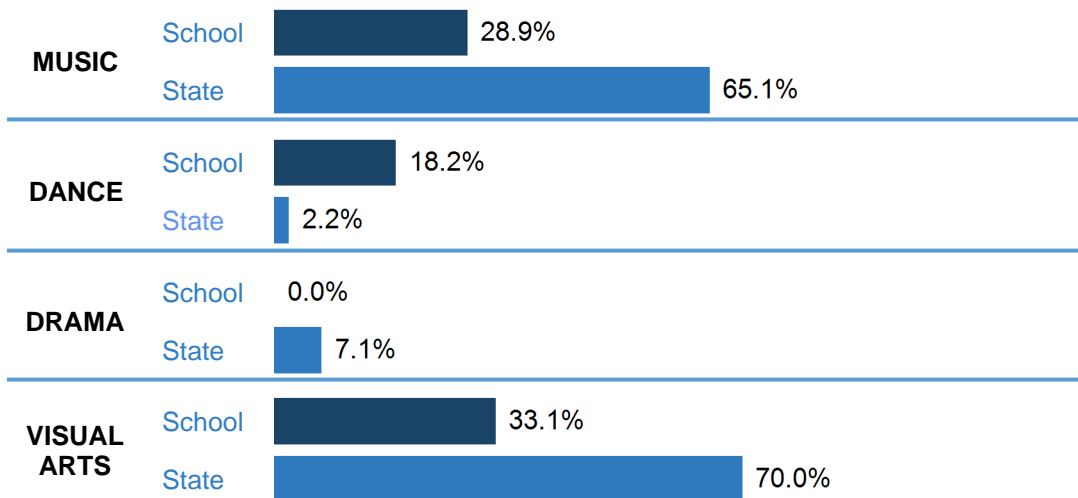


School



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. Students with fewer than 45 days in membership are excluded from attendance calculations.

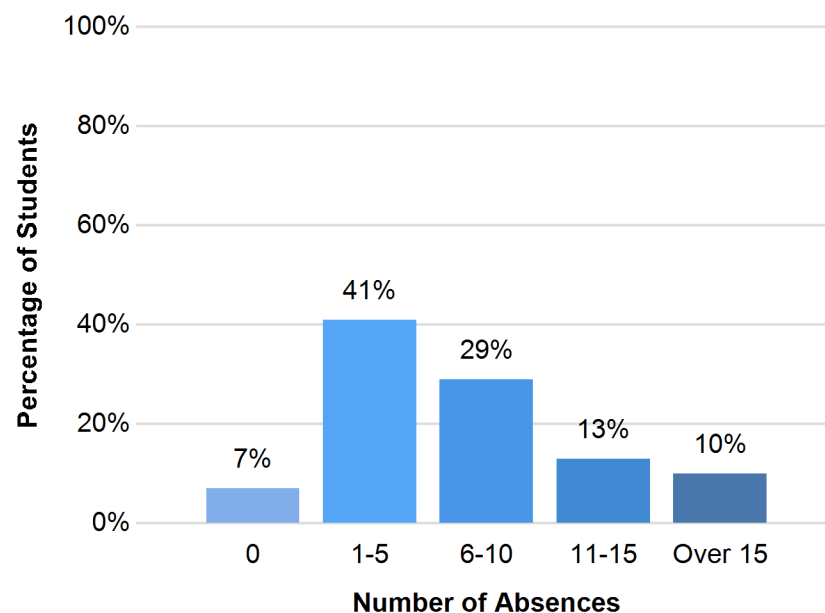
Chronic Absenteeism

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	38	8.9	9.0	Met
White	N	N	N	N
Hispanic	*	*	9.0	Met
Black or African American	30	9.7	9.0	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	18	8.7		
Male	20	9.0		
Economically Disadvantaged Students	29	8.7	9.0	Met
Students with Disabilities	8	10.5	9.0	Not Met
English Learners	1	2.1	9.0	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	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.





Park Avenue Elementary School
(13-3880-120)
Grades Offered: PK-08
2018-2019

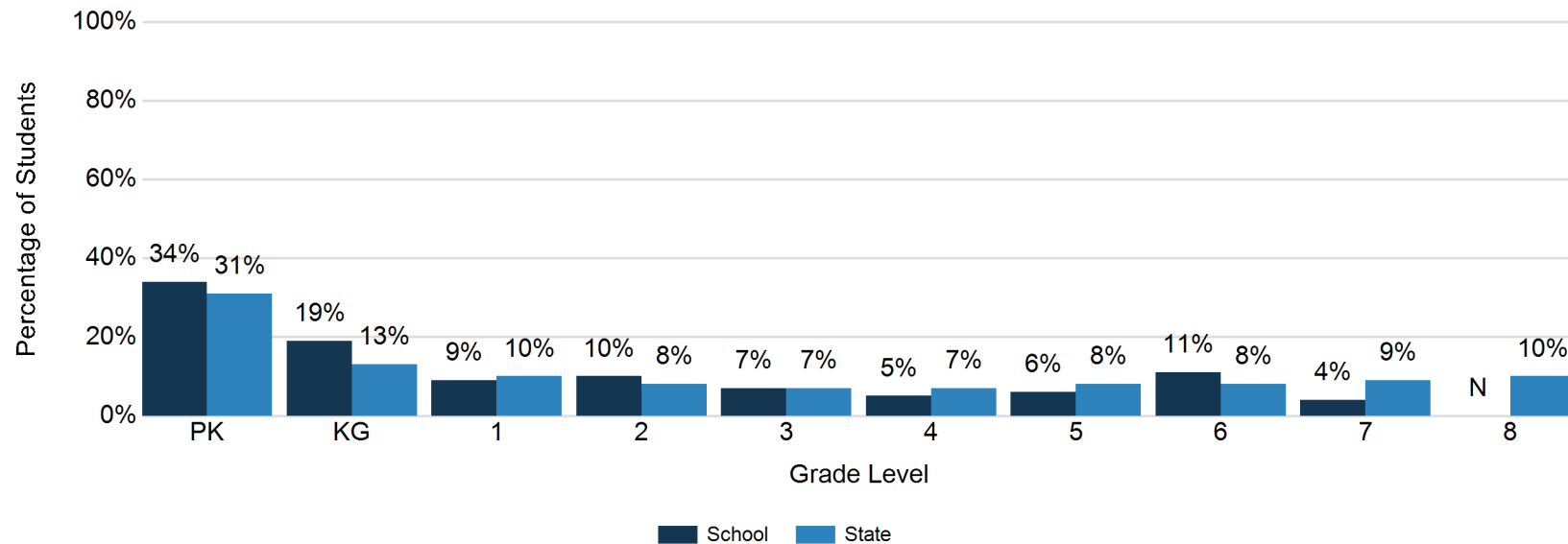
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Chronic Absenteeism by Grade

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





Park Avenue Elementary School

(13-3880-120)

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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.23

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	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	3		3

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	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	2.1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	42	118,214
Average years experience in public schools	8.6	12.1
Average years experience in district	7.6	10.8
Percentage of Teachers with 4 or more years experience in the district	57.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	52	9,530
Average years experience in public schools	13.3	16.0
Average years experience in district	10.6	12.0
Percentage of Administrators with 4 or more years experience in the district	76.9%	76.9%

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	10:1	11:1
Students to Administrators	216:1	108:1
Teachers to Administrators	21:1	9:1
Students to Librarians/Media Specialists		805:1
Students to Nurses		626:1
Students to Counselors		433:1
Students to Child Study Team Members		235:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.5%	73.8%	50.0%	48.4%	77.1%	54.9%
Male	53.5%	26.2%	50.0%	51.6%	22.9%	45.1%
White	0.0%	47.6%	0.0%	42.4%	83.6%	77.4%
Hispanic	28.2%	14.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	71.5%	31.0%	100.0%	15.0%	6.6%	13.9%
Asian	0.0%	7.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	78.7%	90.5%
2017-18 Administrators: Same district 2018-19	88.0%	87.9%

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
2018-19	97.1%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	30.3%	39.5%	39.2%
Math Proficiency	23.4%	27.2%	22.0%
ELA Growth	58	55	48
Math Growth	59	48	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		54.2%	43.5%
Chronic Absenteeism	8.9%	6.1%	8.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Park Avenue Elementary School

(13-3880-120)

Grades Offered: PK-08

2018-2019

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Park Avenue Elementary School
(13-3880-120)
Grades Offered: PK-08
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Not Met	Met Standard	Met Standard	Met Target	Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target	Met Target†	Exceeds Standard	Met Standard	Met Standard	Met	No

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



Park Avenue Elementary School
(13-3880-120)
Grades Offered: PK-08
2018-2019

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School Narrative

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



Highlights:

- Award winning Bridge Team, Robotics Team, Coding and Dance Conservatory.
- Curriculum includes: Balanced Literacy, Math in Focus and Next Gen Science Standards.
- Technology is an integral part of each school day with students using Chromebooks to support instructional programs.



Mission, Vision, Theme:

The mission of Park Avenue School is to provide a positive and safe learning environment where all students acquire the academic knowledge and skills to ensure a future of achievement and to instill the core values of responsibility, respect, empathy and integrity.



Awards, Recognition, Accomplishments:

PAS was the recipient of the 21st Century Learning Grant.



Park Avenue Elementary School
(13-3880-120)
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2018-2019

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Courses, Curriculum, Instruction:

The students are provided with instruction that address the district and state goals for each curricular area. Emphasis is placed on a literature-based, differentiated instructional approach to ELA and the use of manipulatives & problem solving to enhance the Math & Science programs. The teaching of Science through FOSS is a process that involves experimentation, imagination and critical thinking. Computer technology is an essential tool; Smartboards, iPads & Chromebooks support instruction.



Clubs and Activities:

Clubs: Student Council, Sisterhood, Coding, Girls That Code, Robotics, Dance, Instrumental Music, Chorus, Bridge, National Junior Honor Society, Afterschool Academy, Math 180 and ESL Support Rosetta Stone.



Park Avenue Elementary School

(13-3880-120)

Grades Offered: PK-08

2018-2019

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School Narrative

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Before and After School Programs:

Our afterschool programs offer extensive opportunities for students to develop their talents, build bonds with positive role models and improve academic performance. This is a result of the 21st Century Afterschool Learning Grant which enables us to run the program for Grades 4-7 from 3-6pm daily.



Staff and Professional Learning:

Professional learning for staff occurred both as job embedded and district driven workshops. Teachers participated in a school PLC around data driven instruction and examined the various types of assessments. Several staff members were also enrolled in Graduate School pursuing Master's Degrees in a variety of Educational Fields.



Park Avenue Elementary School
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Student Supports and Services:

English Language Learners - In-Class Support and Newcomers. Student with disabilities - Partnership with Theatre Development Fund, Autism Friendly Performance, Parent Support Group and Empower U.



Parent and Community Involvement:

We value strong home school partnerships. Our collaborative relationships allow students to meet their full potential. Park Avenue's Parent Teacher Organization serves as a link to our surrounding community, as well as school initiated programs: Career Day, Celebrity Read, Latino Literacy Night, Family Math/Literacy, Park Avenue School Newsletter, telephone, phone blasts and email communications, and various school assemblies and programs presented by students and faculty.



Park Avenue Elementary School

(13-3880-120)

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2018-2019

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School Narrative

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Other Information

To enhance learning beyond the classroom, special events and programs have been successful in motivating students: Autism Theatre Initiative, Read Across America, Bridge Tournaments both local and Nationals in Atlanta, Six Flags Read to Succeed Program, Celebrity Read, Field Trips, Scholastic Book Fair, school wide Art Exhibit, open gym, school dances and school movie nights.



Rosa Parks/Central Community School
(13-3880-105)
Grades Offered: PK-07
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



Rosa Parks/Central Community School

(13-3880-105)

Grades Offered: PK-07

2018-2019

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School Contact Information

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

Type	Contact Information
County	Essex
District	ORANGE BOARD OF EDUCATION School District
Principal Name	Ms. Debra Joseph-Charles
Address	369 MAIN STREET ORANGE, NJ 07050
Phone Number	973-677-4515
Email Address	josephde@orange.k12.nj.us
Website	https://www.orange.k12.nj.us/



Rosa Parks/Central Community School
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2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	87	75	78
KG	121	136	118
1	141	117	128
2	139	135	106
3	109	135	131
4	110	95	135
5	119	107	95
6	90	107	99
7	100	86	106
Total	1,016	993	996

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.0%	51.1%	52.2%
Male	50.0%	48.9%	47.8%
Economically Disadvantaged Students	75.0%	78.5%	80.7%
Students with Disabilities	8.2%	7.5%	5.6%
English Learners	20.2%	19.9%	22.8%
Homeless Students	0.8%	0.8%	0.2%
Students in Foster Care	0.2%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	0.1%	0.1%	0.1%
Hispanic	54.9%	58.3%	62.6%
Black or African American	44.4%	40.8%	36.5%
Asian	0.3%	0.5%	0.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	0.3%	0.3%	0.4%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	87	75	78
KG - Half Day	0	0	0
KG - Full Day	121	136	118

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
Spanish	55.4%
English	29.6%
Haitian	11.4%
Other Languages	3.5%



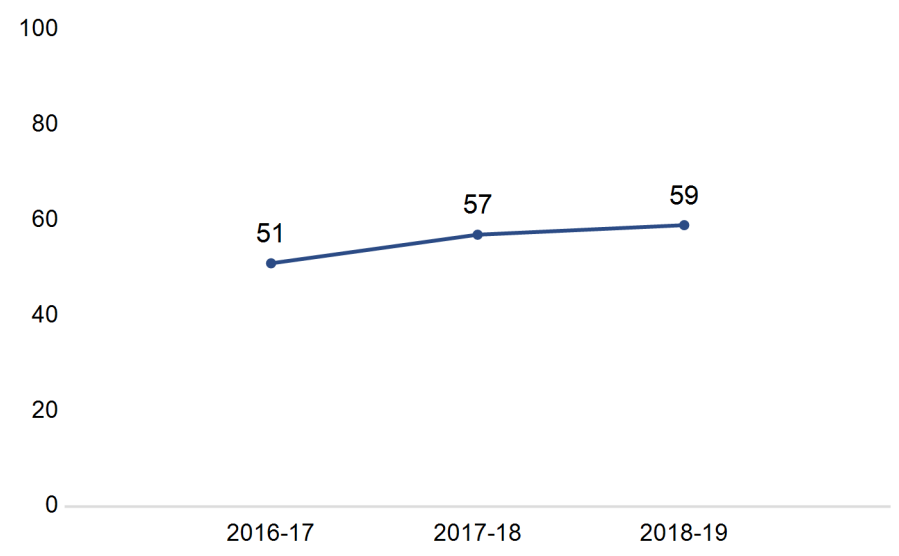
Rosa Parks/Central Community School
 (13-3880-105)
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 2018-2019

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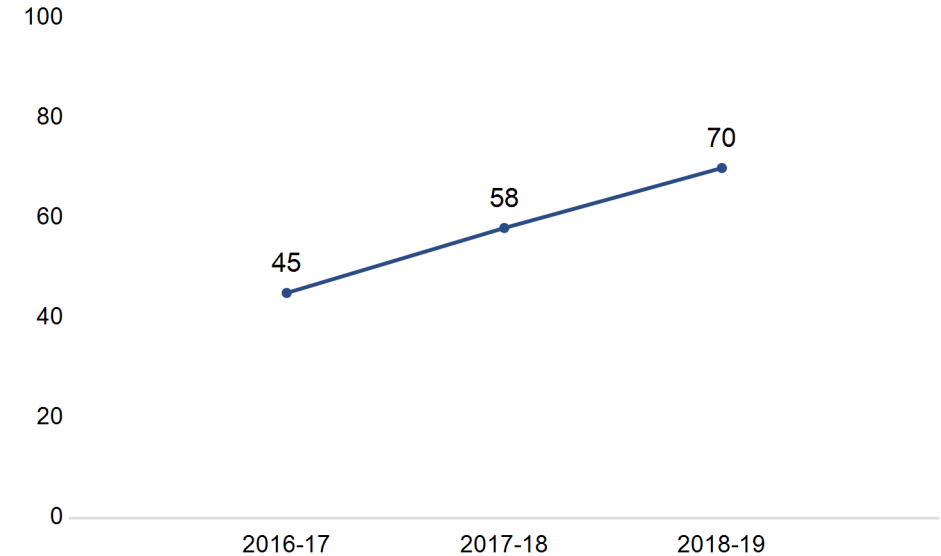
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	57	59	45	58	70
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Rosa Parks/Central Community School

(13-3880-105)

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2018-2019

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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 (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 (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	59	55	50	Met Standard	70	58	50	Exceeds Standard
White	*	*	50	**	*	*	52	**
Hispanic	57	58.5	49	Met Standard	75.5	67	47	Exceeds Standard
Black or African American	61	54	45	Exceeds Standard	60	55	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	59	56	53	N	69	59	50	N
Male	60	54	47	N	70	58	51	N
Economically Disadvantaged Students	59	55	48	Met Standard	72	59	46	Exceeds Standard
Students with Disabilities	43	44.5	43	Met Standard	45	38	45	Met Standard
English Learners	56	57	52	Met Standard	67	59	50	Exceeds Standard
Homeless Students	*	57	43	N	*	55	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



Rosa Parks/Central Community School
 (13-3880-105)
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 2018-2019

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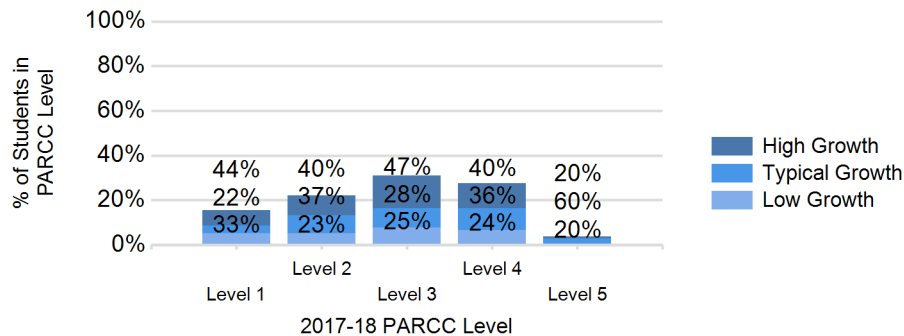
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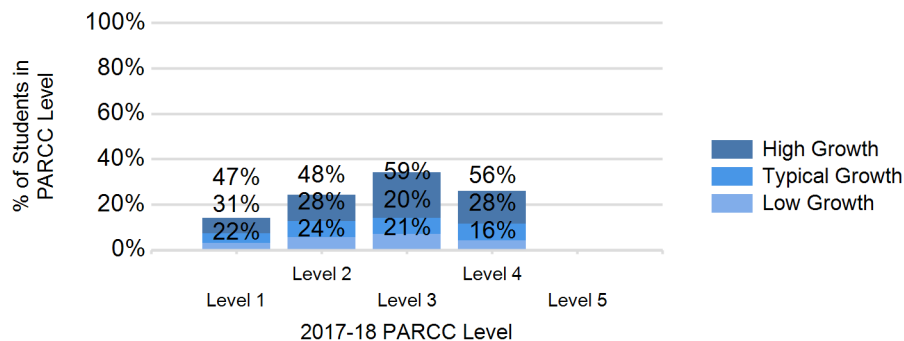
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA



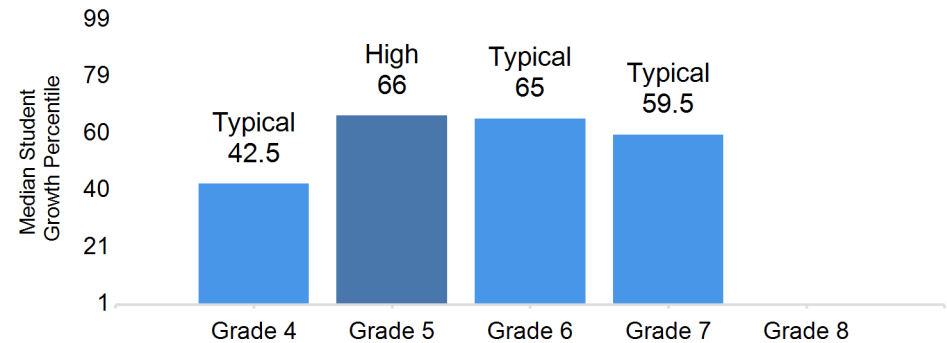
Math



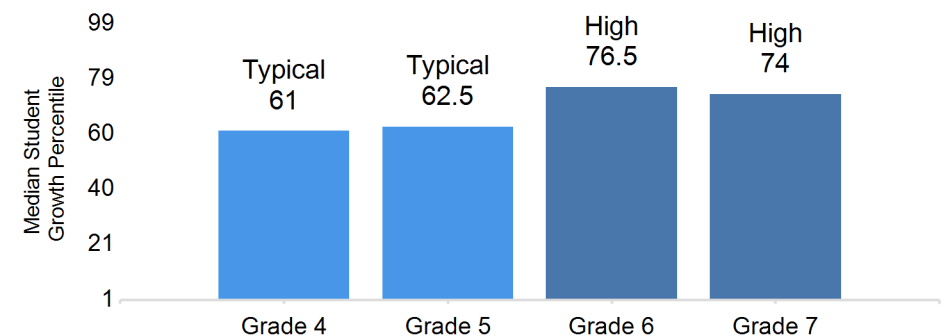
Student Growth by Grade

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

ELA



Math





Rosa Parks/Central Community School
(13-3880-105)
Grades Offered: PK-07
2018-2019

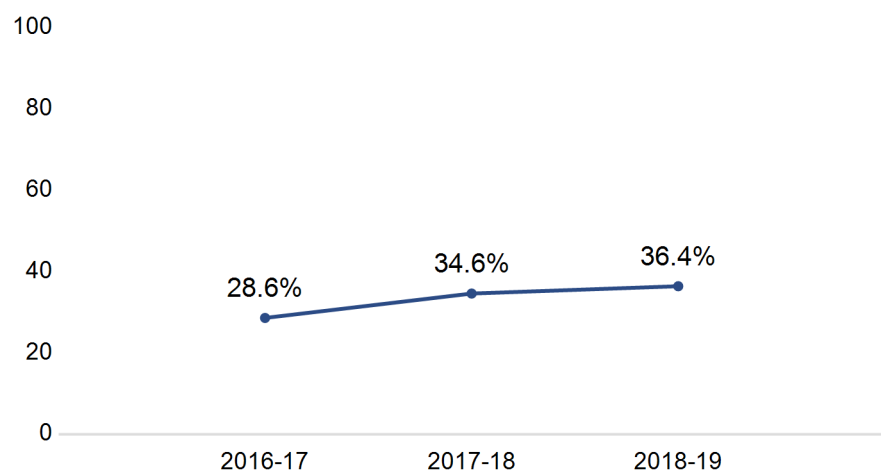
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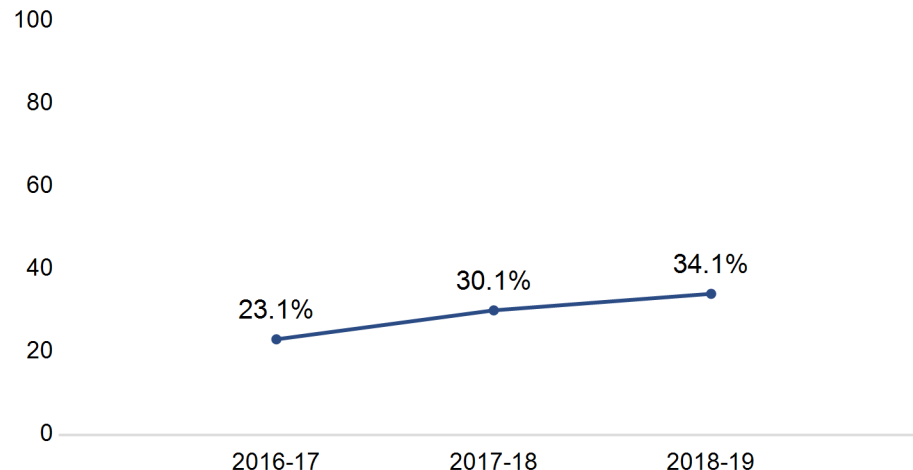
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.9%	99.1%	99.5%	98.9%	99.1%	99.5%
Proficiency Rate for Federal Accountability	28.6%	34.6%	36.4%	23.1%	30.1%	34.1%
Annual Target	28.5%	31.2%	33.9%	26.1%	29.0%	31.8%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	558	99.5	36.4	39.9	57.9	36.4	33.9	Met Target
White	*	*	*	*	66.9	*	**	**
Hispanic	334	99.7	37.4	39.3	43.9	37.4	34.2	Met Target
Black or African American	220	99.1	34.1	40.0	38.5	34.1	33.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	296	99.4	39.9	45.7	64.8	39.9		
Male	262	99.6	32.4	34.3	51.3	32.4		
Economically Disadvantaged Students	457	99.4	37.9	40.3	40.0	37.9	33.8	Met Target
Non-Economically Disadvantaged Students	101	100.0	29.7	38.7	67.9	29.7		
Students with Disabilities	48	100.0	*	10.0	22.7	*	18.9	Not Met
Students without Disabilities	510	99.4	*	45.2	65.1	*		
English Learners	207	100.0	21.3	23.0	29.3	21.3	24.9	Met Target†
Non-English Learners	351	99.2	45.3	45.2	60.6	45.3		
Homeless Students	*	*	*	46.3	29.1	*		
Students In Foster Care	*	*	*	33.3	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

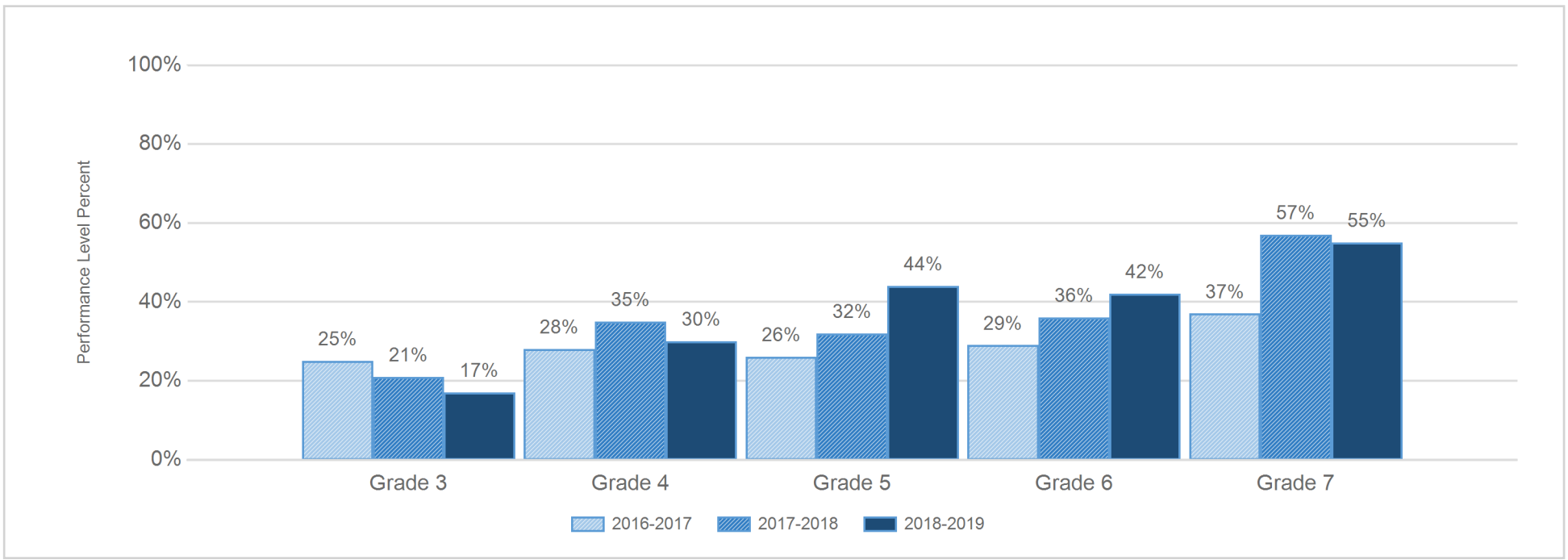


Rosa Parks/Central Community School
 (13-3880-105)
 Grades Offered: PK-07
 2018-2019

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 Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Rosa Parks/Central Community School
(13-3880-105)
Grades Offered: PK-07
2018-2019

Report Key:

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- N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	130	714	729	748	38%	20%	25%	17%	0%	17%	50%
White	N	N	N	757	N	N	N	N	N	N	60%
Hispanic	87	713	724	734	43%	20%	20%	18%	0%	18%	36%
Black or African American	*	*	733	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	68	716	*	753	37%	24%	21%	*	*	19%	55%
Male	62	712	*	743	40%	16%	29%	*	*	15%	46%
Economically Disadvantaged Students	103	715	727	731	38%	*	*	*	*	17%	33%
Non-Economically Disadvantaged Students	27	712	736	759	41%	*	*	*	*	15%	61%
Students with Disabilities	*	*	701	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	732	754	*	*	*	*	*	*	56%
English Learners	51	694	699	713	*	*	*	*	*	*	17%
Non-English Learners	79	727	737	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Rosa Parks/Central Community School
(13-3880-105)
Grades Offered: PK-07
2018-2019

Report Key:

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- † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	135	735	739	755	17%	17%	36%	*	*	30%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	80	737	740	743	15%	19%	34%	*	*	33%	44%
Black or African American	53	731	*	739	21%	*	40%	*	*	25%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	71	736	742	760	18%	15%	34%	*	*	32%	62%
Male	64	735	736	750	16%	19%	38%	*	*	28%	53%
Economically Disadvantaged Students	116	739	740	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	19	715	735	765	*	*	*	*	*	*	69%
Students with Disabilities	10	717	703	725	*	*	*	*	*	10%	25%
Students without Disabilities	125	737	745	761	*	*	*	*	*	32%	64%
English Learners	12	706	713	720	*	*	*	*	*	*	17%
Non-English Learners	123	738	741	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Rosa Parks/Central Community School
(13-3880-105)
Grades Offered: PK-07
2018-2019

Report Key:

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	93	743	738	756	*	22%	27%	*	*	44%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	53	742	739	743	*	25%	30%	*	*	42%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	48	745	*	761	*	*	*	*	*	44%	64%
Male	45	742	*	750	*	*	*	*	*	44%	52%
Economically Disadvantaged Students	74	744	737	740	*	*	*	*	*	47%	39%
Non-Economically Disadvantaged Students	19	741	743	766	*	*	*	*	*	32%	69%
Students with Disabilities	*	*	707	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	744	762	*	*	*	*	*	*	65%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	740	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Rosa Parks/Central Community School
(13-3880-105)
Grades Offered: PK-07
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	106	741	744	754	*	22%	28%	*	*	42%	56%
White	N	N	*	762	N	N	N	N	N	N	65%
Hispanic	60	743	*	743	*	17%	28%	*	*	45%	43%
Black or African American	46	739	740	738	*	28%	28%	*	*	37%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	60	748	*	762	*	20%	28%	*	*	48%	64%
Male	46	733	*	748	*	24%	28%	*	*	33%	48%
Economically Disadvantaged Students	89	742	744	740	*	*	*	*	*	40%	39%
Non-Economically Disadvantaged Students	17	739	744	763	*	*	*	*	*	47%	67%
Students with Disabilities	*	*	715	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	748	761	*	*	*	*	*	*	64%
English Learners	*	*	714	710	*	*	*	*	*	*	*
Non-English Learners	*	*	746	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Rosa Parks/Central Community School
(13-3880-105)
Grades Offered: PK-07
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	748	749	761	11%	15%	19%	38%	17%	55%	63%
White	N	N	N	769	N	N	N	N	N	N	72%
Hispanic	67	748	*	747	*	*	*	*	*	55%	50%
Black or African American	41	748	749	741	*	*	*	*	*	54%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	59	753	*	769	*	*	17%	*	*	61%	71%
Male	49	742	*	753	*	*	22%	*	*	47%	55%
Economically Disadvantaged Students	93	746	749	743	*	*	*	*	*	52%	45%
Non-Economically Disadvantaged Students	15	760	750	771	*	*	*	*	*	73%	73%
Students with Disabilities	12	694	709	720	*	*	*	*	*	*	22%
Students without Disabilities	96	755	754	769	*	*	*	*	*	*	71%
English Learners	*	*	709	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	751	763	*	*	*	*	*	*	65%
Homeless Students	N	N	*	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Rosa Parks/Central Community School
(13-3880-105)
Grades Offered: PK-07
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	558	99.5	34.1	29.4	44.5	34.1	31.8	Met Target
White	*	*	*	*	54.1	*	**	**
Hispanic	334	99.7	36.5	32.6	28.8	36.5	33	Met Target
Black or African American	220	99.1	30.0	27.3	23.0	30.0	30.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	296	99.4	33.1	31.1	44.9	33.1		
Male	262	99.6	35.1	27.8	44.2	35.1		
Economically Disadvantaged Students	457	99.4	34.8	29.6	26.3	34.8	32	Met Target
Non-Economically Disadvantaged Students	101	100.0	30.7	28.7	54.9	30.7		
Students with Disabilities	48	100.0	*	*	17.4	*	17.5	Not Met
Students without Disabilities	510	99.4	*	*	50.0	*		
English Learners	207	100.0	25.1	*	25.0	25.1	25.4	Met Target†
Non-English Learners	351	99.2	39.3	*	46.5	39.3		
Homeless Students	*	*	*	24.4	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Rosa Parks/Central Community School

(13-3880-105)

Grades Offered: PK-07

2018-2019

Report Key:

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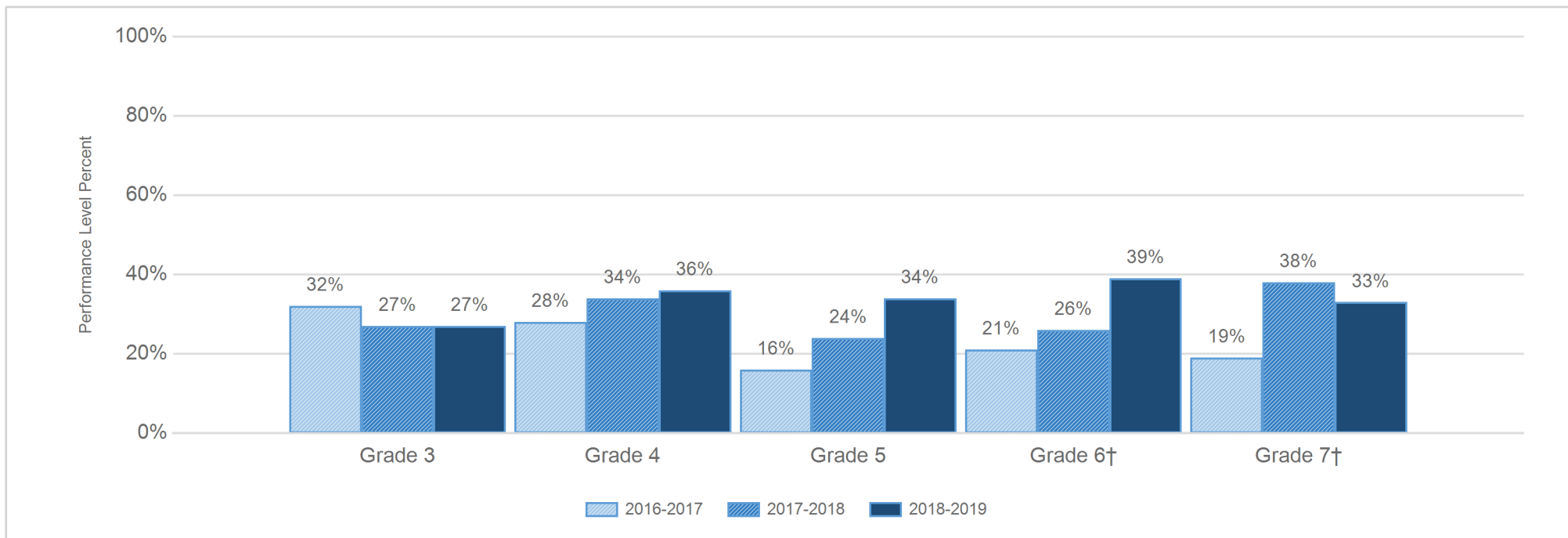
** Accountability calculations require 20 or more students

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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Rosa Parks/Central Community School
(13-3880-105)
Grades Offered: PK-07
2018-2019

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- N** No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	131	731	733	752	17%	27%	29%	*	*	27%	55%
White	N	N	N	760	N	N	N	N	N	N	66%
Hispanic	87	733	733	739	16%	26%	28%	*	*	30%	40%
Black or African American	*	*	733	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	69	724	*	751	*	22%	29%	*	*	22%	54%
Male	62	738	*	752	*	32%	29%	*	*	34%	56%
Economically Disadvantaged Students	104	731	731	737	*	*	*	*	*	27%	37%
Non-Economically Disadvantaged Students	27	730	740	761	*	*	*	*	*	30%	67%
Students with Disabilities	*	*	709	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	736	756	*	*	*	*	*	*	60%
English Learners	52	720	714	728	*	23%	29%	*	*	17%	26%
Non-English Learners	79	738	739	754	*	29%	29%	*	*	34%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Rosa Parks/Central Community School
(13-3880-105)
Grades Offered: PK-07
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	137	738	735	749	13%	20%	31%	*	*	36%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	81	739	740	737	*	17%	35%	*	*	37%	36%
Black or African American	54	734	*	731	*	24%	28%	*	*	31%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	71	734	734	749	*	24%	30%	*	*	32%	50%
Male	66	742	736	749	*	15%	33%	*	*	39%	52%
Economically Disadvantaged Students	118	740	735	734	*	*	*	*	*	39%	32%
Non-Economically Disadvantaged Students	19	722	734	759	*	*	*	*	*	16%	63%
Students with Disabilities	10	716	702	726	*	*	*	*	*	20%	25%
Students without Disabilities	127	739	740	754	*	*	*	*	*	37%	56%
English Learners	14	702	710	722	*	*	*	*	*	*	18%
Non-English Learners	123	742	737	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Rosa Parks/Central Community School
(13-3880-105)
Grades Offered: PK-07
2018-2019

Report Key:

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- N No Data is available to display
- † This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	93	737	728	747	*	29%	27%	*	*	34%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	53	737	732	735	*	25%	25%	*	*	38%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	48	733	*	747	*	27%	31%	*	*	29%	47%
Male	45	741	*	747	*	31%	22%	*	*	40%	47%
Economically Disadvantaged Students	74	737	726	732	*	*	*	*	*	36%	27%
Non-Economically Disadvantaged Students	19	736	733	757	*	*	*	*	*	26%	59%
Students with Disabilities	*	*	702	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	733	752	*	*	*	*	*	*	52%
English Learners	*	*	708	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	729	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Rosa Parks/Central Community School
(13-3880-105)
Grades Offered: PK-07
2018-2019

Report Key:

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	106	738	726	741	10%	21%	30%	*	*	39%	41%
White	N	N	*	749	N	N	N	N	N	N	51%
Hispanic	60	744	*	729	*	18%	33%	*	*	47%	24%
Black or African American	46	730	720	722	*	24%	26%	*	*	28%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	60	740	*	742	*	*	28%	*	*	42%	42%
Male	46	734	*	740	*	*	33%	*	*	35%	40%
Economically Disadvantaged Students	89	737	725	726	*	*	*	*	*	36%	21%
Non-Economically Disadvantaged Students	17	739	727	750	*	*	*	*	*	53%	53%
Students with Disabilities	*	*	700	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	730	746	*	*	*	*	*	*	46%
English Learners	*	*	699	709	*	*	*	*	*	*	*
Non-English Learners	*	*	728	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Rosa Parks/Central Community School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	108	738	733	744	*	23%	36%	*	*	33%	42%
White	N	N	N	751	N	N	N	N	N	N	53%
Hispanic	67	741	*	733	*	16%	45%	*	*	33%	26%
Black or African American	41	733	732	727	*	34%	*	*	*	34%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	59	744	*	744	*	*	37%	*	*	39%	42%
Male	49	731	*	743	*	*	35%	*	*	27%	42%
Economically Disadvantaged Students	93	738	732	731	*	*	*	*	*	32%	24%
Non-Economically Disadvantaged Students	15	738	735	751	*	*	*	*	*	40%	53%
Students with Disabilities	12	693	703	718	*	*	*	*	*	*	13%
Students without Disabilities	96	744	737	749	*	*	*	*	*	*	48%
English Learners	*	*	710	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	735	745	*	*	*	*	*	*	44%
Homeless Students	N	N	*	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Rosa Parks/Central Community School

(13-3880-105)

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DLM Alternate Assessment - Participation

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

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

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	42.8%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	69	*	*
3-4	94	*	*
5 or more	58	*	*



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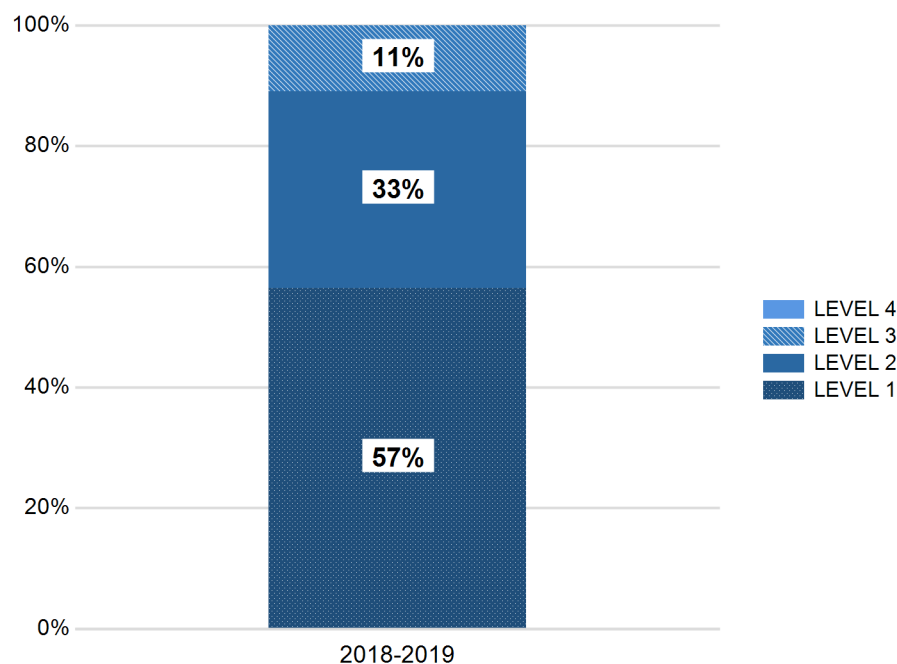
N No Data is available to display

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	57	33	11	0
White	*	*	*	*
Hispanic	55	38	7	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	60	32	9	0
Male	54	33	13	0
Economically Disadvantaged Students	53	36	11	0
Non-Economically Disadvantaged Students	70	20	10	0
Students with Disabilities	90	10	0	0
Students without Disabilities	53	35	12	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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	111
7	0	0	118
Total	0	0	229

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	0	0	0	0	0	0	103
7	0	0	0	0	0	0	107
Total	0	0	0	0	0	0	210



Rosa Parks/Central Community School
 (13-3880-105)
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 2018-2019

Report Key:

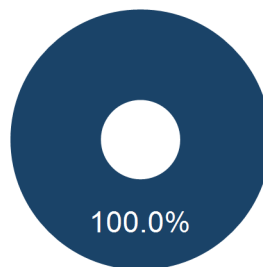
- * Data is not displayed in order to protect student privacy
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- N No Data is available to display
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Visual and Performing Arts – Course Participation

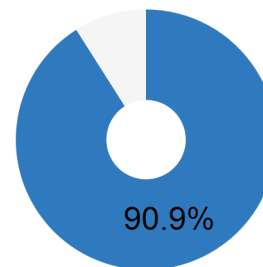
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

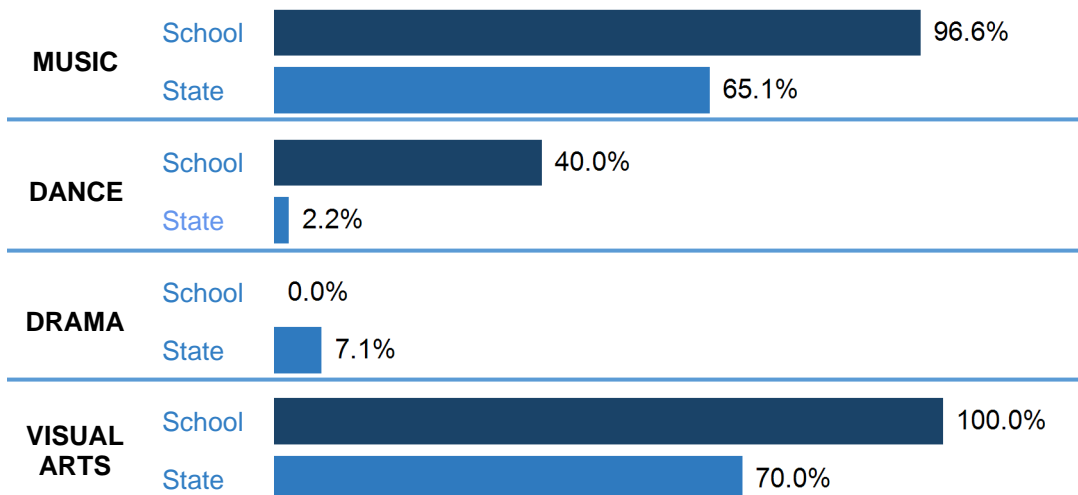


School



State

Students enrolled in one or more classes by discipline:





Rosa Parks/Central Community School

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

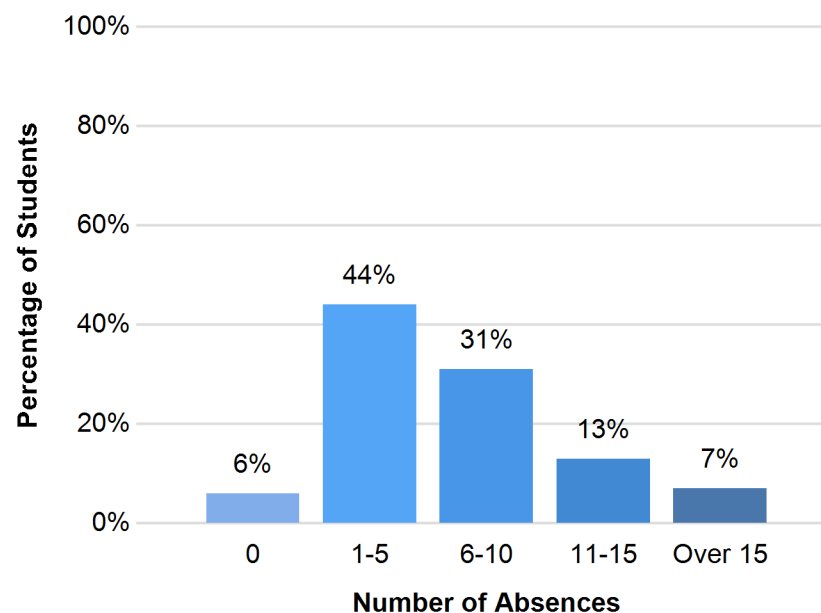
Chronic Absenteeism

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	45	4.7	8.9	Met
White	*	*	**	**
Hispanic	29	5.0	8.9	Met
Black or African American	16	4.4	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	22	4.5		
Male	23	4.9		
Economically Disadvantaged Students	35	4.6	8.9	Met
Students with Disabilities	6	6.3	8.9	Met
English Learners	18	7.7	8.9	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	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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Grades Offered: PK-07

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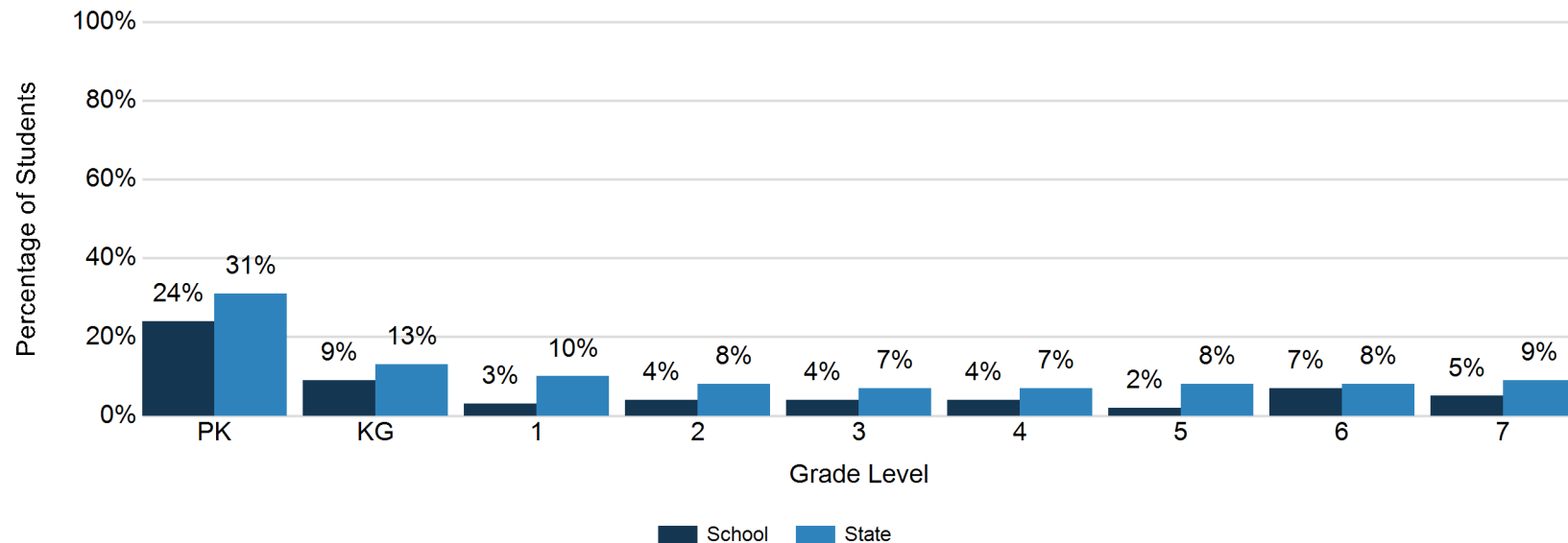
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
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
0



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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	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	80	118,214
Average years experience in public schools	8.3	12.1
Average years experience in district	7.6	10.8
Percentage of Teachers with 4 or more years experience in the district	58.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	52	9,530
Average years experience in public schools	13.3	16.0
Average years experience in district	10.6	12.0
Percentage of Administrators with 4 or more years experience in the district	76.9%	76.9%

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	12:1	11:1
Students to Administrators	249:1	108:1
Teachers to Administrators	20:1	9:1
Students to Librarians/Media Specialists		805:1
Students to Nurses		626:1
Students to Counselors		433:1
Students to Child Study Team Members		235:1



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2018-2019

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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 and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.2%	90.0%	50.0%	48.4%	77.1%	54.9%
Male	47.8%	10.0%	50.0%	51.6%	22.9%	45.1%
White	0.1%	38.8%	25.0%	42.4%	83.6%	77.4%
Hispanic	62.6%	11.3%	25.0%	29.9%	7.3%	7.2%
Black or African American	36.5%	46.3%	50.0%	15.0%	6.6%	13.9%
Asian	0.4%	3.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

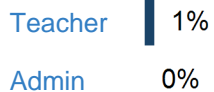
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	78.7%	90.5%
2017-18 Administrators: Same district 2018-19	88.0%	87.9%

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
2018-19	97.2%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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2018-2019

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Rosa Parks/Central Community School

(13-3880-105)

Grades Offered: PK-07

2018-2019

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	28.6%	34.6%	36.4%
Math Proficiency	23.1%	30.1%	34.1%
ELA Growth	51	57	59
Math Growth	45	58	70
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		58.1%	42.8%
Chronic Absenteeism	6.2%	4.9%	4.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target	Met Standard	Exceeds Standard	Met Target	Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Black or African American	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
English Learners	Met Target†	Met Target†	Met Standard	Exceeds Standard	Exceeds Standard	Met	No

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



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School Narrative

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



Highlights:

- RPCS won District competitions in Geography Bee, Game 24, Mathematics Competition.
- RPCS continued to show improvement in their NJSLA scores for ELA and Mathematics.
- RPCS was selected for the NJPAC Johnny Mercer Musical Theater Project.



Mission, Vision, Theme:

As a Community School, our vision is to establish a solid foundation for lifelong learning by nurturing, guiding and inspiring all students to achieve their maximum potential. We continue to develop our partnership with parents, staff, students and our community in order to make a positive and dynamic impact on the lives of ALL stakeholders.



Awards, Recognition, Accomplishments:

RPCS students excelled at District Competition winning the District's Geography Bee, game 24 and mathematics Competitions. Students Placed first in grades 1, 2, 6 and 7 Spelling Bee. Our students performed at NJPAC as part of the NJPAC Johnny Mercer Musical Theater Project.



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Courses, Curriculum, Instruction:

RPCS continued its implementation of its Blended Learning Initiative with the introduction of additional digital content options. We expanded our STEM program with our 4th and 5th grade students this year using the Project Lead The Way curriculum. Our students in Grade 7 have the opportunity to participate in our Accelerated Mathematics class.



Clubs and Activities:

Rosa Parks Community School students have access to several clubs and activities. These include Safety Patrol, Art Club, Band, Basketball, Bridge, Chess, Chorus, Dance, Disney Musicals in Schools (Grades 3-5), Game 24, Girl Scouts, Mathematics Competition, Mentoring Programs (Boys and Girls), Robotics (FLL) and STEM.



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 <p>Before and After School Programs:</p>	<p>We host a 21st Century After-school Program for students in Grades 4-7 on Monday through Friday (4pm-6pm). Students receive assistance with Homework, tutoring from School Based Staff and College students from Universities in the surrounding areas as well as High School Students. Non-academic activities include Martial Arts, Physical Fitness, Zumba, Knitting and Sewing, Dance, Painting, Cyber cafe and Bridge. Students in grades 3-7 also participate in our RtI program after-school.</p>
 <p>Staff and Professional Learning:</p>	<p>Professional Learning for staff consists of Grade and subject specific opportunities offered by the District, School, at Common Planning sessions, and our RAC support staff. Staff also has the opportunity to attend workshops offered by Universities and other Academic entities. Collaborative opportunities are available during Grade Level, Subject Level Planning meetings and during Faculty Academies.</p>



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Student Supports and Services:

Our ELLs and Students with Disabilities are supported in the classroom by ESL teachers and Resource teachers respectively. They co-teach as well as provide small group instruction which focuses on the student's individual needs. They also receive program/digital content supports such as Rosetta Stone, Read/Math 180, iReady, Snap and Read and Reading Plus. Our IR&S team, School Counselors and CST work with teachers, students and parents to provide additional supports that may be needed.



Student Health and Wellness:

RPCS provides Breakfast, lunch and Dinner (21st Century) for our students. Our School Based Health Clinic opened in the 2016 -2017 SY. The clinic offers services for our families which address the health and wellness of our students and their siblings. All students (grades 1-7) participate in Physical Education, Dance (K-7) and Health classes. Our School nurses provide services as well.



Parent and Community Involvement:

RPCS has a vibrant PTO which hosts monthly parent meetings on the 3rd Tuesday of each month. Parents and teachers collaborate on activities, fundraising opportunities and providing support services to families in our school community. Teachers provide babysitting services to allow parents to fully participate in workshops or other activities. Community Partners are invited to share important information (nutrition, fire safety, Community Outreach programs) with our parents.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes RPCS utilizes the States Climate Surveys which are given in the fall and in the spring. The results are analyzed by the School Management Team and shared with staff (at Faculty Academy) Parents and students at School meetings. Based on their feedback our parents are very satisfied with our school and the services we provide.</p>
 <p>Facilities:</p>	<p>RPCS is comprised of 2 building connected by a tunnel. One building is over 100 years old while the other is less than 20 years old. There are 2 gyms, an auditorium, 2 libraries and 2 computer labs. Our students have access to a Science lab, a dance room, band room, 2 art rooms and a Vocal music room. Both building are air-conditioned; one with central air and the other with single classroom units.</p>