



HAZEL AVENUE ELEMENTARY SCHOOL

2016-2017

Grade Span KG-05

13-5680-130

ESSEX

WEST ORANGE TOWN


45 HAZEL AVE

W ORANGE, NJ 07052-4524

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

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

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



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

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

This table shows the percentage of students by racial and ethnic group.

Grade	2014-15	2015-16	2016-17
KG	60	45	52
1	65	62	42
2	63	65	62
3	59	58	69
4	68	62	53
5	66	73	60
Ungraded	0	0	0
Total	381	365	338

Student Group	2014-15	2015-16	2016-17
Female	48%	51%	51%
Male	52%	49%	49%
Economically Disadvantaged Students	63%	66%	60%
Students with Disabilities	8%	8%	8%
English Learners	9%	9%	5%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Hispanic	49.1%
Black or African American	32.0%
White	9.2%
Asian	3.0%
Native Hawaiian or Pacific Islander	0.6%
American Indian or Alaska Native	0.0%
Two or More Races	6.2%

PreK and K - Full Day and Half Day

Enrollment by Home Language

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

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	65	45	52

Home Language	% of Students
English	67.2%
Spanish	27.2%
Creoles and pidgins, French-based	2.4%
Other	3.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	161	97.2	62.10	62.10	54.90	62.1	59.6	Met Target
White	15	93.7	73.30	*	63.90	72.4	**	**
Hispanic	89	96.0	60.70	51.00	39.80	60.7	50.5	Met Target
Black or African American	45	100.0	55.60	58.10	35.20	55.6	58.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	78	97.8	70.50	70.00	62.20	70.5		
Male	83	96.7	54.20	55.20	48.10	54.2		
Economically Disadvantaged Students	101	97.3	55.40	48.60	36.20	55.4	51.9	Met Target
Non-Economically Disadvantaged Students	60	97.1	73.40	72.50	65.80	73.4		
Students with Disabilities	22	100.0	31.80	26.70	20.50	31.8	27.4	Met Target
Students without Disabilities	139	96.8	66.90	70.20	61.90	66.9		
English Learners	28	100.0	42.90	30.70	25.20	42.9	N	N
Non-English Learners	133	96.7	66.20	64.70	57.40	66.2		
Homeless Students	N	N	N	75.00	26.40	N		
Students In Foster Care	N	N	N	40.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	754	765	749	*	*	29%	51%	*	54%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	36	757	*	734	*	*	*	56%	*	58%	35%
Black or African American	20	743	757	731	*	*	*	*	0%	40%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	28	754	771	754	*	*	*	57%	*	61%	55%
Male	35	754	759	745	*	*	*	46%	*	49%	46%
Economically Disadvantaged Students	38	749	*	731	*	*	*	45%	*	47%	31%
Non-Economically Disadvantaged Students	25	762	*	762	*	*	*	60%	*	64%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	771	765	753	*	*	*	49%	28%	77%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	26	765	*	740	0%	*	*	50%	*	69%	40%
Black or African American	16	768	756	737	0%	*	0%	*	*	81%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	27	780	771	758	*	*	*	44%	*	85%	61%
Male	26	761	759	749	*	*	*	54%	*	69%	51%
Economically Disadvantaged Students	35	763	*	737	*	*	*	*	*	71%	36%
Non-Economically Disadvantaged Students	18	785	*	764	*	*	*	*	*	89%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	53	771	765	755	*	*	*	49%	28%	77%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	767	767	756	*	*	29%	45%	19%	64%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	32	763	*	743	*	*	*	47%	*	63%	44%
Black or African American	15	761	761	740	0%	0%	*	*	*	60%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	32	773	770	761	*	*	*	47%	*	72%	66%
Male	26	760	764	750	*	*	*	42%	*	54%	53%
Economically Disadvantaged Students	34	763	*	740	*	*	*	47%	*	59%	40%
Non-Economically Disadvantaged Students	24	773	*	765	*	*	*	42%	*	71%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	58	767	767	757	*	*	29%	45%	19%	64%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

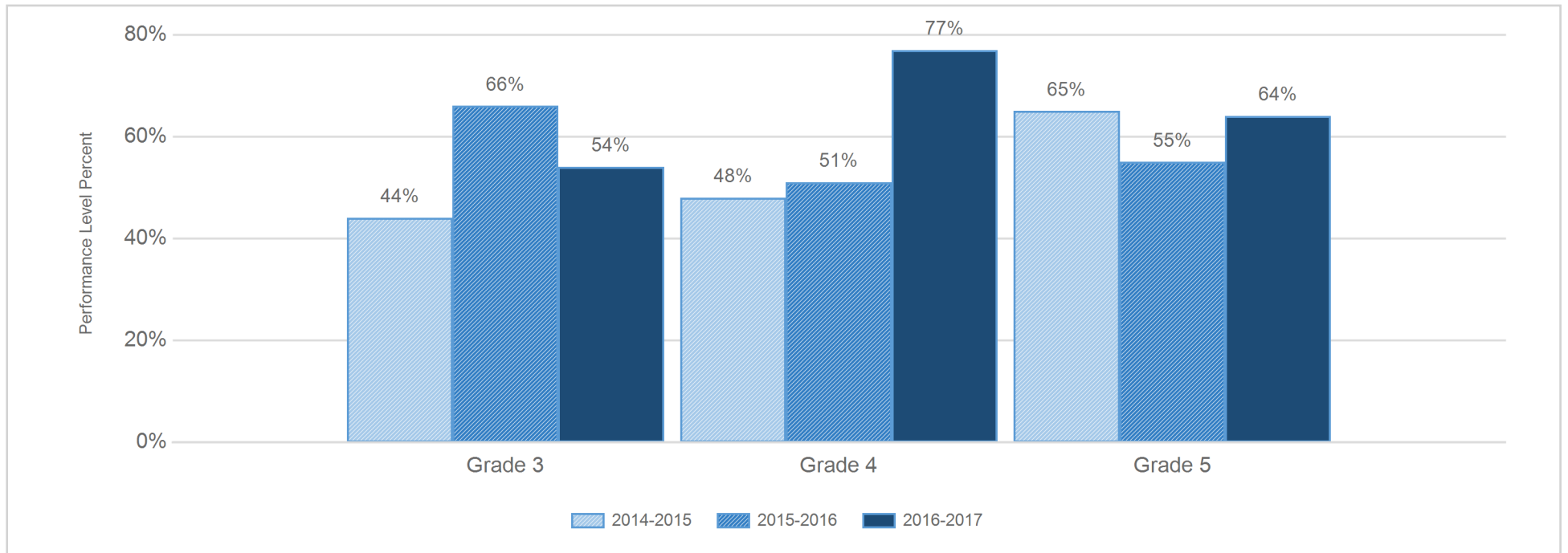


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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Schoolwide	162	97.3	62.30	46.70	43.50	62.3	62.6	Met Target†
White	15	93.7	73.30	*	52.40	72.3	**	**
Hispanic	90	96.0	62.20	38.00	27.60	62.2	57.9	Met Target
Black or African American	45	100.0	55.50	36.40	21.70	55.5	57.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	78	97.8	60.20	48.20	44.10	60.2		
Male	84	96.8	64.30	45.50	42.90	64.3		
Economically Disadvantaged Students	102	97.4	54.90	31.70	25.10	54.9	59.8	Met Target†
Non-Economically Disadvantaged Students	60	97.1	75.00	58.20	54.30	75		
Students with Disabilities	22	100.0	31.80	20.70	16.50	31.8	34	Met Target†
Students without Disabilities	140	96.9	67.10	52.70	48.80	67.1		
English Learners	29	100.0	44.80	22.80	23.30	44.8	N	N
Non-English Learners	133	96.7	66.10	48.70	45.20	66.1		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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Schoolwide	65	752	761	751	*	*	29%	46%	*	54%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	38	753	*	738	*	*	*	47%	*	58%	37%
Black or African American	20	752	754	733	0%	*	*	*	0%	45%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	29	751	761	751	*	*	*	41%	*	45%	52%
Male	36	754	761	751	*	*	*	50%	*	61%	53%
Economically Disadvantaged Students	40	748	*	736	*	*	*	40%	*	45%	34%
Non-Economically Disadvantaged Students	25	759	*	761	*	*	*	56%	*	68%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	757	757	747	*	*	30%	51%	*	59%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	26	755	*	734	*	*	42%	54%	*	54%	30%
Black or African American	16	753	747	729	*	*	*	*	*	56%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	27	760	760	747	*	*	*	56%	*	59%	47%
Male	26	754	754	747	*	*	*	46%	*	58%	48%
Economically Disadvantaged Students	35	754	*	732	*	*	*	*	*	54%	27%
Non-Economically Disadvantaged Students	18	763	*	757	*	*	*	*	*	67%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	53	757	757	749	*	*	30%	51%	*	59%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	768	758	747	*	*	*	52%	26%	78%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	32	768	*	735	*	*	*	53%	*	78%	30%
Black or African American	15	759	749	729	0%	*	*	67%	*	73%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	32	768	757	747	*	*	*	53%	*	78%	47%
Male	26	769	759	746	*	*	*	50%	*	77%	46%
Economically Disadvantaged Students	34	767	*	732	*	*	*	56%	*	77%	27%
Non-Economically Disadvantaged Students	24	771	*	756	*	*	*	46%	*	79%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	58	768	758	748	*	*	*	52%	26%	78%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

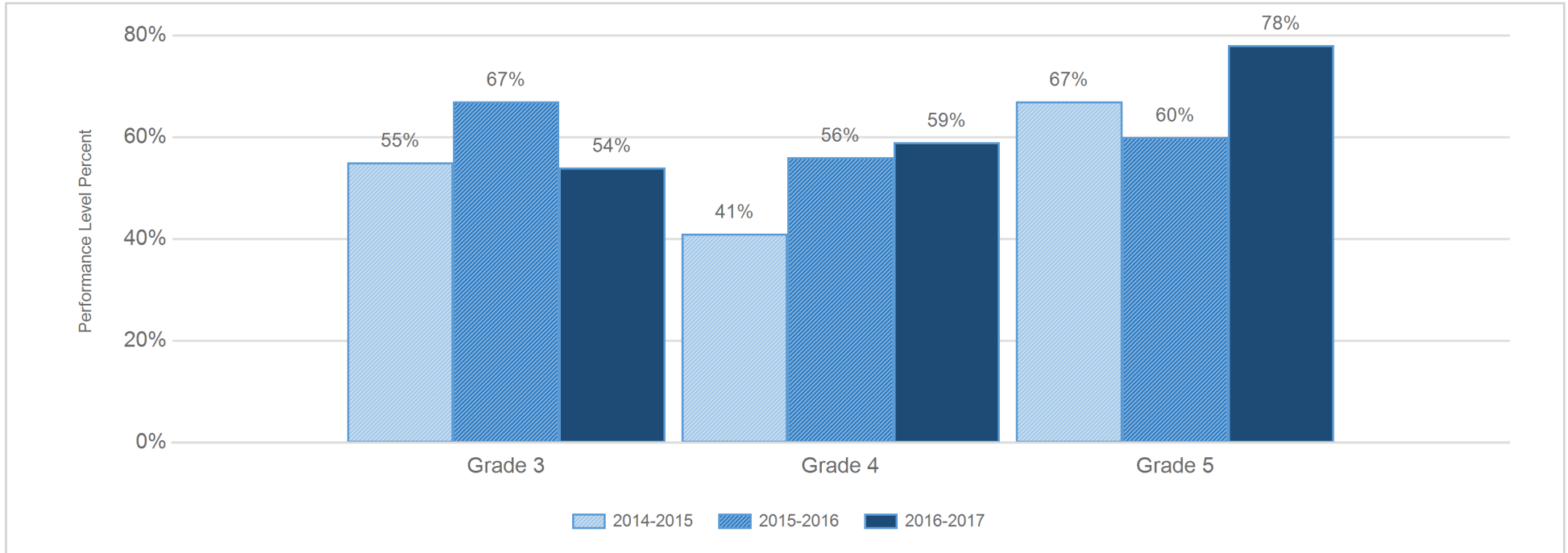


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	N	N	N
4	*	*	*
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

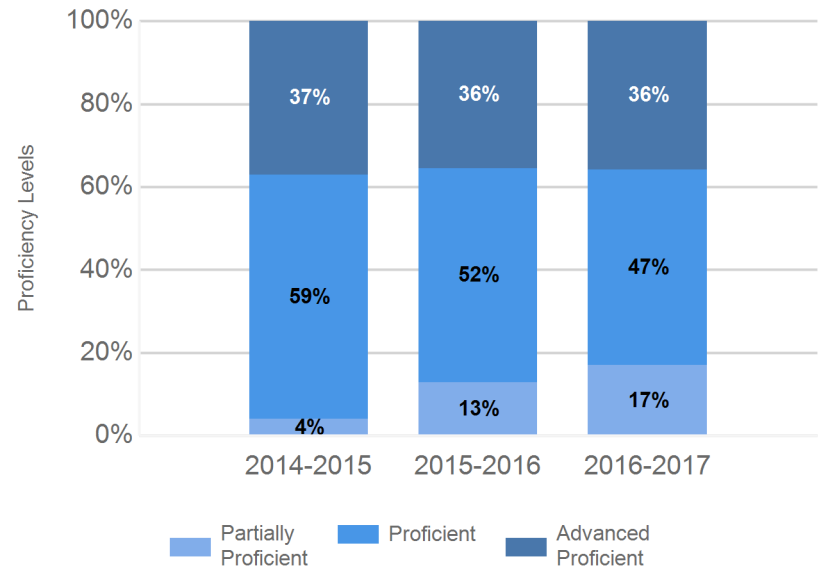
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	36%	47%	17%
White	*	N	*
Hispanic	19%	69%	12%
Black or African American	44%	31%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	21%	64%	15%
Students with Disabilities	*	*	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	60	52	50	Exceeds Target	65	45	50	Exceeds Target
White	67.5	*	50	**	80	*	52	**
Hispanic	55	51	49	Met Target	70.5	41	47	Exceeds Target
Black or African American	61	49	45	Exceeds Target	62	42	43	Exceeds Target
Asian, Native Hawaiian, or Pacific Islander	*	63.5	60	**	*	58	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	55.5	50	47	Met Target	68	40	46	Exceeds Target
Students with Disabilities	42	*	41	**	54.5	*	43	**
English Learners	61	49.5	53	Exceeds Target	55	41	51	Met Target

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



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

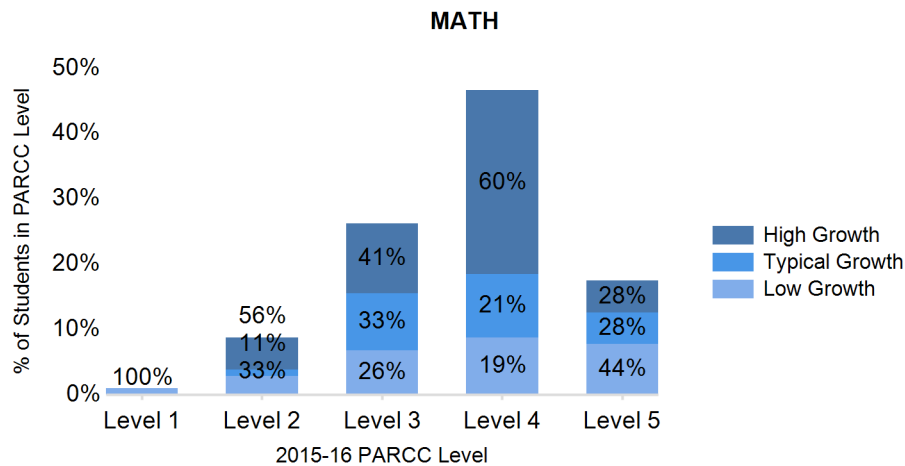
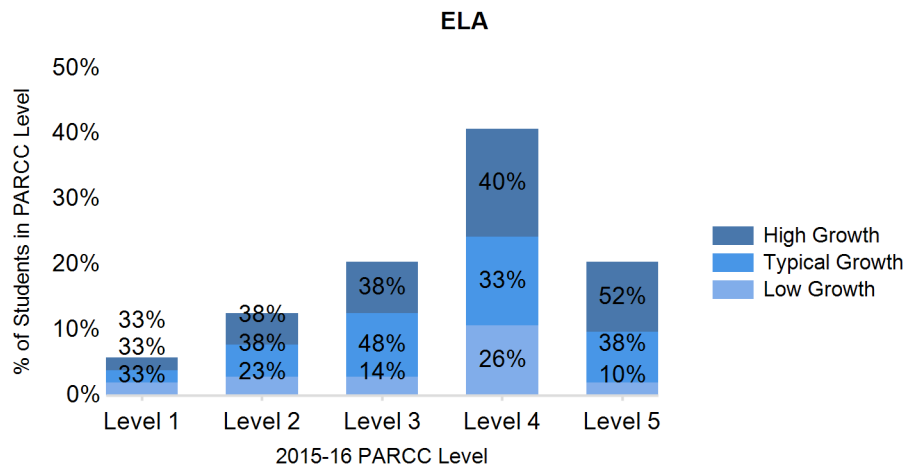
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

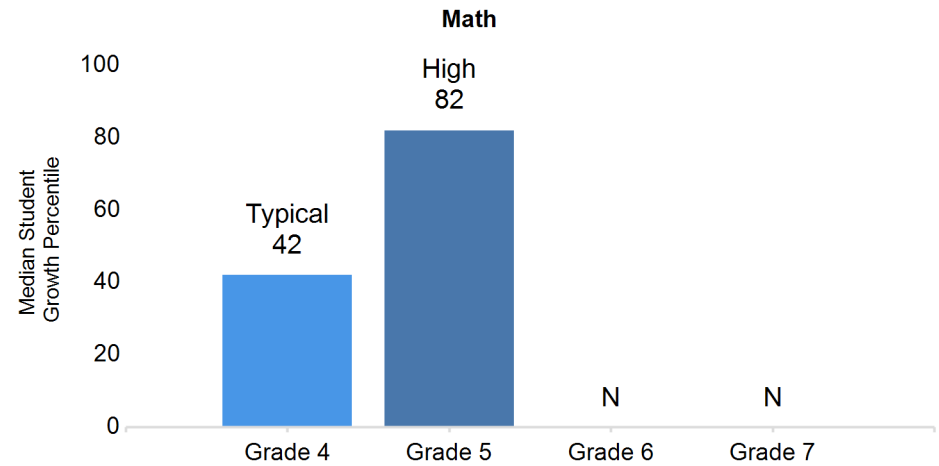
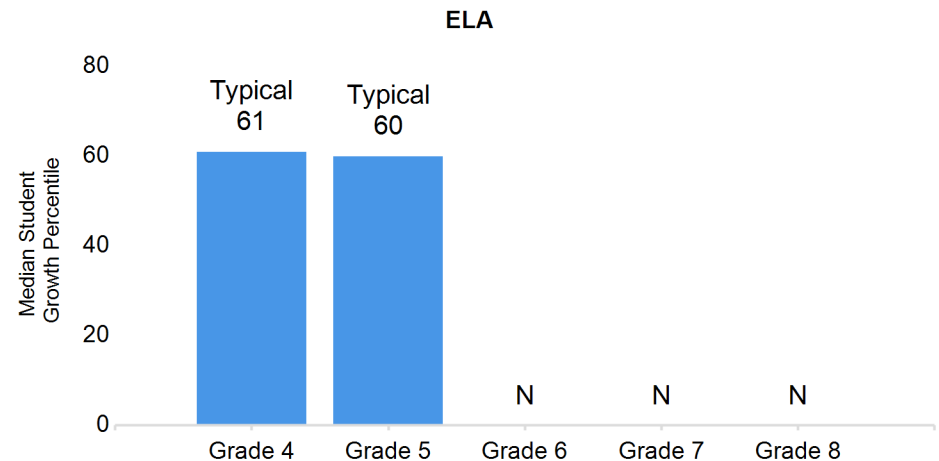
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

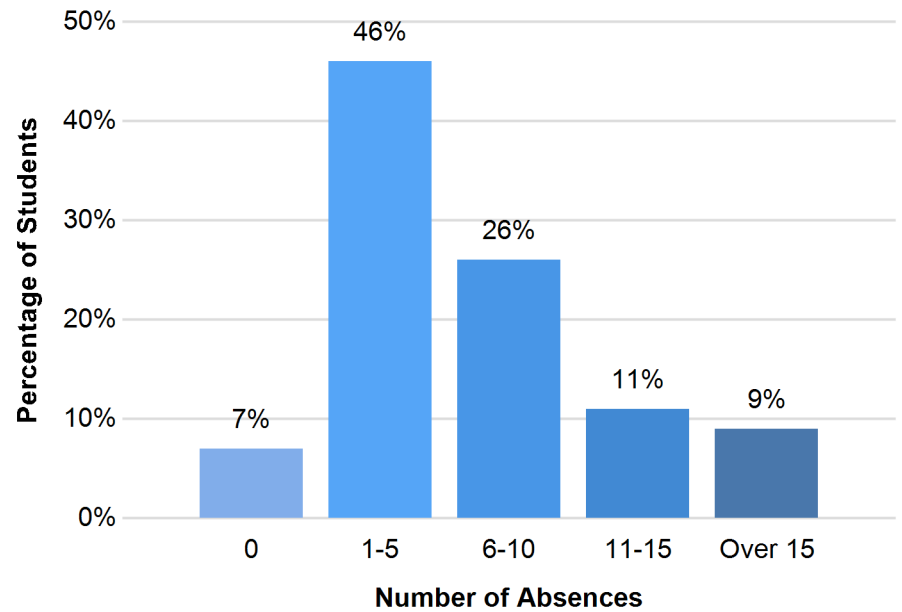
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.70	8.40	Met Target
White	0	8.40	Met Target
Hispanic	8.30	8.40	Met Target
Black or African American	3.70	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	23.80	8.40	Not Met
Economically Disadvantaged Students	8.40	8.40	Met Target
Students with Disabilities	12.90	8.40	Not Met
English Learners	N	**	**

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

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



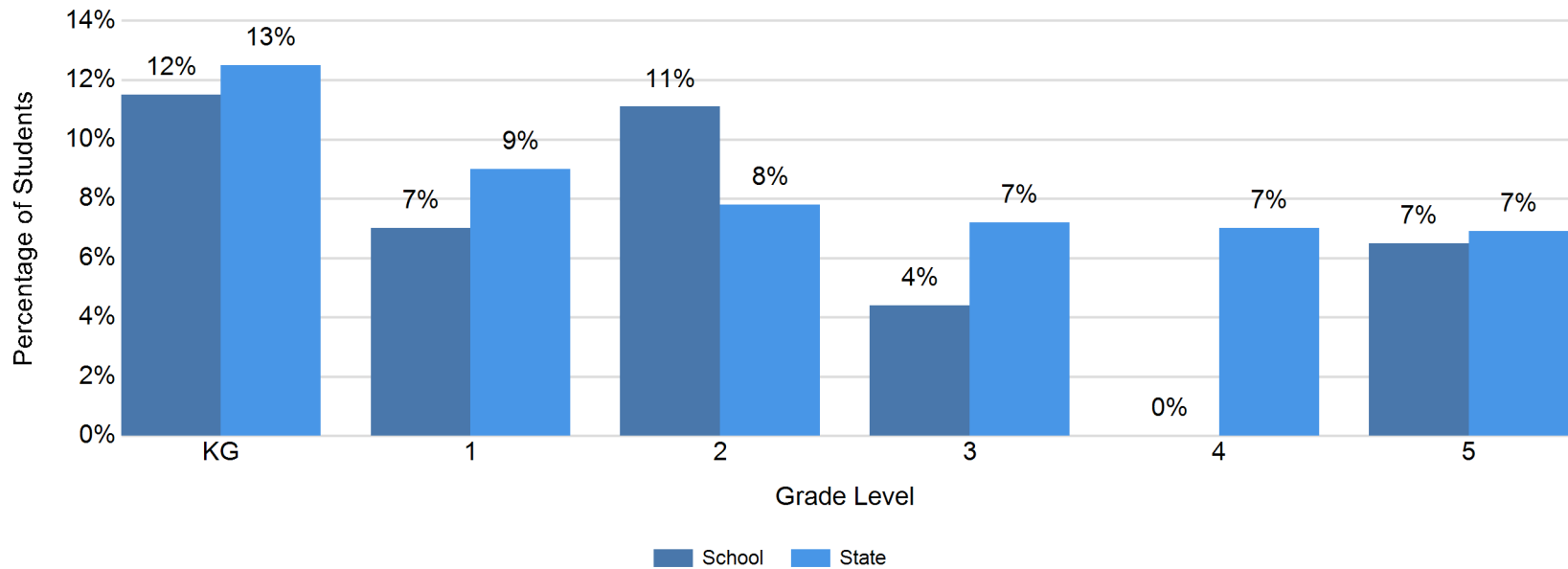


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:45AM
Typical End Time	3:25PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 53 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.18

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	150.4 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$456	\$17,591	\$18,047



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	38	120,724
Average years experience in public schools	11.7	11.8
Average years experience in district	11.2	10.5
Teachers in district for 4 or more years	79%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	45	9,506
Average years experience in public schools	14.9	15.9
Average years experience in district	12.3	11.6
Administrators in district for 4 or more years	71%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	10:1
Administrators	338:1	148:1
Librarian/Media Specialists		512:1
Nurses		554:1
Counselors		266:1
Child Study Team		196:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	89%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	69.3	17.5%
Mathematics Proficiency	87.0	17.5%
English Language Arts Growth	82.9	25.0%
Mathematics Growth	91.8	25.0%
Chronic Absenteeism	48.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		78.3
Summative Rating: Percentile rank of Summative Score		88.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	78.3	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
White	**	**	No	**	**	Met Target	**	**	No
Hispanic	81.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Black or African American	92.7	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	86.2	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
Students with Disabilities	**	**	No	Met Target	Met Target†	Not Met	**	**	No
English Learners	75.5	11.9	No	N	N	**	Exceeds Target	Met Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Kochis	Email Address:	wkochis@westorangeschools.org
Address:	45 HAZEL AVE W ORANGE, NJ 07052-4524	Website:	https://www.woboe.org/Domain/9
Phone:	(973)669-5448	Facebook:	https://www.facebook.com/woschools
		Twitter:	https://twitter.com/woschools

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Curriculum includes Readers & Writers Workshop, EveryDay Math, and Next Generation Science Standards. • Technology is integrated into daily instruction as part of the district's 1:1 Chromebook Program. • Offers an after-school Innovate Program to develop students' coding abilities.
 <p>Mission, Vision, Theme:</p>	<p>Hazel Avenue School is a student centered elementary school that celebrates diversity and is committed to meeting the needs of all students academically, socially and emotionally. We implement integrated curricula that emphasize literacy, utilize technology, and incorporates hands-on cooperative activities, differentiated instruction and 21st century skills. We strive to instill in our students the positive attributes that encourage them to become self-directed, lifelong learners.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>At Hazel Avenue School, we are proud of the academic gains our students have made and their ability to soar in all areas. On April 17, 2013, the New Jersey State Assembly and the West Orange Chamber of Commerce recognized our school as a world class educational institution.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>In June 2017, the West Orange Board of Education adopted National Geographic’s Exploring Science Program in order to effectively implement the Next Generation Science Standards for implementation in September 2017. Exploring Science provides opportunities for students to explore natural phenomena, design investigations, gather and analyze data, and read about careers and engineering.</p>
 <p>Clubs and Activities:</p>	<p>Hazel Avenue Schools offers a wide variety of school clubs and activities. Schools clubs include: Homework Club; Innovate Club; STEM Club; Studio Art Club; Early Morning Intervention Club, Student Council; Peer Mediation; Kindergarten Helpers; Ceramics Club; Zumba Club, Tutoring (In partnership with West Orange African Heritage Organization and Seton hall Prep School) and PTA enrichment clubs: including Basketball, Step Dance, Baseball, Soccer, and Theater.</p>
 <p>Before and After School Programs:</p>	<p>The West Orange Community House Boys & Girls Club offers before school care and after school care which is located at Hazel Avenue School. They serve grades Kindergarten through Fifth Grade.</p>







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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Our staff engages in rich and collaborative professional learning opportunities across the content areas through professional learning communities, grade level meetings, collaborative planning, district professional development, and workshops. For the 2017-2018 school year, our professional learning priorities focus around Reading, Science, and using data to inform Small Group Instruction.</p>
 <p>Student Supports and Services:</p>	<p>Students are provided with programs and services in accordance with each student's individual needs, program placement and/or IEP.</p>
 <p>Student Health and Wellness:</p>	<p>Hazel Avenue School offers the following health and wellness programs: Workout Wednesdays, Assemblies focusing on healthy habits, Fuel Up to Play 60 Program, and a Mobile Dental Clinic. We work closely with our food service Sodexo to offer healthy food choices and breakfast program.</p>
 <p>Parent and Community Involvement:</p>	<p>Hazel School involves families and the community through the Parent Teacher Association. The PTA supports our school through events such as: Book Fairs, Holiday Boutiques, Carnival, Fall Festival, and Movie Nights. They also support our students with fundraising for field trips, supplies, and items to better our school environment. The school has a school messenger which allows the school to send messages via email, text, and phone. Hazel School offers Adult English to parents in our community.</p>