




KELLY ELEMENTARY SCHOOL  
2016-2017  
Grade Span PK-05

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

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

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

**Navigating through the reports:**

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

**Other Resources:**

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



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**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
PK	28	18	22
KG	58	58	66
1	54	54	61
2	44	53	52
3	51	35	61
4	46	53	37
5	61	50	52
Ungraded	103	123	132
Total	445	444	483

Student Group	2014-15	2015-16	2016-17
Female	42%	40%	43%
Male	58%	60%	57%
Economically Disadvantaged Students	43%	41%	41%
Students with Disabilities	34%	36%	38%
English Learners	5%	4%	3%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Hispanic	38.7%
Black or African American	33.5%
White	17.6%
Asian	4.3%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	5.4%

**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
PK - Half Day	31	18	22
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	57	58	66

Home Language	% of Students
English	78.5%
Spanish	18.6%
Creoles and pidgins, French-based	1.7%
Other	1.2%



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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	160	95.0	58.80	62.10	54.90	58.8	67.4	Not Met
White	29	94.1	79.30	*	63.90	78	80	Met Target†
Hispanic	63	95.7	47.60	51.00	39.80	47.6	62.4	Not Met
Black or African American	54	96.7	53.70	58.10	35.20	53.7	56.3	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	73	95.2	65.70	70.00	62.20	65.7		
Male	87	94.9	52.80	55.20	48.10	52.6		
Economically Disadvantaged Students	69	96.2	52.20	48.60	36.20	*	58.4	Met Target†
Non-Economically Disadvantaged Students	91	94.2	63.70	72.50	65.80	*		
Students with Disabilities	46	92.3	19.50	26.70	20.50	18.9	28.5	Not Met
Students without Disabilities	114	96.1	74.60	70.20	61.90	74.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
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
<b>Schoolwide</b>	65	759	765	749	*	*	17%	46%	*	59%	50%
White	13	780	782	759	0%	*	*	*	*	85%	61%
Hispanic	22	753	*	734	*	*	*	46%	*	55%	35%
Black or African American	23	745	757	731	*	*	*	*	*	44%	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	39	773	771	754	*	*	*	49%	*	69%	55%
Male	26	738	759	745	*	*	*	42%	*	42%	46%
Economically Disadvantaged Students	23	743	*	731	*	*	*	48%	*	52%	31%
Non-Economically Disadvantaged Students	42	767	*	762	*	*	*	45%	*	62%	63%
Students with Disabilities	13	698	734	720	*	*	*	*	*	*	24%
Students without Disabilities	52	774	770	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	65	759	766	752	*	*	17%	46%	*	59%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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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
<b>Schoolwide</b>	43	754	765	753	0%	*	35%	47%	*	56%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	22	745	*	740	0%	*	46%	*	0%	41%	40%
Black or African American	11	754	756	737	0%	*	*	*	*	55%	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	15	754	771	758	0%	*	*	*	*	47%	61%
Male	28	754	759	749	0%	*	*	*	*	61%	51%
Economically Disadvantaged Students	21	750	*	737	0%	*	*	*	*	48%	36%
Non-Economically Disadvantaged Students	22	758	*	764	0%	*	*	*	*	64%	69%
Students with Disabilities	18	741	741	725	0%	*	*	*	*	28%	25%
Students without Disabilities	25	763	770	759	0%	*	*	*	*	76%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	43	754	765	755	0%	*	35%	47%	*	56%	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	760	767	756	*	*	17%	57%	*	69%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	20	756	*	743	0%	*	*	*	*	55%	44%
Black or African American	24	752	761	740	*	*	*	58%	*	63%	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	25	765	770	761	*	*	*	68%	*	76%	66%
Male	33	757	764	750	*	*	*	49%	*	64%	53%
Economically Disadvantaged Students	28	755	*	740	*	*	*	54%	*	61%	40%
Non-Economically Disadvantaged Students	30	765	*	765	*	*	*	60%	*	77%	71%
Students with Disabilities	11	732	744	725	*	*	*	*	*	18%	22%
Students without Disabilities	47	767	772	762	*	*	*	*	*	81%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

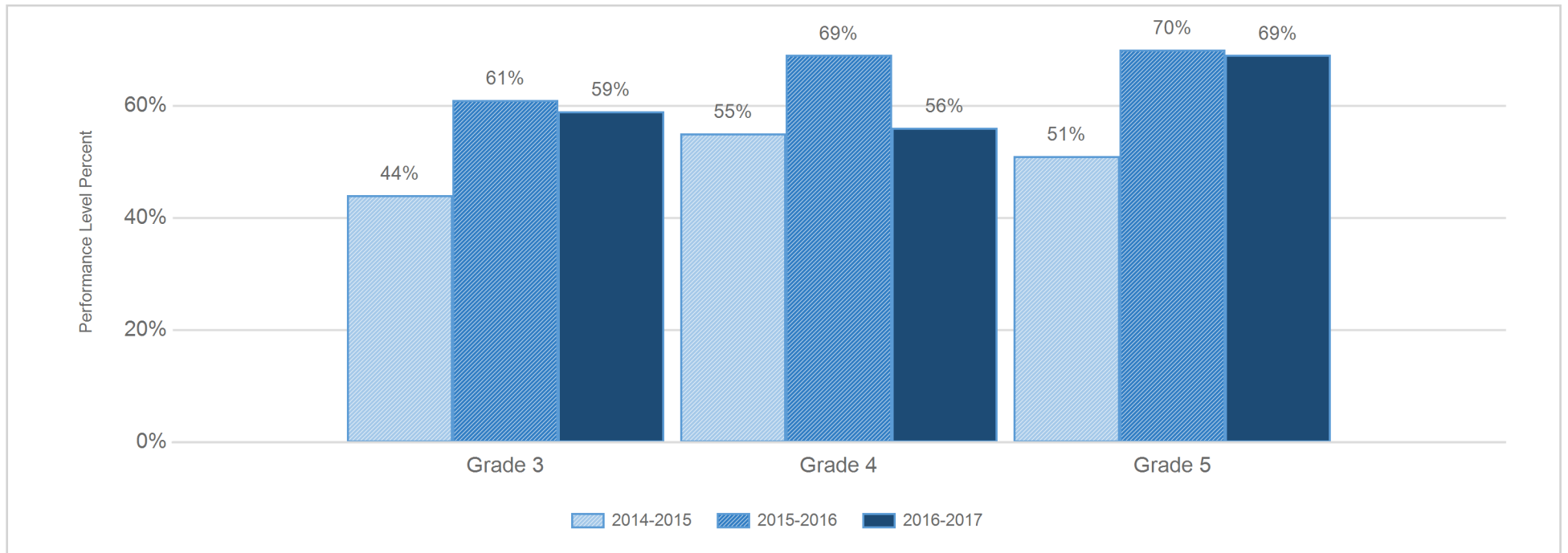


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**English Language Arts/Literacy Assessment - Performance Trends**

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	160	95.0	46.90	46.70	43.50	46.9	55.3	Not Met
White	29	94.1	62.10	*	52.40	61.1	75.8	Met Target†
Hispanic	63	95.7	41.20	38.00	27.60	41.2	51.5	Not Met
Black or African American	54	96.7	35.20	36.40	21.70	35.2	36.2	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	73	95.2	46.60	48.20	44.10	46.6		
Male	87	94.9	47.10	45.50	42.90	46.9		
Economically Disadvantaged Students	69	96.2	37.60	31.70	25.10	*	44.6	Met Target†
Non-Economically Disadvantaged Students	91	94.2	53.90	58.20	54.30	*		
Students with Disabilities	46	92.3	30.50	20.70	16.50	29.5	25.5	Met Target
Students without Disabilities	114	96.1	53.50	52.70	48.80	53.5		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
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

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Schoolwide	65	758	761	751	*	*	23%	32%	*	54%	53%
White	13	774	777	759	0%	*	*	*	*	77%	63%
Hispanic	22	754	*	738	0%	*	*	*	*	50%	37%
Black or African American	23	750	754	733	*	*	*	*	*	39%	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	39	766	761	751	*	*	*	*	*	59%	52%
Male	26	746	761	751	*	*	*	*	*	46%	53%
Economically Disadvantaged Students	23	749	*	736	*	*	*	*	*	44%	34%
Non-Economically Disadvantaged Students	42	763	*	761	*	*	*	*	*	60%	65%
Students with Disabilities	13	726	743	729	*	*	*	*	0%	15%	29%
Students without Disabilities	52	766	764	755	*	*	*	*	27%	64%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	65	758	762	753	*	*	23%	32%	*	54%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	43	746	757	747	*	*	40%	42%	*	44%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	22	741	*	734	*	*	46%	*	0%	32%	30%
Black or African American	11	741	747	729	*	*	*	*	0%	36%	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	15	745	760	747	*	*	*	*	*	40%	47%
Male	28	747	754	747	*	*	*	*	*	46%	48%
Economically Disadvantaged Students	21	741	*	732	*	*	*	*	*	29%	27%
Non-Economically Disadvantaged Students	22	751	*	757	*	*	*	*	*	59%	61%
Students with Disabilities	18	740	741	724	*	*	*	*	*	39%	22%
Students without Disabilities	25	750	760	751	*	*	*	*	*	48%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	43	746	757	749	*	*	40%	42%	*	44%	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
<b>Schoolwide</b>	58	745	758	747	*	21%	36%	31%	*	40%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	20	741	*	735	*	*	*	*	*	40%	30%
Black or African American	24	736	749	729	*	*	50%	*	*	21%	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	25	737	757	747	*	*	*	*	*	32%	47%
Male	33	751	759	746	*	*	*	*	*	46%	46%
Economically Disadvantaged Students	28	741	*	732	*	*	*	*	*	32%	27%
Non-Economically Disadvantaged Students	30	748	*	756	*	*	*	*	*	47%	59%
Students with Disabilities	11	731	738	725	*	*	*	*	*	18%	19%
Students without Disabilities	47	748	762	751	*	*	*	*	*	45%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

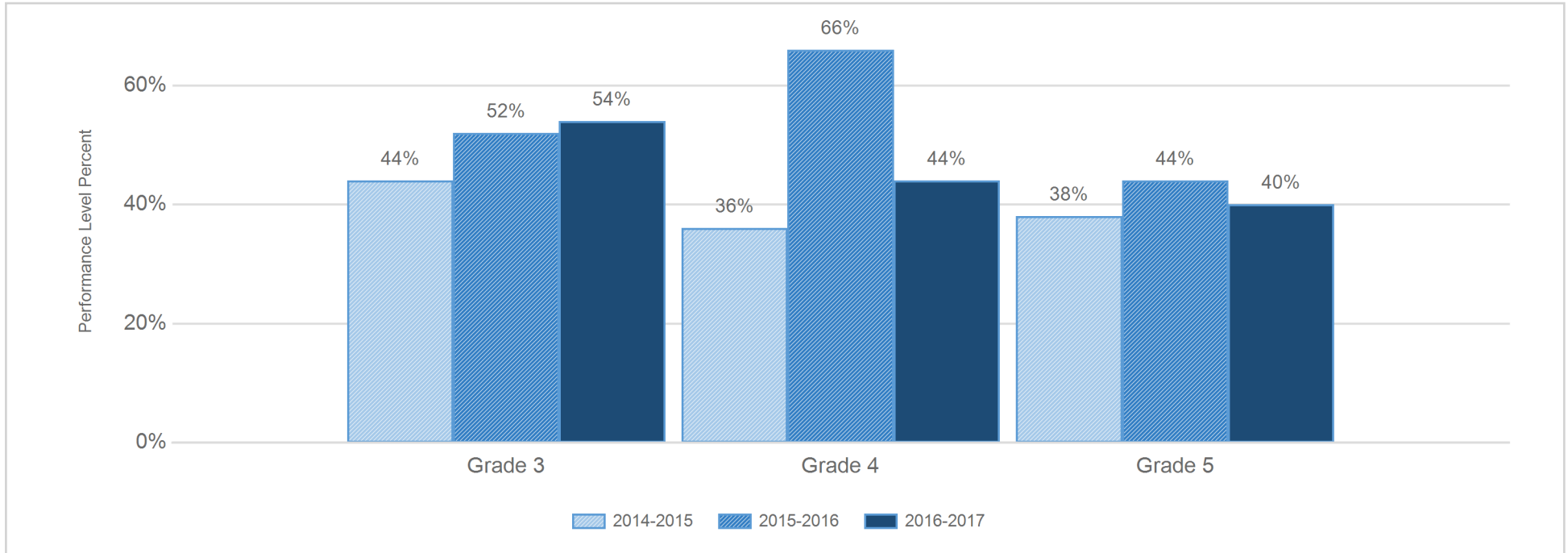


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**Mathematics Assessment – Performance Trends**

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	*	*
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	*	*	*
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.

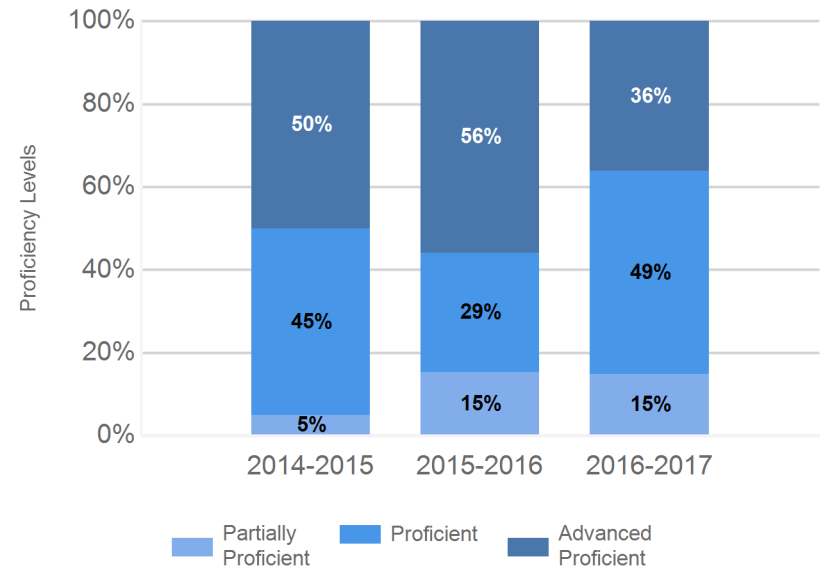
**NJASK Science Assessment Performance: Grade 4**

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%	49%	15%
White	*	*	N
Hispanic	25%	54%	21%
Black or African American	33%	*	17%
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	33%	50%	17%
Students with Disabilities	33%	28%	39%
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	49	52	50	Met Target	40.5	45	50	Met Target
White	44	*	50	**	47	*	52	**
Hispanic	48	51	49	Met Target	40	41	47	Met Target
Black or African American	49	49	45	Met Target	30	42	43	Not Met
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	54.5	50	47	Met Target	37.5	40	46	Not Met
Students with Disabilities	58	*	41	Met Target	55.5	*	43	Met Target
English Learners	*	49.5	53	**	*	41	51	**

\*\* 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:

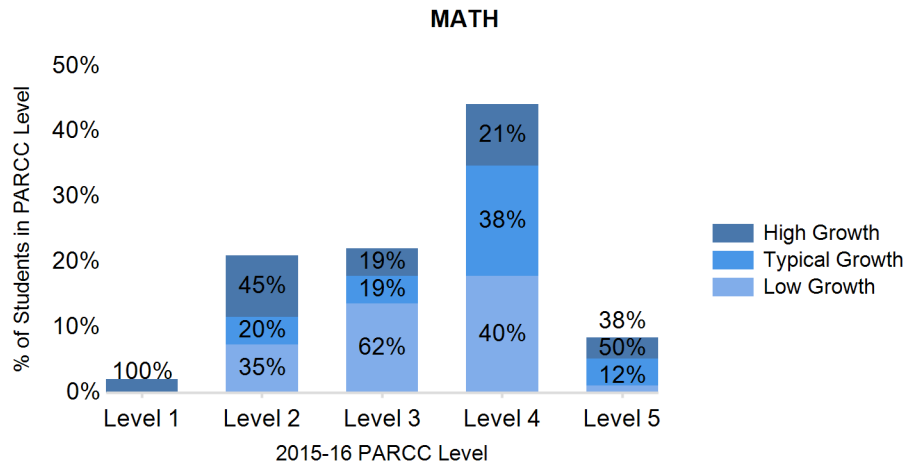
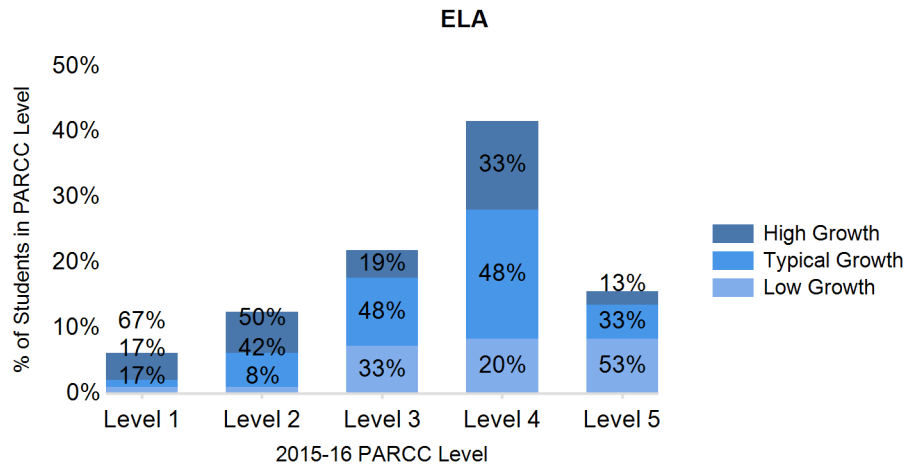
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

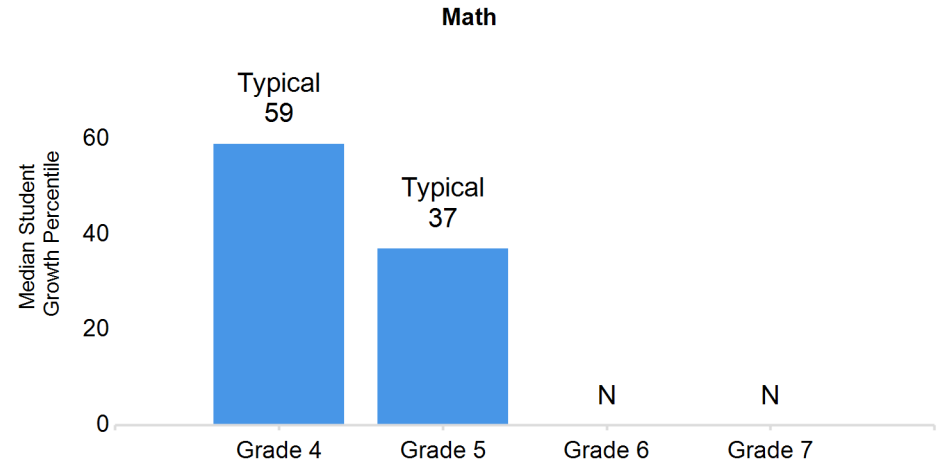
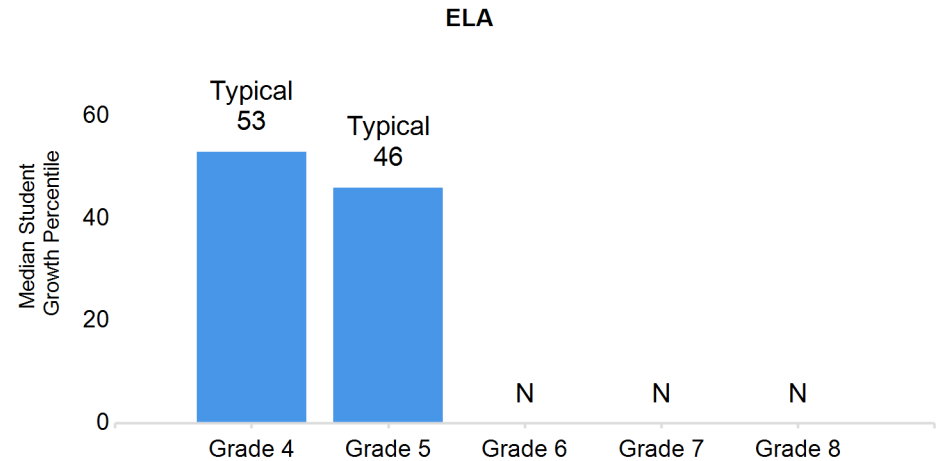
**Student Growth by Performance Level**

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

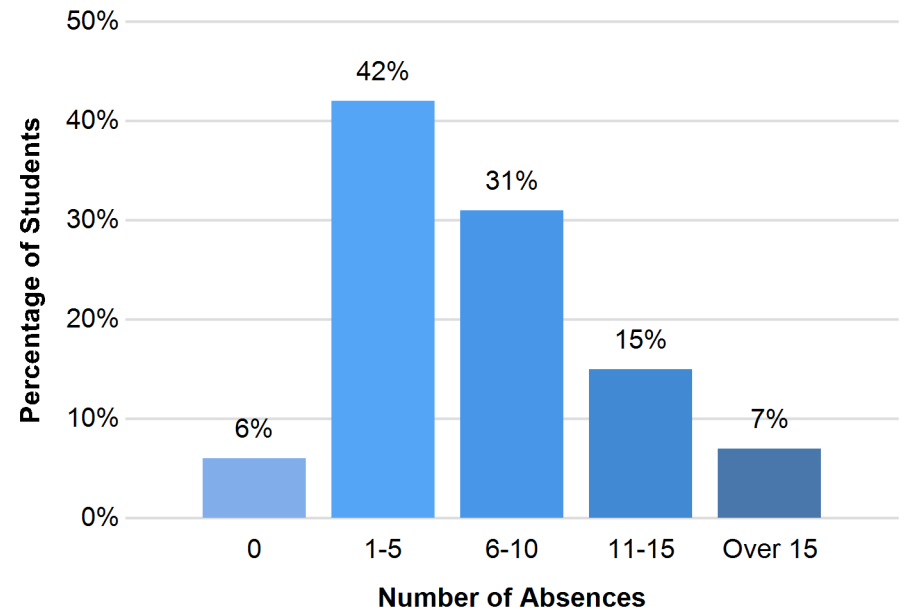
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.30	8.40	Met Target
White	5.60	8.40	Met Target
Hispanic	7.60	8.40	Met Target
Black or African American	2.90	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	8.30	8.40	Met Target
Economically Disadvantaged Students	7.70	8.40	Met Target
Students with Disabilities	10.70	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.





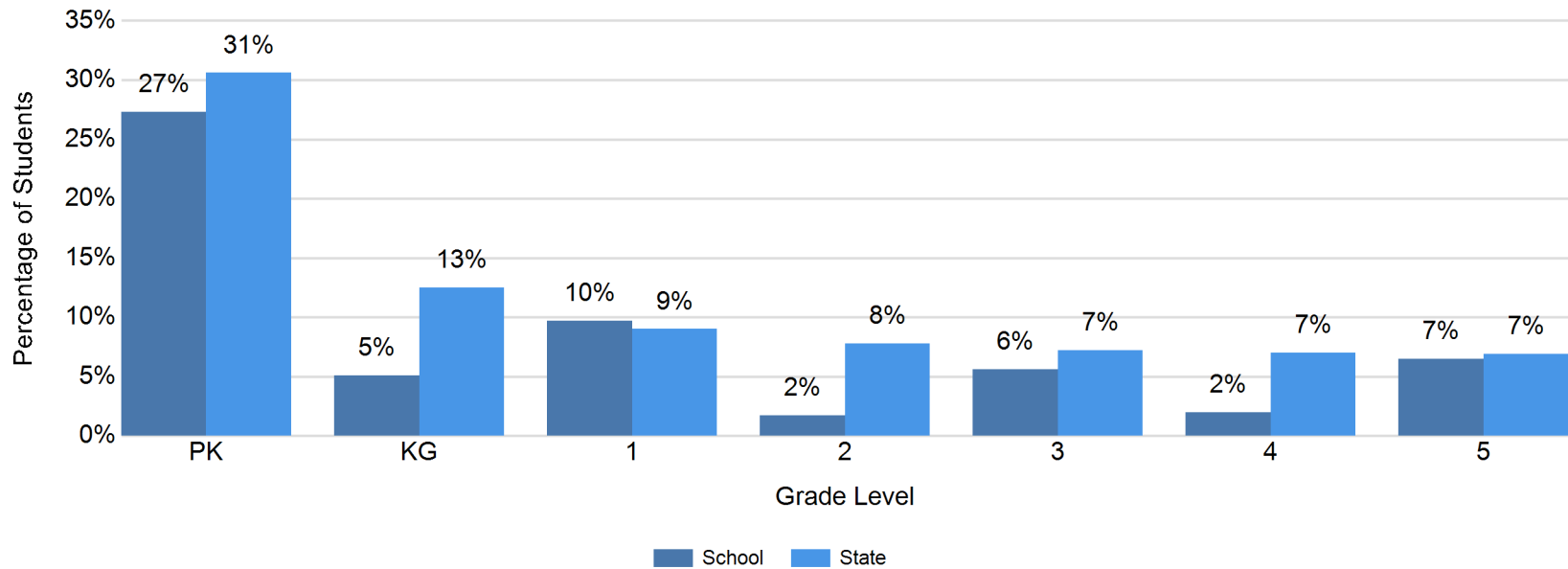
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Chronic Absenteeism by Grade

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)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.21

**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	1.2%
Any Suspension	1.2%

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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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	1.0:1	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	53	120,724
Average years experience in public schools	10.5	11.8
Average years experience in district	10.5	10.5
Teachers in district for 4 or more years	81%	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	483:1	148:1
Librarian/Media Specialists		512:1
Nurses		554:1
Counselors		266:1
Child Study Team		196:1



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**Teachers and Administrators - Level of Education**

This chart shows the highest level of education attained by the teachers and administrators 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	59.6	17.5%
Mathematics Proficiency	57.7	17.5%
English Language Arts Growth	58.7	25.0%
Mathematics Growth	23.4	25.0%
Chronic Absenteeism	64.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		50.7
<b>Summative Rating:</b> Percentile rank of Summative Score		51.1
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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





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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	50.7	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
White	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
Hispanic	50.4	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
Black or African American	63.1	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	63.7	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
Students with Disabilities	73.6	11.9	No	Not Met	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	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

<b>Principal:</b>	Ms. Pollara	<b>Email Address:</b>	<a href="mailto:jpollara@westorangeschools.org">jpollara@westorangeschools.org</a>
<b>Address:</b>	555 PLEASANT VALLEY WAY W ORANGE, NJ 07052-2803	<b>Website:</b>	<a href="https://www.woboe.org/Domain/11">https://www.woboe.org/Domain/11</a>
<b>Phone:</b>	(973)669-5452		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Curriculum includes Readers &amp; Writers Workshop, EveryDay Math, and Next Generation Science Standards.</li> <li>• Technology is integrated into daily instruction as part of the district's 1:1 Chromebook Program.</li> <li>• Opened our doors for the first time as Kelly Elementary School named for alumni Astronauts Mark and Scott Kelly.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The faculty and staff at Kelly Elementary School are committed to providing our children with the means to reach their stars! We offer an exciting, challenging academic experience in a safe nurturing environment. We foster a community of lifelong 21st century learners by encouraging collaboration, relationship building, creativity and critical thinking skills. We believe that all children can succeed. We celebrate diversity, foster mutual respect and citizenship. We Learn Like Astronauts!</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Kelly students participate in student-led fundraisers throughout the year. Student Congress and the 5th grade Chorus plan and perform assemblies to celebrate important events. In 2016, our 5th grade chorus performed at our renaming ceremony honoring alumni Astronauts Mark and Scott Kelly. Fifth grade celebrates diversity with a performance at an International Luncheon for parents and guests. Kindergarteners perform at Thanksgiving &amp; sing for senior citizens at a nursing home on Halloween.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></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><b>Clubs and Activities:</b></p>	<p>We offer co-curricular activities in sign language, orchestra, Lego League, Makers Club, Yoga, Newspaper, and Cheer leading.</p>
 <p><b>Before and After School Programs:</b></p>	<p>The Boys and Girls Cul run a Before Care and an After Care program for Kindergarten through fifth grade students. OUR girls in Grades 3 through 5 can join Girls on the Run and Girls in Kindergarten through grade 5 can join the Girl Scout program.</p>







**KELLY ELEMENTARY SCHOOL  
2016-2017**

**Grade Span PK-05**

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

**School Narrative**

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

 <p><b>Staff and Professional Learning:</b></p>	<p>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><b>Student Supports and Services:</b></p>	<p>Students are provided with programs and services in accordance with each student's individual needs, program placement and/or IEP.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Kelly Elementary School participates in international Walk to School Day and has been awarded silver status by NJ Safe Routes to School encouraging children to walk and bike to school. We have had two successful bike rodeos. Our school nurse provides information to students, parents and staff on healthy eating. As part of our Learn Like an Astronaut Mission, students tracked the number of healthy snacks that student as we work to take care of our bodies.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Kelly Elementary School's active PTA provides curriculum enhancement programs such as in-school field trips, assemblies. Additional PTA activities include Coffee &amp; Kleenex for Kindergarten and new parents, Halloween Trunk or Treat, Friendship dance, and movie night. We have a full Child Study Team to assist parents, teachers, and students with disabilities. Parents are invited to literacy and math events. This year we are hosting Techie Tuesday to showcase technology integration.</p>




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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>A school climate survey will be distributed during the 2017-18 school year to parents, teachers and students in target grades.</p>
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