Superintendent's Report Orange Public Schools "Good to Great"

Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
" The Teaching Superintendent"
March 12, 2025
Focus Core Area Numbers 1- 4 District Goal Number 1-4 and All
Sub Sections

Celebration of Students
February 2024
Student of the Month Announcement

Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools

FOCUS CORE AREA NUMBERS 1 & 2
DISTRICT GOAL NUMBER 1&4 AND ALL SUB SECTIONS

Students of the Month
February 2025
Congratulations to our STAR Students!

Name of School	Student of the Month	Name of School	Student of the Month
Central Elementary School	Noelia Navarro	Orange High School	Lynn Labbe
Cleveland Street School	Duverna Augustin	Orange Preparatory Academy of Inquiry and Innovation	Jeremiah Barker
Forest Street Community School	Cartagena Pineda	Park Avenue School	Sawyer Rivers
Heywood Avenue School	Khalila Sampebre	Rosa Parks Community School	Jean Phaithon Vitalien
Lincoln Avenue School	Angela Victoria Jelin	STEM Innovation Academy of the Oranges	Aaron Davila
Oakwood Avenue Community School	Emireth Lorenzo De Los Santos	The Twilight Program	Ty'zarae Roberts

Orange Public Schools
"Good to Great"

SCHOLARSHIP UPDATES FROM THE OFFICE OF GUIDANCE

- •Each month, Supervisor of Guidance, Mrs. Williams-Ware, provides our Superintendent with scholarship totals. Ok, so here we go:

- •**Orange High School** as of March 12, 2025, has amassed: **$11,155,992.00**

- •**STEM Innovation Academy of the Oranges** as of March 12, 2025, has amassed: **$13,190,856.00**

- •**Total: $24,346,848.00**

- •We are so very proud of our scholars. Thank you to our fantastic staff at Orange High School and STEM Academy for working so closely with our scholars to ensure that they have the opportunities to amass millions of dollars in scholarships.

- •**We are well on our way….More to come!**

ORANGE PUBLIC SCHOOLS EXPANDS PARTICIPATION IN VERIZON INNOVATIVE LEARNING, BRINGING GREATER DIGITAL ACCESS AND INNOVATION TO LOCAL STUDENTS

Orange Public Schools Expands Participation in Verizon Innovative Learning, Bringing Greater Digital Access and Innovation to Local Students

Orange, NJ – Orange Public Schools is proud to announce the expansion of its partnership with Verizon Innovative Learning, Verizon's award-winning education initiative dedicated to bridging the digital divide. In collaboration with Digital Promise, Cleveland Street School and Rosa Parks Community School have been selected to join the latest cohort of Verizon Innovative Learning Schools (VILS), reinforcing the district's mission to provide students with equitable access to cutting-edge technology and future-ready learning experiences.

As part of this initiative, every student and teacher at both schools will receive a free device equipped with a Verizon data plan, ensuring 24/7 internet connectivity to enhance learning inside and outside the classroom. Additionally, each school will benefit from a dedicated technology coach and ongoing professional development, empowering educators to integrate digital resources effectively and create dynamic, engaging learning environments.

"Access to technology is access to opportunity," said Dr. Gerald Fitzhugh, II, Superintendent of Orange Public Schools. "By expanding our participation in Verizon Innovative Learning Schools, we are ensuring our students gain the digital tools and skills they need to thrive in an increasingly technology-driven world. This partnership underscores our unwavering commitment to innovation, equity, and student success."

With the addition of Cleveland Street School and Rosa Parks Community School, Orange Public Schools now has five schools benefiting from Verizon Innovative Learning, further solidifying the district's leadership in digital inclusion and academic innovation.

Verizon's commitment to digital equity is backed by over $1 billion in market value, providing free technology, internet access, and immersive STEM learning experiences to over 8.5 million students nationwide. Research from Digital Promise shows that 80% of teachers in participating schools report increased confidence in leveraging technology for instruction, while 80% of students experience heightened engagement in their learning.

About Verizon Innovative Learning

Verizon Innovative Learning, Verizon's award-winning education initiative, has spent over a decade tackling barriers to digital inclusion and ensuring that students in under-resourced communities have access to the tools they need to succeed. Since 2012, the program has equipped students with technology, connectivity, and emerging tech-infused learning experiences, preparing them to be the leaders of tomorrow.

About Orange Public Schools

Orange Public Schools is committed to providing transformative educational opportunities that prepare every student for college, career, and life in a rapidly evolving world. Through dynamic partnerships, cutting-edge resources, and a dedication to innovation, Orange Public Schools is building pathways for student success.

ELA Fall to Winter Reading Standards Achievement Data

Office of Humanities

Orange Public Schools

Kindergarten Measures (Year Overview)

Focus on:
- Connection between Phonemic Awareness and Phonics instruction
- Strategies to build First Sound Fluency
- Intentional use of decodable texts
- Waggle usage is consistent

Grade level	Fall	Winter
Kindergarten	361	363
Above Benchmark	136	92
Both	5	2
GE	85	64
ML	42	24
SWD	4	2
At Benchmark	64	78
Both	1	
GE	34	41
ML	26	34
SWD	3	3
Below Benchmark	82	90
Both	5	5
GE	33	45
ML	34	36
SWD	10	4
Well Below Benchmark	79	103
Both	9	11
GE	15	19
ML	48	58
SWD	7	15

% At or Above=46%; 10 percentage points higher than previous year
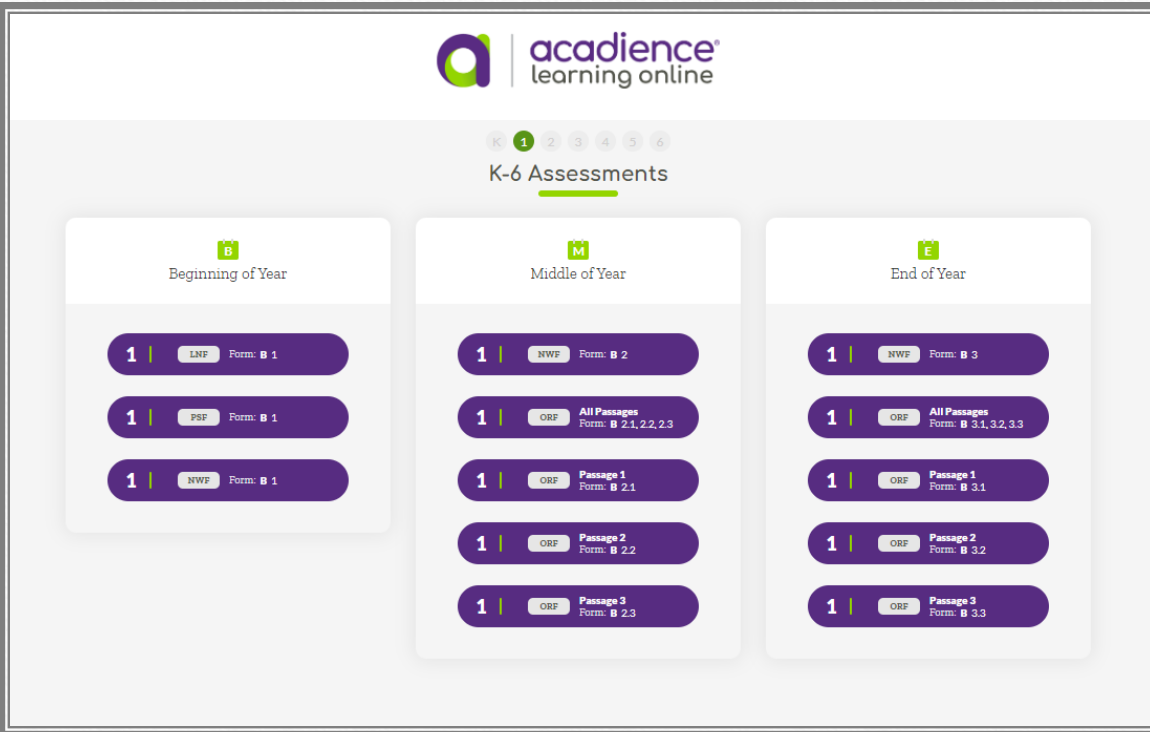
1st Grade Measures (Year Overview)

Focus on:
- Connection between Phonemic Awareness and Phonics instruction
- Strategies to segment and blend phonemes
- Intentional use of decodable texts
- Use of Waggle

Grade levels	Fall	Winter
First Grade	378	363
Above Benchmark	68	85
Both	1	2
GE	58	63
ML	7	15
SWD	2	5
At Benchmark	26	40
GE	15	25
ML	9	13
SWD	2	2
Below Benchmark	51	32
Both	1	
GE	35	21
ML	12	9
SWD	3	2
Well Below Benchmark	233	206
Both	17	16
GE	73	56
ML	117	110
SWD	26	24

% At or Above=35%; 9 percentage points higher than previous year

2nd Grade Measures (Year Overview)
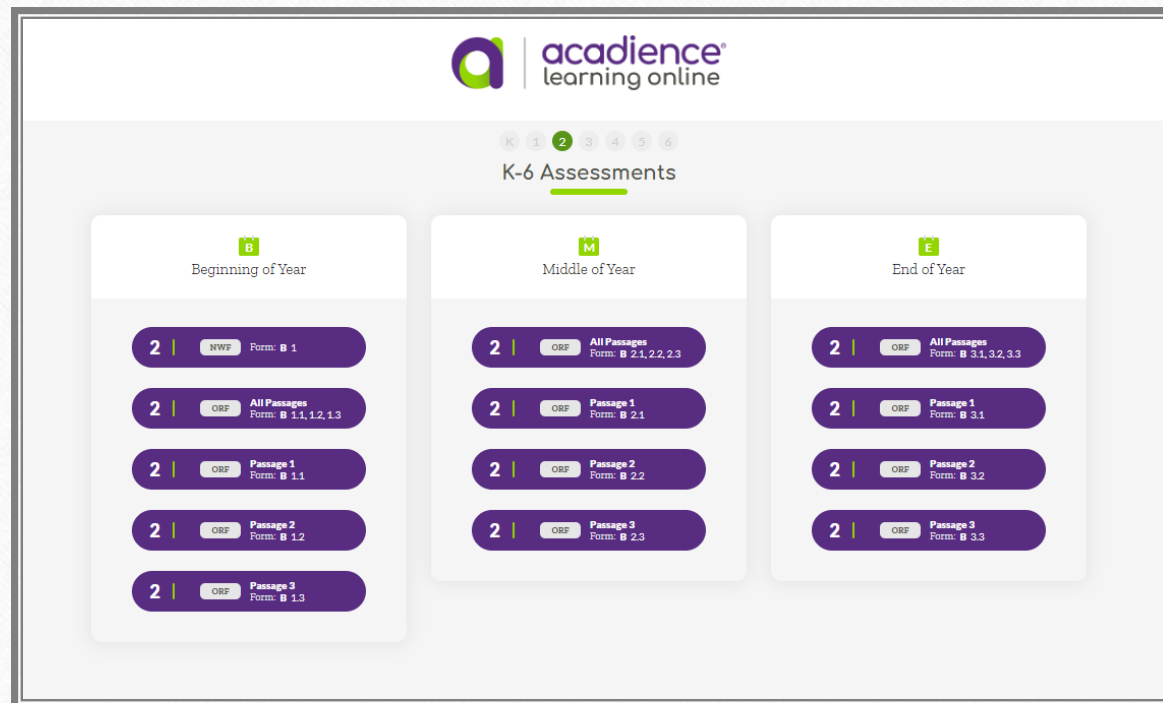
Focus on:
- Students reading decodable texts in Tier 1 and Tier 2 during class
- Strategies to strengthen Oral Reading Fluency Intentional use of Waggle as practice and to drive small group remediation

Grade Level	Fall	Winter
Second Grade	417	419
Above Benchmark	85	68
Both	2	
GE	66	58
ML	11	8
SWD	6	2
At Benchmark	77	92
Both		2
GE	55	62
ML	18	21
SWD	4	7
Below Benchmark	33	48
Both	1	1
GE	15	29
ML	15	14
SWD	2	4
Well Below Benchmark	222	211
Both	23	23
GE	68	57
ML	108	107
SWD	23	24

% At or Above=39%; 3 percentage points higher than previous year

Many Strands Are Woven into Skilled Reading

Language Comprehension

Background Knowledge
facts, concepts, etc.

Vocabulary
breadth, precision, links, etc.

Language Structures
syntax, semantics, etc.

Verbal Reasoning
inference, metaphor, etc.

Literacy Knowledge
print concepts, genres, etc.

Word Recognition

Phonological Awareness
syllables, phonemes, etc.

Decoding
alphabetic principle, spelling-sound correspondence

Sight Recognition
of familiar words

increasingly strategic

increasingly automatic

Skilled Reading
Fluent execution and coordination of language comprehension and word recognition

Figure 1.9 Reading Rope
(Scarborough, 2001)

59% of GEs Met Expected Growth based on national norms

39% of MLs Met Expected Growth based on national norms

Fall		Winter	
Grade Level	**Count**	**Grade Level**	**Count**
3rd Grade	**380**	**3rd Grade**	**373**
Exceeds	**39**	**Exceeds**	**21**
Both	1	GE	20
GE	36	ML	1
ML	2		
Meets	**20**	**Meets**	**45**
GE	19	GE	35
SWD	1	ML	5
		SWD	5
Approaching	**62**	**Approaching**	**58**
GE	45	Both	1
ML	13	GE	48
SWD	4	ML	9
Partial	**68**	**Partial**	**67**
Both	3	Both	1
GE	42	GE	38
ML	17	ML	23
SWD	6	SWD	5
Not Yet	**191**	**Not Yet**	**182**
Both	13	Both	14
GE	53	GE	44
ML	84	ML	82
SWD	41	SWD	42

28% of SWDs Met Expected Growth based on national norms

62% of GEs Met Expected Growth based on national norms

44% of MLs Met Expected Growth based on national norms

28% of SWDs Met Expected Growth based on national norms

Fall		Winter	
Grade Level	**Count**	**Grade Level**	**Count**
4th Grade	**408**	**4th Grade**	**392**
Exceeds	**41**	**Exceeds**	**24**
GE	40	Both	1
ML	1	GE	21
		ML	1
		SWD	1
Meets	**24**	**Meets**	**74**
GE	23	GE	69
SWD	1	ML	5
Approaching	**64**	**Approaching**	**51**
GE	58	GE	40
ML	4	ML	10
SWD	2	SWD	1
Partial	**73**	**Partial**	**65**
Both	2	Both	2
GE	53	GE	42
ML	14	ML	16
SWD	4	SWD	5
Not Yet	**206**	**Not Yet**	**178**
Both	14	Both	13
GE	56	GE	49
ML	109	ML	87
SWD	27	SWD	29

63% of GEs Met Expected Growth based on national norms

39% of MLs Met Expected Growth based on national norms

44% of SWDs Met Expected Growth based on national norms

	Fall			Winter	
Grade Level	**Count**		**Grade Level**	**Count**	
5th Grade	**355**		**5th Grade**	**341**	
Exceeds	**58**		**Exceeds**	**20**	
GE	55		GE	19	
ML	2		SWD	1	
SWD	1				
Meets	**17**		**Meets**	**55**	
GE	17		GE	54	
			SWD	1	
Approaching	**42**		**Approaching**	**62**	
Both	2		GE	51	
GE	35		ML	8	
ML	2		SWD	3	
SWD	3				
Partial	**65**		**Partial**	**52**	
Both	2		Both	3	
GE	49		GE	36	
ML	10		ML	11	
SWD	4		SWD	2	
Not Yet	**173**		**Not Yet**	**152**	
Both	10		Both	10	
GE	52		GE	43	
ML	82		ML	70	
SWD	29		SWD	29	

60% of GEs Met Expected Growth based on national norms

57% of MLs Met Expected Growth based on national norms

41% of SWDs Met Expected Growth based on national norms

	Fall		Winter	
Grade Level	**Count**	**Grade Level**	**Count**	
6th Grade	**409**	**6th Grade**	**394**	
Exceeds	**66**	**Exceeds**	**32**	
GE	64	GE	29	
ML	1	ML	1	
SWD	1	SWD	2	
Meets	**23**	**Meets**	**60**	
GE	23	GE	59	
		ML	1	
Approaching	**74**	**Approaching**	**83**	
GE	68	GE	69	
ML	3	ML	11	
SWD	3	SWD	3	
Partial	**75**	**Partial**	**80**	
Both	1	Both	1	
GE	50	GE	57	
ML	20	ML	18	
SWD	4	SWD	4	
Not Yet	**171**	**Not Yet**	**139**	
Both	8	Both	8	
GE	47	GE	31	
ML	78	ML	65	
SWD	38	SWD	35	

60% of GEs Met Expected Growth based on national norms

52% of MLs Met Expected Growth based on national norms

75% of SWDs Met Expected Growth based on national norms

Fall		Winter	
Grade Level	Count	Grade Level	Count
7th Grade	367	7th Grade	380
Exceeds	57	Exceeds	36
GE	55	GE	36
SWD	2		
Meets	32	Meets	78
GE	32	GE	69
		ML	4
		SWD	5
Approaching	67	Approaching	66
GE	58	GE	54
ML	6	ML	5
SWD	3	SWD	7
Partial	72	Partial	80
Both	1	Both	2
GE	48	GE	57
ML	11	ML	13
SWD	12	SWD	8
Not Yet	139	Not Yet	120
Both	7	Both	5
GE	37	GE	23
ML	65	ML	68
SWD	30	SWD	24

51% of GEs Met Expected Growth based on national norms

36% of MLs Met Expected Growth based on national norms

46% of SWDs Met Expected Growth based on national norms

Fall		Winter	
Grade Level	**Count**	**Grade Level**	**Count**
8th Grade	**387**	**8th Grade**	**367**
Exceeds	**61**	**Exceeds**	**19**
GE	55	GE	16
SWD	6	SWD	3
Meets	**17**	**Meets**	**64**
GE	17	GE	60
		SWD	4
Approaching	**81**	**Approaching**	**71**
GE	73	GE	61
ML	3	ML	1
SWD	5	SWD	9
Partial	**84**	**Partial**	**66**
Both	1	GE	40
GE	61	ML	10
ML	6	SWD	16
SWD	16		
Not Yet	**144**	**Not Yet**	**147**
Both	2	Both	3
GE	46	GE	52
ML	60	ML	63
SWD	36	SWD	29

61% of GEs Met Expected Growth based on national norms

29% of MLs Met Expected Growth based on national norms

40% of SWDs Met Expected Growth based on national norms

Fall		Winter	
Grade Level	**Count**	**Grade Level**	**Count**
9th Grade	203	**9th Grade**	243
Exceeds	37	**Exceeds**	19
GE	35	GE	16
SWD	2	SWD	3
Meets	5	**Meets**	47
GE	5	GE	44
		SWD	3
Approaching	41	**Approaching**	54
GE	38	GE	42
ML	2	ML	8
SWD	1	SWD	4
Partial	63	**Partial**	53
GE	44	GE	41
ML	12	ML	8
SWD	7	SWD	4
Not Yet	57	**Not Yet**	70
GE	33	Both	1
ML	21	GE	27
SWD	3	ML	26
		SWD	16

59% of GEs Met Expected Growth based on national norms

33% of MLs Met Expected Growth based on national norms

29% of MLs Met Expected Growth based on national norms

Fall		Winter	
Grade Level	Count	Grade Level	Count
10th Grade	246	10th Grade	276
Exceeds	28	Exceeds	21
GE	27	GE	19
SWD	1	ML	1
		SWD	1
Meets	10	Meets	31
GE	10	GE	28
		SWD	3
Approaching	46	Approaching	65
GE	43	GE	55
ML	1	ML	5
SWD	2	SWD	5
Partial	81	Partial	78
GE	60	GE	60
ML	12	ML	11
SWD	9	SWD	7
Not Yet	81	Not Yet	81
GE	50	GE	44
ML	27	ML	29
SWD	4	SWD	8

52% of GEs Met Expected Growth based on national norms

34% of MLs Met Expected Growth based on national norms

Fall		Winter	
Grade Level	**Count**	**Grade Level**	**Count**
11th Grade	212	**11th Grade**	228
Exceeds	29	**Exceeds**	8
GE	26	GE	7
ML	1	ML	1
SWD	2		
Meets	6	**Meets**	26
GE	5	GE	24
ML	1	ML	1
		SWD	1
Approaching	38	**Approaching**	45
GE	37	GE	36
SWD	1	ML	4
		SWD	5
Partial	68	**Partial**	67
GE	52	GE	54
ML	8	ML	7
SWD	8	SWD	6
Not Yet	71	**Not Yet**	82
Both	1	GE	41
GE	45	ML	22
ML	20	SWD	19
SWD	5		

32% of SWDs Met Expected Growth based on national norms

47% of GEs Met Expected Growth based on national norms

52% of MLs Met Expected Growth based on national norms

21% of SWDs Met Expected Growth based on national norms

Fall		Winter	
Grade Level	**Count**	**Grade Level**	**Count**
12th Grade	236	**12th Grade**	235
Exceeds	30	**Exceeds**	9
GE	28	GE	7
SWD	2	ML	2
Meets	6	**Meets**	33
GE	6	GE	28
		ML	5
Approaching	57	**Approaching**	56
GE	48	GE	49
ML	3	ML	4
SWD	6	SWD	3
Partial	83	**Partial**	65
GE	60	GE	42
ML	18	ML	13
SWD	5	SWD	10
Not Yet	60	**Not Yet**	72
Both	1	Both	1
GE	33	GE	38
ML	23	ML	22
SWD	3	SWD	11

School Security Drill Guide & Bus Evacuation Requirement

Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
" The Teaching Superintendent"
March 12, 2025

Bus Evacuation Requirement

- Administrators, or a person assigned to act in a supervisory capacity, in each school of attendance shall organize and conduct emergency exit drills on school property at least twice within each school year for all students who are transported to and from school. Drills shall include instruction for the proper use and adjustment of seatbelts.

- **1.** All other students shall receive school bus evacuation instruction at least once within each school year.

Bus Evacuation Requirement

- **(b)** School bus drivers and bus aides shall participate in the emergency exit drills.**(c)** Drills shall be documented in the minutes of the first district board of education meeting following the completion of each emergency exit drill. The minutes shall include, but shall not be limited to, the following: **1.** The date of the drill; **2.** The time the drill was conducted;**3 .** The school name;**4.** The location of the drill; **5.** The route number(s) included in the drill; and **6.** The name of the school principal or assigned person(s) who supervised the drill.

Definitions

- **School Security Drill:** An exercise, other than a fire drill, to practice procedures that respond to an emergency situation including, but not limited to, a non-fire evacuation, lockdown, or active shooter situation and that is similar in duration to a fire drill.

- **Tabletop Activity:** This activity involves key personnel discussing simulated scenarios in an informal setting. Tabletops can be used to assess plans, policies, and procedures

- **Full Scale Exercise:** This is a multi-agency, multi-jurisdictional activity involving actual deployment of resources in a coordinated response as if a real incident had occurred. This exercise tests many components of one or more capabilities within emergency response and recovery, and is typically used to assess plans, procedures and coordinated response under crisis conditions.

Drills (Fire, School Security Drills 18A: 41-1)

- Every principal of a school of two or more rooms, or of a school of one room, when located above the first story of a building, shall have at least one fire drill and one school security drill each month within the school hours, including any summer months during which the school is open for instructional programs, and shall require all teachers of all schools, whether occupying buildings of one or more stories, to keep all doors and exits of their respective rooms and buildings unlocked during the school hours, except during an emergency lockdown or an emergency lockdown drill. Where school buildings have been provided with fire escapes, they shall be used by a part or all of the pupils performing every fire drill.

- Schools are required to conduct a school security drill within the first 15 days of the beginning of the school year

Schools are required to hold a minimum of two of each of the following security drills annually

- Active shooter

- Evacuation (non- fire)

- Bomb threat

- Lockdown.

Examples of other types of Security Drills

- Shelter-in-place
- Reverse evacuation
- Evacuation to relocation site
- Testing of school's notification system and procedures
- Testing of school's communication system and procedures
- Tabletop exercise
- Full scale exercise

Additional Information

- Initiation Fire alarm systems shall be initiated only during a fire drill evacuation.

- Unplanned incident Responses made necessary by the unplanned activation of emergency procedures or by any other emergency shall not be substituted for a required school security drill.

- Notification Schools will provide emergency responders with a friendly notification at least 48 hours prior to holding a security drill. Emergency responders are not required to observe security drills, however, it is encouraged that schools invite emergency responders to attend and observe at least four different security drills annually.

Additional Information

- Record Keeping Districts are required to annually submit the "Security Drill Statement of Assurance" provided by the Department of Education to their county office of education by June 30 of each year. The county office shall forward an information copy to the respective county prosecutor's office. Nonpublic schools are required to annually submit the "Security Drill Statement of Assurance" provided by the Department of Education to the respective county prosecutor's office by June 30 of each year.

Additional Information

- The "Security Drill Record Form" provided by the Department of Education shall be completed by all schools, public and nonpublic. Public schools shall retain the "Security Drill Record 3 Forms" at the district level and the administrators of nonpublic schools shall retain the "Security Drill Record Forms." The following information is required:

- Date and time

- Type (specify what was drilled)

- Duration; Weather conditions

- Participants (i.e. students, staff, faculty, law enforcement, fire)

- Brief description of what occurred and procedures followed

Training

- Provision of training on school safety, security 18A:41-7 A local board of education and chief school administrator of a nonpublic school shall ensure that all full-time teaching staff members in the district or nonpublic school are provided with training on school safety and security that includes instruction on school security drills. The training shall use the drill guide and training materials prepared pursuant to section 3 of P.L.2009, c.178 (C.App.A:9-86). Each teaching staff member shall be provided with the training within one year of the effective date of this act or within 60 days of the commencement of that staff member's employment, whichever date is later.

Training

- Development, dissemination of building security drill guide, training materials App.A:9-86.3(a) The Director of the Office of Homeland Security and Preparedness shall, in consultation with the Commissioner of Education, the Director of the Division of Fire Safety in the Department of Community Affairs, the Director of the State Office of Emergency Management in the Division of State Police in the Department of Law and Public Safety, and the Attorney General, develop and disseminate to each school district and nonpublic school a building security drill guide and training materials that educate school employees on proper evacuation and lockdown procedures in a variety of emergency situations on school grounds including, but not limited to, bomb threats and active shooter situations.

Training

- Employee training on school safety and security plans 6A:16-5.1(d) The district board of education shall develop and provide an in-service training program for all district board of education employees to enable them to recognize and appropriately respond to safety and security concerns, including emergencies and crises, consistent with the district board of education's plans, procedures and mechanisms for school safety and security and the provisions of this section.

- 1. New district board of education employees shall receive the in-service training within 60 days of the effective date of their employment

- 2. The in-service training program for all district board of education employees shall be reviewed annually and updated as appropriate.

Attendance Presentation from the Month of February 2025

Gerald Fitzhugh, II, Ed.D.
Superintendent of Schools
" The Teaching Superintendent"
March 12, 2025
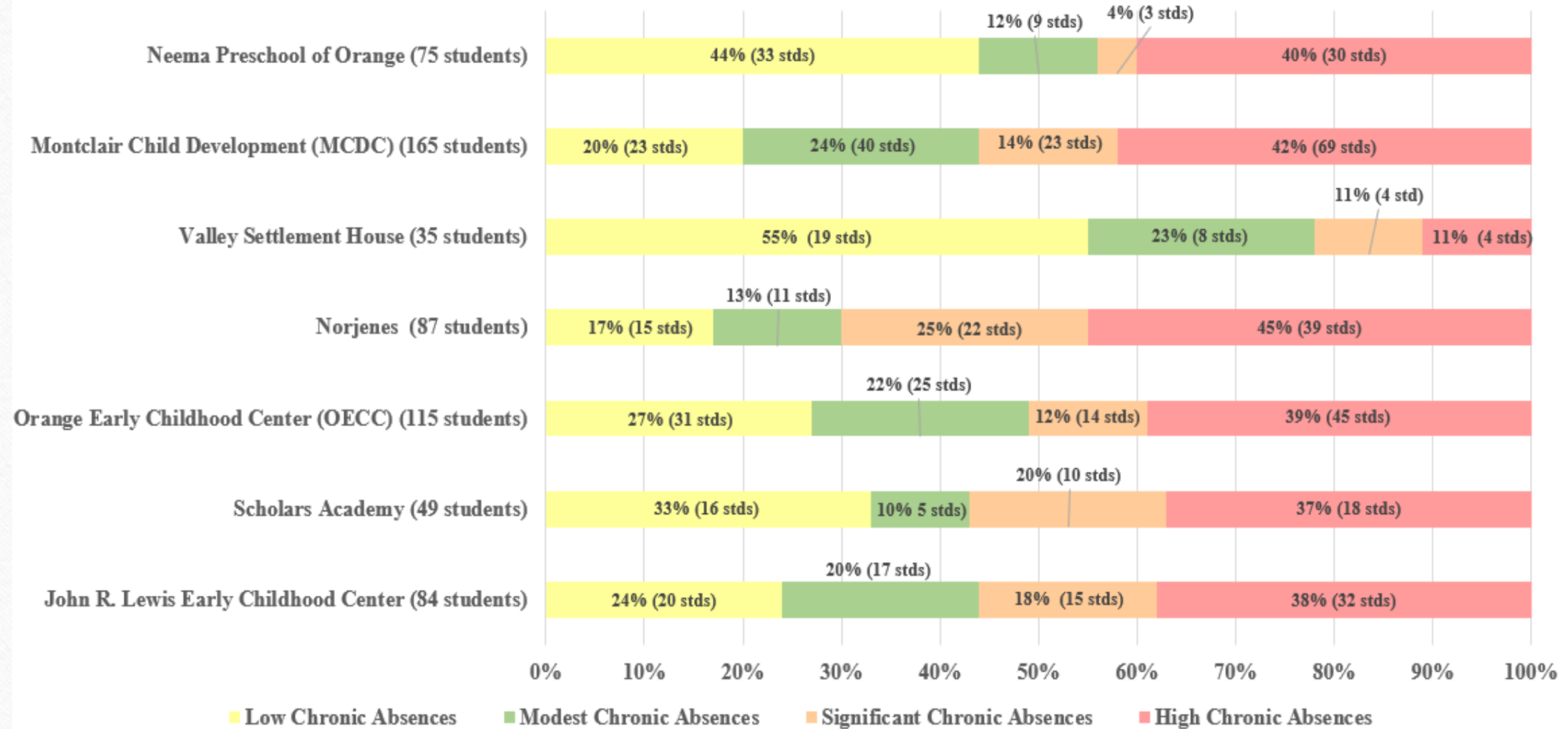
Chronically Absence Categories are Identified As:

Absences Category	Cumulative Days Absent for the Month of February 2025
Low Chronic Absences	0 to 4.99 days
Modest Chronic Absences	5 to 7.99 days
Significant Chronic Absences	8 to 10.99 days
High Chronic Absences	11 days or more

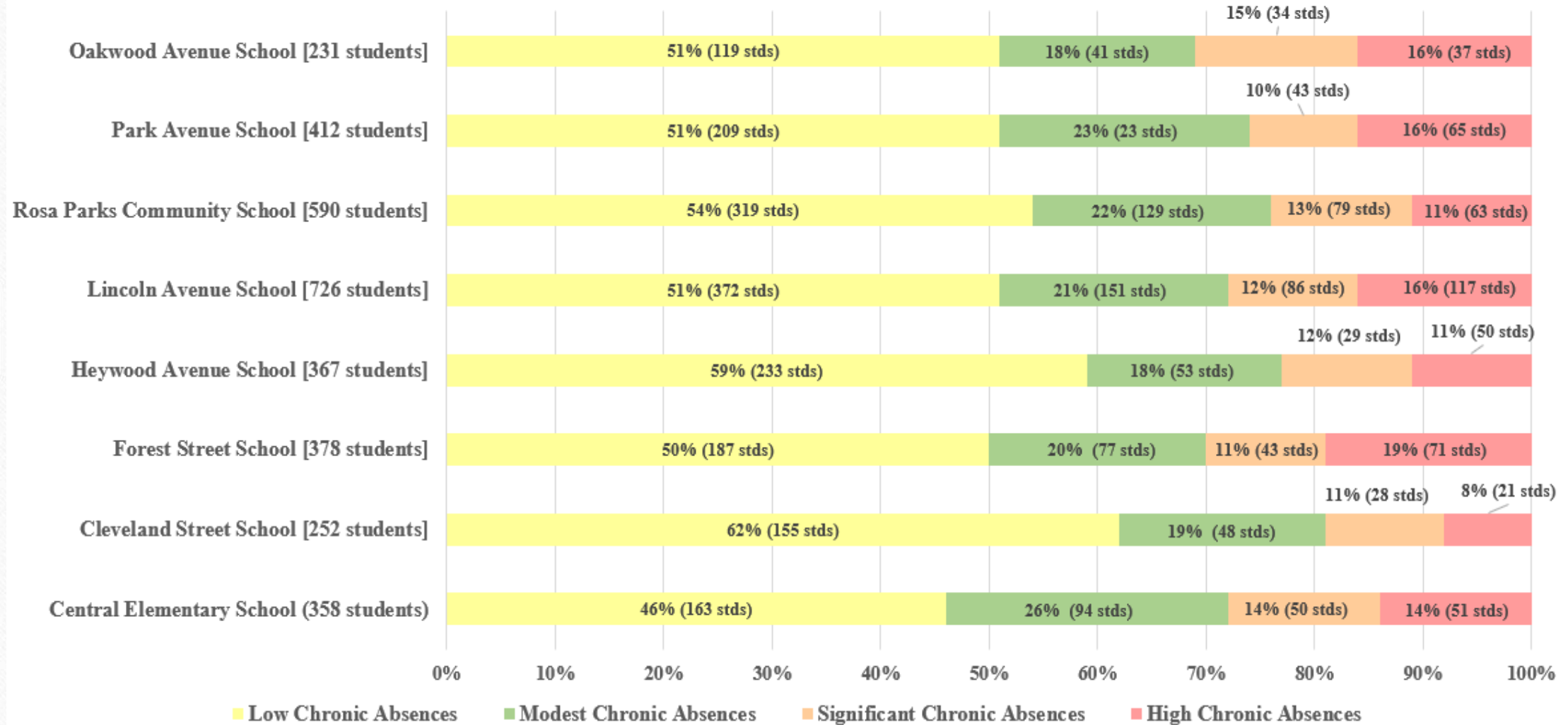*Students are chronically absent when excused or unexcused absences are equal to or greater than 10% of the total number of days enrolled in the school year.

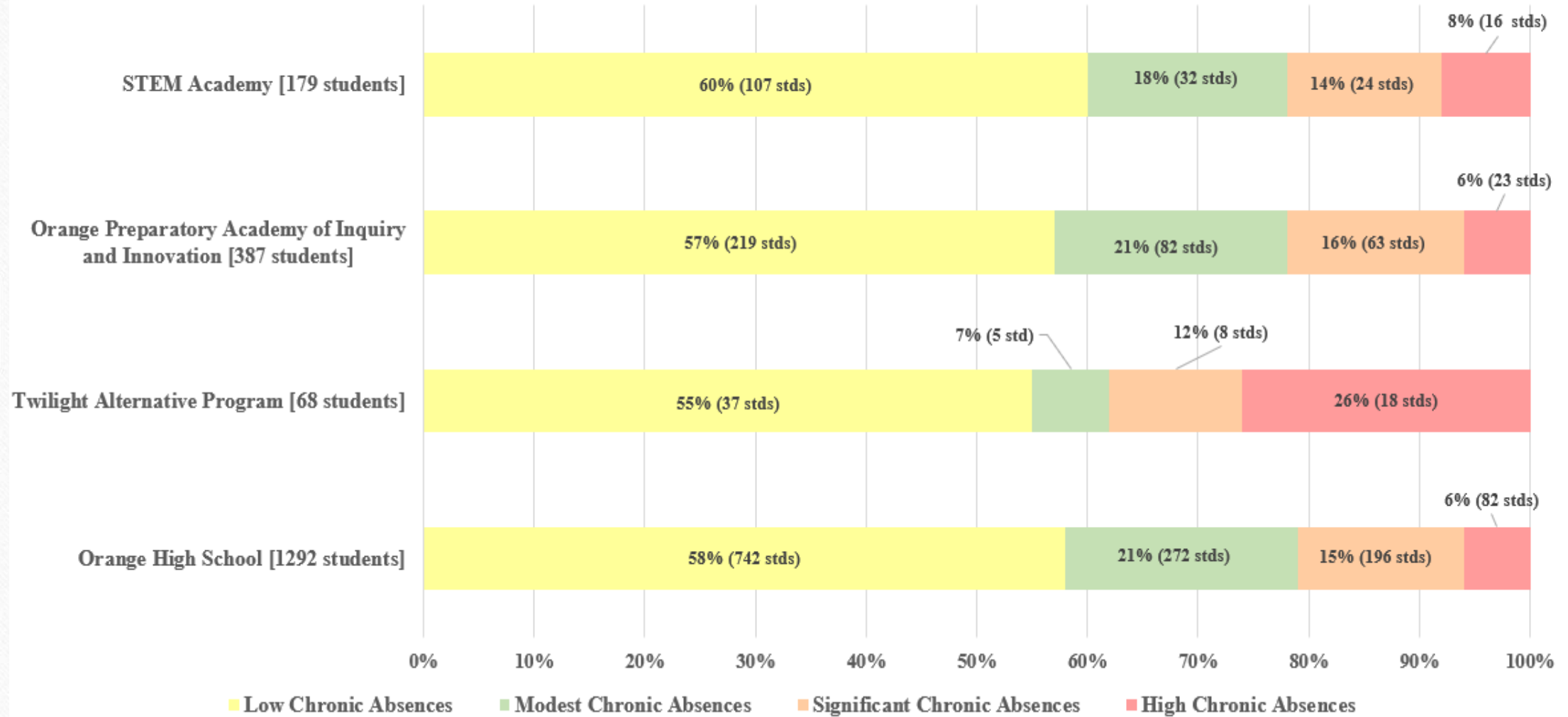Cumulative Absences by School for the Month of February
Early Childhood Program

School	Low Chronic Absences	Modest Chronic Absences	Significant Chronic Absences	High Chronic Absences
Neema Preschool of Orange (75 students)	44% (33 stds)	12% (9 stds)	4% (3 stds)	40% (30 stds)
Montclair Child Development (MCDC) (165 students)	20% (23 stds)	24% (40 stds)	14% (23 stds)	42% (69 stds)
Valley Settlement House (35 students)	55% (19 stds)	23% (8 stds)	11% (4 std)	11% (4 stds)
Norjenes (87 students)	17% (15 stds)	13% (11 stds)	25% (22 stds)	45% (39 stds)
Orange Early Childhood Center (OECC) (115 students)	27% (31 stds)	22% (25 stds)	12% (14 stds)	39% (45 stds)
Scholars Academy (49 students)	33% (16 stds)	10% 5 stds)	20% (10 stds)	37% (18 stds)
John R. Lewis Early Childhood Center (84 students)	24% (20 stds)	20% (17 stds)	18% (15 stds)	38% (32 stds)

■ Low Chronic Absences ■ Modest Chronic Absences ■ Significant Chronic Absences ■ High Chronic Absences

Cumulative Absences by School for the Month of February
Kindergarten through Grade 7

School	Low Chronic Absences	Modest Chronic Absences	Significant Chronic Absences	High Chronic Absences
Oakwood Avenue School [231 students]	51% (119 stds)	18% (41 stds)	15% (34 stds)	16% (37 stds)
Park Avenue School [412 students]	51% (209 stds)	23% (23 stds)	10% (43 stds)	16% (65 stds)
Rosa Parks Community School [590 students]	54% (319 stds)	22% (129 stds)	13% (79 stds)	11% (63 stds)
Lincoln Avenue School [726 students]	51% (372 stds)	21% (151 stds)	12% (86 stds)	16% (117 stds)
Heywood Avenue School [367 students]	59% (233 stds)	18% (53 stds)	12% (29 stds)	11% (50 stds)
Forest Street School [378 students]	50% (187 stds)	20% (77 stds)	11% (43 stds)	19% (71 stds)
Cleveland Street School [252 students]	62% (155 stds)	19% (48 stds)	11% (28 stds)	8% (21 stds)
Central Elementary School (358 students)	46% (163 stds)	26% (94 stds)	14% (50 stds)	14% (51 stds)

Cumulative Absences by School for the Month of February
Grades 8 through 12

Cumulative Absences for the Month of February by Grade Level

Grade	Low Chronic Absences	Modest Chronic Absences	Significant Chronic Absences	High Chronic Absences
Pre-K Grade 3F	28% (94 stds)	19% (63 stds)	14% (46 stds)	39% (130 stds)
Pre-K Grade 4F	27% (110 stds)	21% (84 stds)	15% (61 stds)	37% (150 stds)
Grade KF	50% (192 stds)	21% (83 stds)	13% (50 stds)	16% (63 stds)
Grade 1	48% (190 stds)	23% (92 stds)	12% (49 stds)	17% (69 stds)
Grade 2	49% (213 stds)	23% (99 stds)	14% (60 stds)	14% (60 stds)
Grade 3	54% (210 stds)	23% (89 stds)	12% (46 stds)	11% (42 stds)
Grade 4	57% (232 stds)	17% (72 stds)	13% (45 stds)	13% (38 stds)
Grade 5	57% (203 stds)	20% (72 stds)	12% (45 stds)	11% (38 stds)
Grade 6	55% (230 stds)	21% (88 stds)	13% (53 stds)	11% (47 stds)
Grade 7	59% (233 stds)	19% (76 stds)	9% (36 stds)	13% (52 stds)
Grade 8	57% (219 stds)	21% (82 stds)	16% (63 stds)	6% (23 stds)
Grade 9	62% (224 stds)	19% (68 stds)	14% (51 stds)	5% (18 stds)
Grade 10	55% (229 stds)	24% (99 stds)	14% (61 stds)	7% (29 stds)
Grade 11	57% (191 stds)	15% (75 stds)	15% (64 stds)	13% (32 stds)
Grade 12	64% (242 stds)	11% (67 stds)	11% (52 stds)	14% (37 stds)

February 2025
Average Daily Attendance Percentages
State Average is 95%
District Average Daily Attendance was 96%
District Closed for Winter Break: February 17, 2025 – February 21, 2025
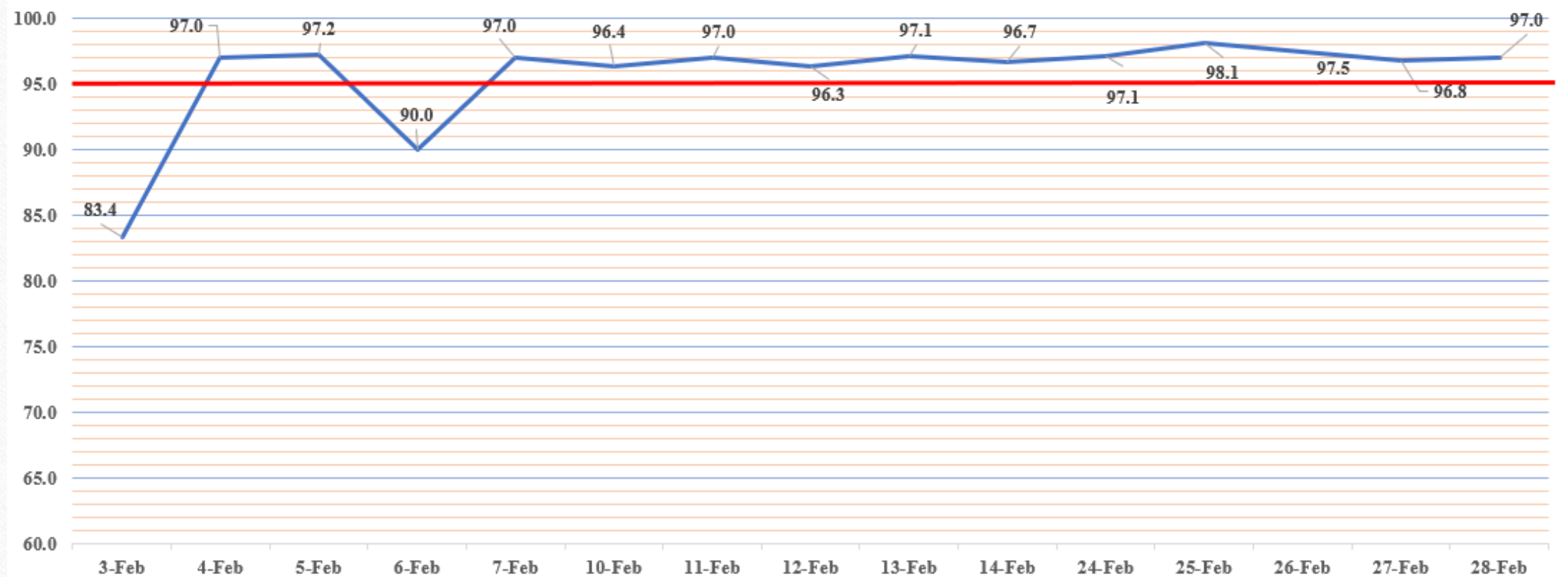
Facilities Committee Meeting

Presented By: Mr. Edwin Vasquez

Manager of facilities and grounds

March 12, 2025

District Facility Maintenance & Custodial Services Updates

Thorough cleaning and disinfecting occurs daily for all of our touch points in the building (examples include but are not limited to door handles, bathrooms, entrances, exits, and handrails)

Walk-throughs of all district school facilities

Meetings between the District and PCI are held regularly based on updates related to COVID-19 mandates and expectations

Facility projects continue so we can ensure a safe and clean learning environment for our children and staff.

Facilities Department Update

- In February , the facilities team actively continued to tackled potential heating and plumbing challenges to maintain our high standards of operation. We effectively prepared for snow removal and established a strong partnership with the contractors building the greenhouse. This proactive approach positions us to enhance our facilities and deliver exceptional service to the staff and students

Facilities Department Update

- The following slides will present an overview of the work we have been conducting over the past month.

Facilities Department Update

We are addressing issues with the steam pipes and valves due to their age and broken components.
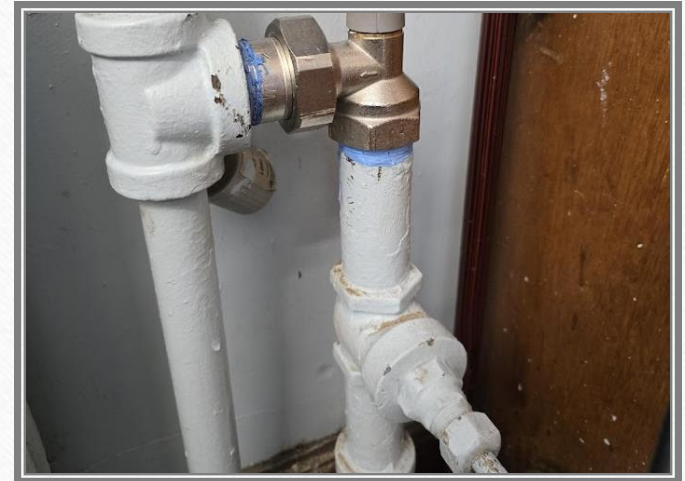
Facilities Department Update

- We are addressing issues with the steam pipes and valves due to their age and broken components.

Facilities Department Update

- We also address issues reported through our work order system. Repaired/replaced a leaking faucet.
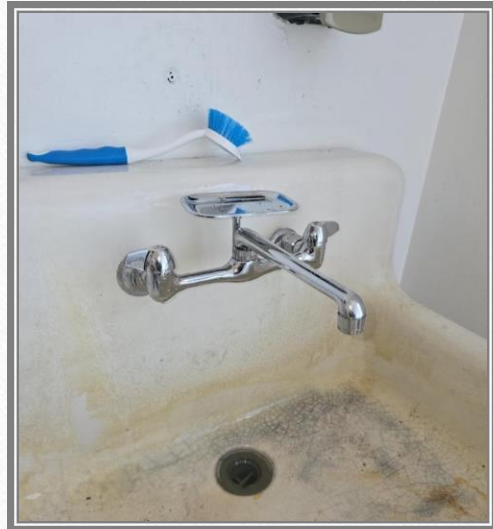
Facilities Department Update
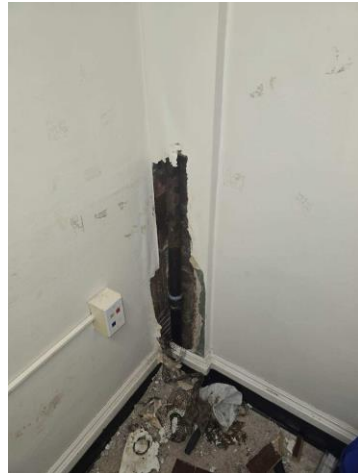
We successfully repaired a steam pipe that had ruptured within the wall.

Facilities Department Update

- We are thrilled to announce that we are significantly improving the Forest Annex. We began the week of February 17, 2025; we will start painting the building to enhance its appearance and give it a vibrant, refreshed look. The upcoming slides will proudly showcase the impressive work that has been accomplished.

Forest Annex

- Some before pictures
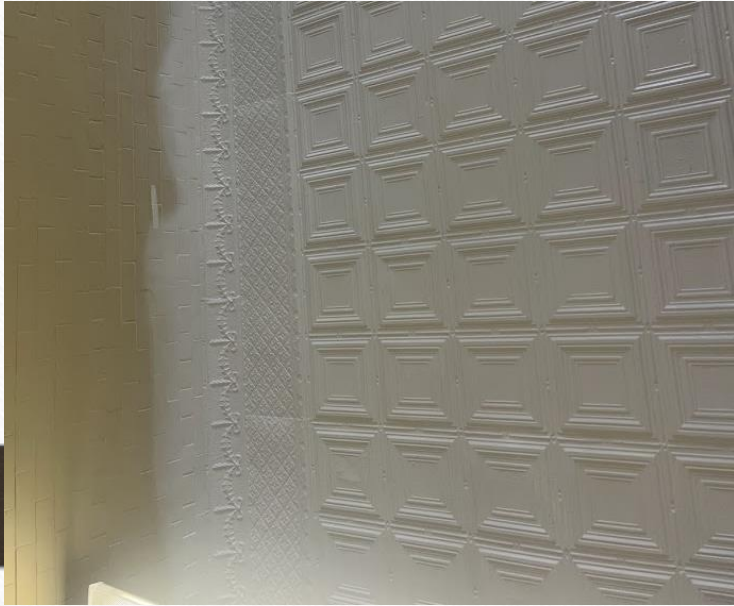
Forest Street Annex

Forest Street Annex

- Painted the stairwells

Forest Annex
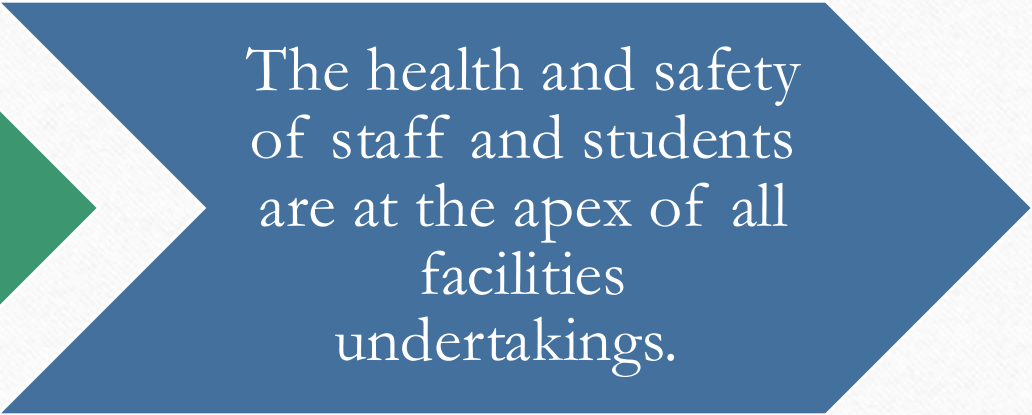
In the Month of March 2025

- The team and I, under the direction of Mr. Ballard, will continue to meet with the Schools Development Authority and Terminal Construction to make sure that there is progress related to the Construction at the Orange High School Punch-list items and the Cleveland Street School Project.

Reminder from the Office of Facilities

We will continue to update the community, staff, and Board of Education members of all progress.

The health and safety of staff and students are at the apex of all facilities undertakings.

PARENT TEACHER CONFERENCES

Orange Township Public School District
2024-2025 Interim & Marking Period Report Card - Grade Posting Window Schedule
as of July 11, 2024

Reporting Period	Marking Period Start Date	Marking Period End Date	Posting Window Opened	Posting Window Closed	Distribution
Interim Report Card 1	Friday, 9/6/24	Tuesday, 10/8/24	Tuesday 10/1/24	Friday 10/11/24 4:00pm	Thursday 10/15/24 End of Day
MP1 Report Card	Friday, 9/6/24	Wednesday, 11/13/24	Tuesday 11/5/24	Friday 11/15/24 4:00pm	Conferences (Prek-7) 11/18/24 1:15-4:00 (Prek-7) 11/19/24 5:30-7:30 (8-12) 11/20/24 1:15-4:00 (8-12) 11/21/24 5:30-7:00
Interim Report Card 2	Thursday, 11/14/24	Wednesday 12/18/24	Monday 12/9/24	Thursday 12/19/24 4:00pm	Friday 12/20/24 End of Day
MP2 Report Card	Thursday, 11/14/24	Friday 1/31/25	Friday 1/24/25	Wednesday 2/5/25 4:00pm	Friday 2/7/25 End of Day
Interim Report Card 3	Monday 2/3/25	Monday 3/10/25	Friday 2/28/25	Thursday 3/13/25 4:00pm	Conferences (8-12) 3/24/25 1:15-4:00 (8-12) 3/25/25 5:30-7:30 (Prek-7) 3/26/25 5:30-7:30 (Prek-7) 3/27/25 1:15-4:00
MP3 Report Card	Monday, 2/3/25	Monday, 4/14/25	Monday 4/7/25	Monday 4/28/25 4:00pm	Wednesday, 4/30/25 End of Day
Interim Report Card 4	Tuesday, 4/15/25	Friday, 5/23/25	Thursday 5/15/25	Monday 6/2/25 4:00pm	Wednesday 6/4/25 End of Day
MP4 Report Card	Friday, 4/15/25	Friday, 6/27/25	Friday 6/13/25	Thursday 6/19/25 3:00pm	Friday 6/27/25 12:30 PM

Dates are subject to change at the discretion of the Superintendent of Schools

Reminder: The Orange
App Have you signed up?
You know I am sending blasts out for folks to sign up…Stay Tuned

Orange Public Schools Social Media

Social Media Hashtags:

#GoodtoGreat

#MovingintoGreatness

#OrangeStrong

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