



FOREST STREET ELEMENTARY SCHOOL
2016-2017


Grade Span 3F-07

13-3880-080
ESSEX
CITY OF ORANGE TWP
651 FOREST ST
ORANGE, NJ 07050

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



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Enrollment Trends by Grade

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.

Grade	2014-15	2015-16	2016-17
PK	30	31	30
KG	63	55	49
1	50	61	52
2	50	51	61
3	40	49	44
4	49	45	47
5	41	44	45
6	33	38	41
7	40	31	30
Ungraded	2	1	0
Total	398	406	399

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	49%	49%
Male	54%	52%	51%
Economically Disadvantaged Students	85%	72%	72%
Students with Disabilities	9%	7%	7%
English Learners	10%	12%	9%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Black or African American	62.7%
Hispanic	37.1%
American Indian or Alaska Native	0.0%
Asian	0.0%
Native Hawaiian or Pacific Islander	0.0%
White	0.0%
Two or More Races	0.3%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	31	31	30
KG - Half Day	0	0	0
KG - Full Day	62	55	49

Enrollment by Home Language

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

Home Language	% of Students
English	54.1%
Spanish	29.8%
Haitian	10.3%
Creoles and pidgins, French-based	1.3%
French	1.0%
Other	3.8%



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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	203	100.0	45.30	31.40	54.90	45.3	42.2	Met Target
White	N	N	*	33.30	63.90	*	**	**
Hispanic	73	100.0	43.80	*	39.80	43.8	40.3	Met Target
Black or African American	130	100.0	46.20	*	35.20	46.2	43.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	*	42.90	80.70	*	**	**
American Indian or Alaska Native	N	N	*	0.00	53.70	*	**	**
Two or More Races	N	N	*	50.00	54.90	*	**	**
Female	97	100.0	52.50	*	62.20	52.5		
Male	106	100.0	38.60	*	48.10	38.6		
Economically Disadvantaged Students	143	100.0	42.70	*	36.20	42.7	41.9	Met Target
Non-Economically Disadvantaged Students	60	100.0	51.70	*	65.80	51.7		
Students with Disabilities	*	*	*	9.80	20.50	*	**	**
Students without Disabilities	*	*	*	36.00	61.90	*		
English Learners	62	100.0	38.80	20.50	25.20	38.8	25.1	Met Target
Non-English Learners	141	100.0	48.20	35.40	57.40	48.2		
Homeless Students	*	*	*	19.30	26.40	*		
Students In Foster Care	*	*	*	14.20	24.80	*		
Military-Connected Students	N	N	*	0.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

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



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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	44	740	725	749	25%	*	*	43%	*	48%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	14	745	727	734	*	0%	*	*	*	50%	35%
Black or African American	30	738	724	731	*	*	*	43%	*	47%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	750	N	N	N	N	N	N	52%
Female	21	753	*	753	*	*	*	*	*	62%	55%
Male	23	729	*	744	*	*	*	*	*	35%	46%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	63%
Students with Disabilities	N	N	N	720	N	N	N	N	N	N	24%
Students without Disabilities	44	740	729	754	25%	*	*	43%	*	48%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	44	740	727	752	25%	*	*	43%	*	48%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	733	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	48	739	731	753	*	23%	31%	31%	*	35%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	22	732	731	740	*	*	*	*	*	32%	40%
Black or African American	26	744	731	736	*	*	39%	*	*	39%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	21	746	734	758	*	*	*	*	*	38%	61%
Male	27	733	728	748	*	*	*	*	*	33%	51%
Economically Disadvantaged Students	30	738	*	737	*	*	*	*	*	30%	36%
Non-Economically Disadvantaged Students	18	740	*	764	*	*	*	*	*	44%	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	710	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	754	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	45	745	734	755	*	*	38%	36%	*	40%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	12	740	732	743	*	*	*	*	0%	50%	44%
Black or African American	33	746	735	739	*	*	46%	30%	*	36%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	778	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	756	N	N	N	N	N	N	60%
Female	25	754	*	761	*	*	*	*	*	56%	66%
Male	20	734	*	749	*	*	*	*	*	20%	53%
Economically Disadvantaged Students	29	744	*	739	*	*	*	*	*	41%	40%
Non-Economically Disadvantaged Students	16	746	*	765	*	*	*	*	*	38%	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	756	*	*	*	*	*	*	60%
Homeless Students	*	*	*	732	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	730	N	N	N	N	N	N	36%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	42	752	739	751	0%	*	43%	38%	*	45%	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	18	752	740	740	0%	*	*	*	*	44%	38%
Black or African American	24	753	739	735	0%	*	*	*	*	46%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	18	754	*	758	0%	*	*	*	*	44%	61%
Male	24	751	*	745	0%	*	*	*	*	46%	46%
Economically Disadvantaged Students	28	753	*	737	0%	*	*	*	*	43%	34%
Non-Economically Disadvantaged Students	14	750	*	760	0%	*	*	*	*	50%	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	757	*	*	*	*	*	*	61%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	55%
Migrant Students	N	N	N	721	N	N	N	N	N	N	20%

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	31	760	736	756	*	*	*	42%	*	65%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	10	754	732	741	*	*	*	*	*	60%	44%
Black or African American	21	762	738	737	0%	*	*	48%	*	67%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	783	N	N	N	N	N	N	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Female	14	758	745	764	*	*	*	*	*	64%	68%
Male	17	761	727	748	*	*	*	*	*	65%	51%
Economically Disadvantaged Students	21	758	*	738	*	*	*	*	*	57%	40%
Non-Economically Disadvantaged Students	10	762	*	765	*	*	*	*	*	80%	70%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	763	*	*	*	*	*	*	67%
English Learners	*	*	*	700	*	*	*	*	*	*	*
Non-English Learners	*	*	*	757	*	*	*	*	*	*	*
Homeless Students	*	*	*	730	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

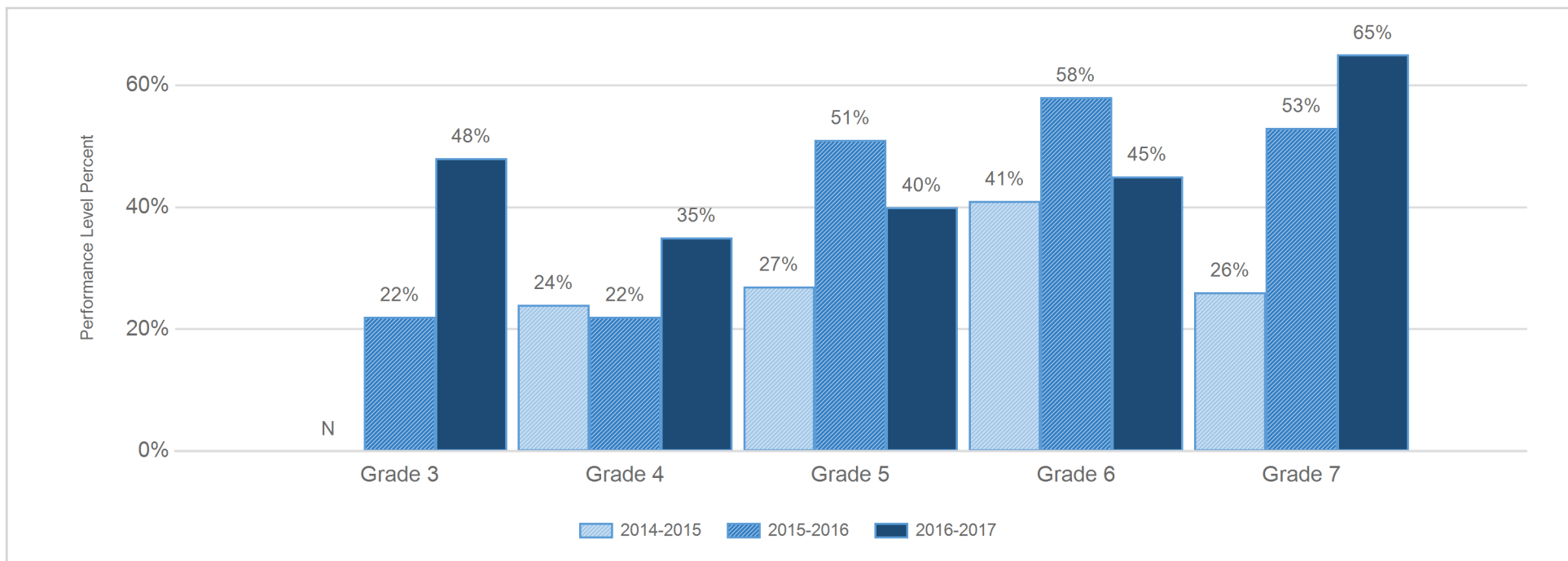


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English Language Arts/Literacy Assessment - Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment 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	203	100.0	22.70	19.20	43.50	22.7	25.1	Met Target†
White	N	N	*	33.30	52.40	*	**	**
Hispanic	73	100.0	21.90	21.10	27.60	21.9	25	Met Target†
Black or African American	130	100.0	23.10	*	21.70	23.1	25.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	*	30.00	75.60	*	**	**
American Indian or Alaska Native	N	N	*	0.00	42.50	*	**	**
Two or More Races	N	N	*	14.30	44.90	*	**	**
Female	97	100.0	21.60	21.50	44.10	21.6		
Male	106	100.0	23.60	17.30	42.90	23.6		
Economically Disadvantaged Students	143	100.0	21.00	20.00	25.10	21	24.9	Met Target†
Non-Economically Disadvantaged Students	60	100.0	26.70	17.70	54.30	26.7		
Students with Disabilities	*	*	*	6.10	16.50	*	**	**
Students without Disabilities	*	*	*	21.90	48.80	*		
English Learners	62	100.0	22.60	14.90	23.30	22.6	25.1	Met Target†
Non-English Learners	141	100.0	22.70	20.90	45.20	22.7		
Homeless Students	*	*	*	6.30	16.40	*		
Students In Foster Care	*	*	*	13.30	15.10	*		
Military-Connected Students	N	N	*	0.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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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.

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	44	730	728	750	*	36%	30%	25%	*	25%	53%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	14	734	732	738	*	*	*	*	0%	36%	37%
Black or African American	30	728	726	733	*	40%	33%	*	0%	20%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	778	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	750	N	N	N	N	N	N	53%
Female	21	737	*	751	*	*	*	*	0%	33%	52%
Male	23	724	*	750	*	*	*	*	0%	17%	53%
Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	728	N	N	N	N	N	N	29%
Students without Disabilities	44	730	731	754	*	36%	30%	25%	*	25%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	44	730	730	753	*	36%	30%	25%	*	25%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	725	N	N	N	N	N	N	35%



FOREST STREET ELEMENTARY SCHOOL
2016-2017
Grade Span 3F-07

13-3880-080
 ESSEX
 CITY OF ORANGE TWP
 651 FOREST ST
 ORANGE, NJ 07050

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	50	724	725	746	22%	26%	28%	24%	0%	24%	47%
White	N	N	N	754	N	N	N	N	N	N	59%
Hispanic	23	718	728	734	*	*	*	*	0%	17%	30%
Black or African American	27	728	723	729	*	*	*	*	0%	30%	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	773	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	22	724	725	746	*	*	*	*	0%	27%	47%
Male	28	724	725	746	*	*	*	*	0%	21%	48%
Economically Disadvantaged Students	32	720	*	731	*	*	*	*	0%	16%	27%
Non-Economically Disadvantaged Students	18	730	*	756	*	*	*	*	0%	39%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	49%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



**FOREST STREET ELEMENTARY SCHOOL
2016-2017**

Grade Span 3F-07

13-3880-080
ESSEX
CITY OF ORANGE TWP
651 FOREST ST
ORANGE, NJ 07050

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	45	731	725	746	*	31%	44%	*	0%	20%	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	12	727	725	734	*	*	*	*	0%	17%	30%
Black or African American	33	733	725	728	*	*	49%	*	0%	21%	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	746	N	N	N	N	N	N	47%
Female	25	733	*	747	*	*	*	*	0%	20%	47%
Male	20	729	*	746	*	*	*	*	0%	20%	46%
Economically Disadvantaged Students	29	733	*	732	*	*	*	*	0%	21%	27%
Non-Economically Disadvantaged Students	16	727	*	756	*	*	*	*	0%	19%	59%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	720	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	715	N	N	N	N	N	N	18%



**FOREST STREET ELEMENTARY SCHOOL
2016-2017**

Grade Span 3F-07

13-3880-080
ESSEX
CITY OF ORANGE TWP
651 FOREST ST
ORANGE, NJ 07050

Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	42	727	722	743	*	29%	43%	*	0%	17%	44%
White	N	N	N	750	N	N	N	N	N	N	54%
Hispanic	18	729	724	730	*	*	*	*	0%	17%	27%
Black or African American	24	726	721	724	*	*	*	*	0%	17%	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	770	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	744	N	N	N	N	N	N	46%
Female	18	726	*	744	*	*	*	*	0%	11%	45%
Male	24	728	*	742	*	*	*	*	0%	21%	43%
Economically Disadvantaged Students	28	726	*	728	*	*	*	*	0%	11%	24%
Non-Economically Disadvantaged Students	14	729	*	752	*	*	*	*	0%	29%	56%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	744	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**FOREST STREET ELEMENTARY SCHOOL
2016-2017**

13-3880-080
ESSEX
CITY OF ORANGE TWP
651 FOREST ST
ORANGE, NJ 07050

Grade Span 3F-07

Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	33	735	724	741	*	*	36%	*	*	27%	40%
White	N	N	N	748	N	N	N	N	N	N	49%
Hispanic	11	735	724	729	0%	*	*	*	0%	27%	23%
Black or African American	22	735	724	726	*	*	*	*	*	27%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	764	N	N	N	N	N	N	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	15	729	727	742	*	*	*	*	*	*	41%
Male	18	740	720	739	*	*	*	*	*	*	38%
Economically Disadvantaged Students	21	738	725	728	*	*	*	*	*	33%	22%
Non-Economically Disadvantaged Students	12	730	721	748	*	*	*	*	*	17%	50%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	11%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	45%
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

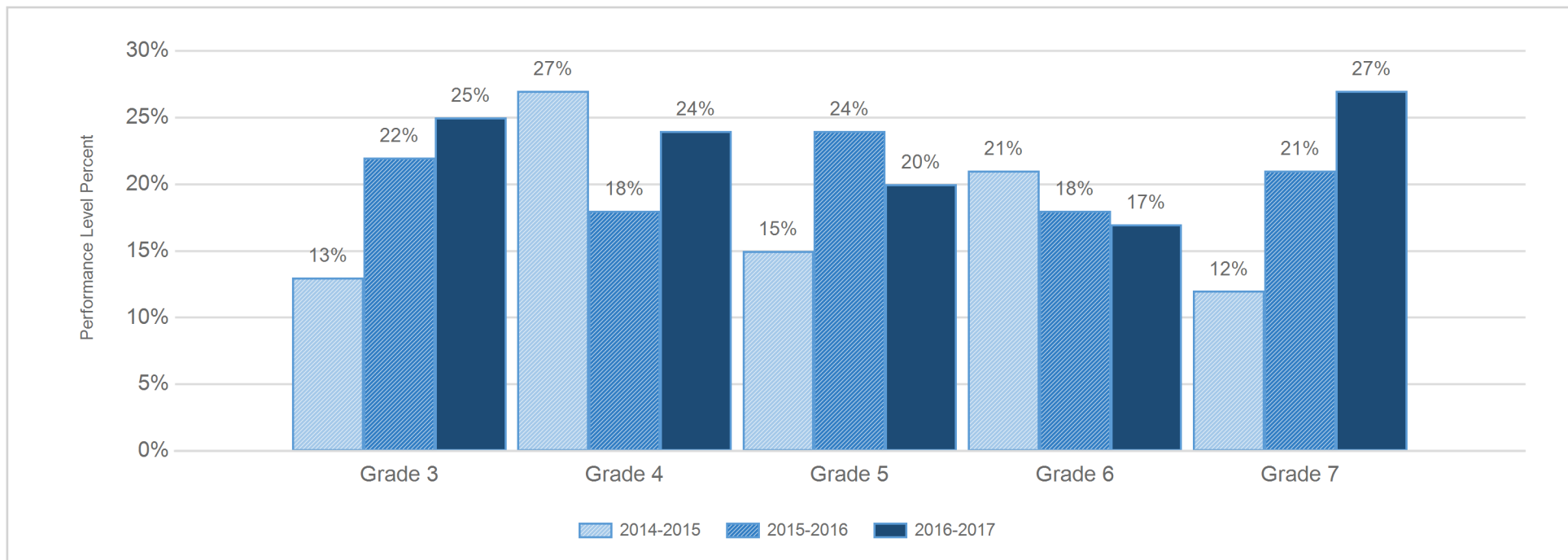


FOREST STREET ELEMENTARY SCHOOL
2016-2017
Grade Span 3F-07

13-3880-080
 ESSEX
 CITY OF ORANGE TWP
 651 FOREST ST
 ORANGE, NJ 07050

Mathematics Assessment – Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



FOREST STREET ELEMENTARY SCHOOL
2016-2017

Grade Span 3F-07

13-3880-080
 ESSEX
 CITY OF ORANGE TWP
 651 FOREST ST
 ORANGE, NJ 07050

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	N	N
4	N	N
5	N	N
6	N	N
7	N	N

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	13	*	*
4	*	*	*
5+	*	*	*



**FOREST STREET ELEMENTARY SCHOOL
2016-2017**

Grade Span 3F-07

13-3880-080

ESSEX

CITY OF ORANGE TWP

651 FOREST ST

ORANGE, NJ 07050

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.

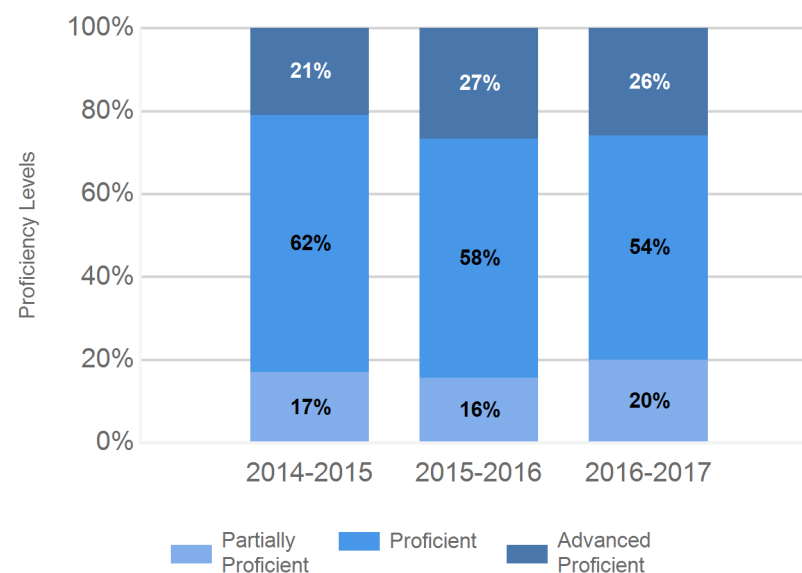
NJASK Science Assessment Performance: Grade 4

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	26%	54%	20%
White	N	N	N
Hispanic	17%	65%	17%
Black or African American	33%	44%	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	20%	63%	17%
Students with Disabilities	N	N	N
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





FOREST STREET ELEMENTARY SCHOOL
2016-2017

Grade Span 3F-07

13-3880-080
ESSEX
CITY OF ORANGE TWP
651 FOREST ST
ORANGE, NJ 07050

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	73	54	50	Exceeds Target	62	50	50	Exceeds Target
White	N	N	N	N	N	N	N	N
Hispanic	75	59	49	Exceeds Target	65.5	*	47	Exceeds Target
Black or African American	70	*	45	Exceeds Target	55	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	71.5	55	47	Exceeds Target	62	51	46	Exceeds Target
Students with Disabilities	*	55	41	**	*	48	43	**
English Learners	80	*	53	Exceeds Target	62	50	51	Exceeds Target

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



FOREST STREET ELEMENTARY SCHOOL
2016-2017
Grade Span 3F-07

13-3880-080
 ESSEX
 CITY OF ORANGE TWP
 651 FOREST ST
 ORANGE, NJ 07050

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:

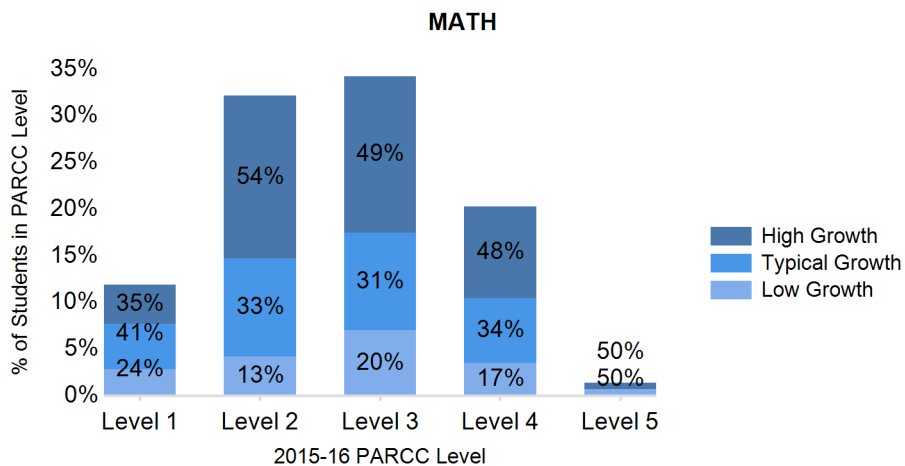
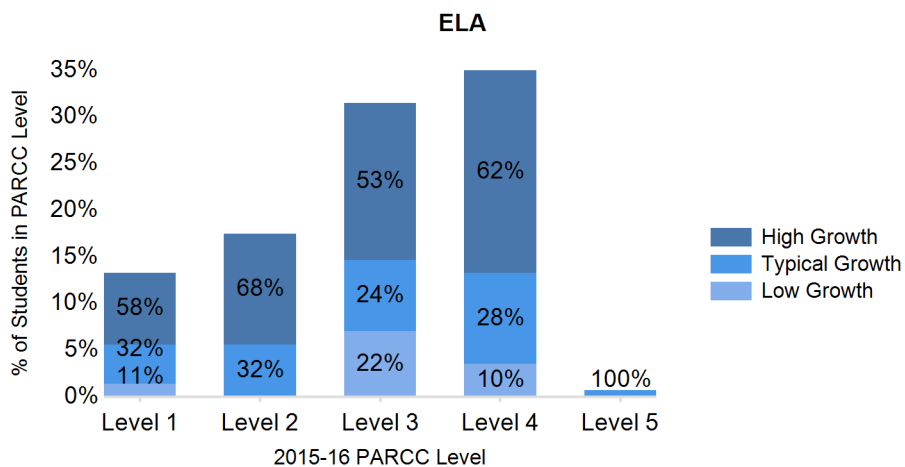
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

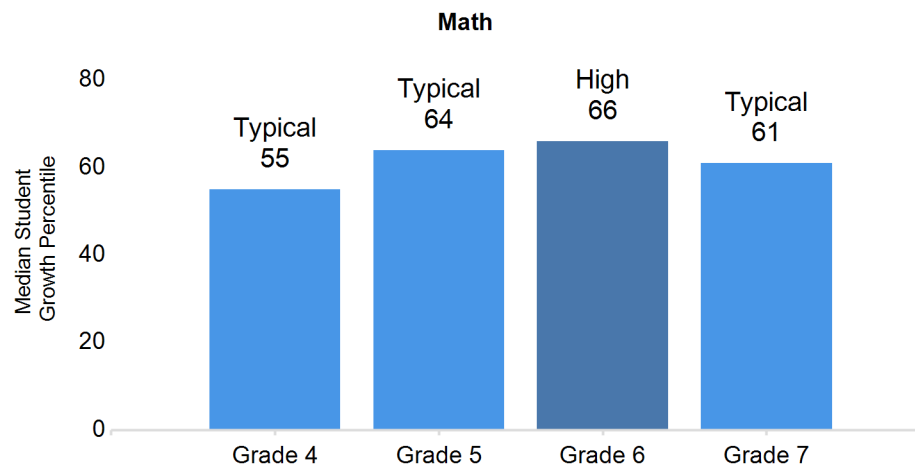
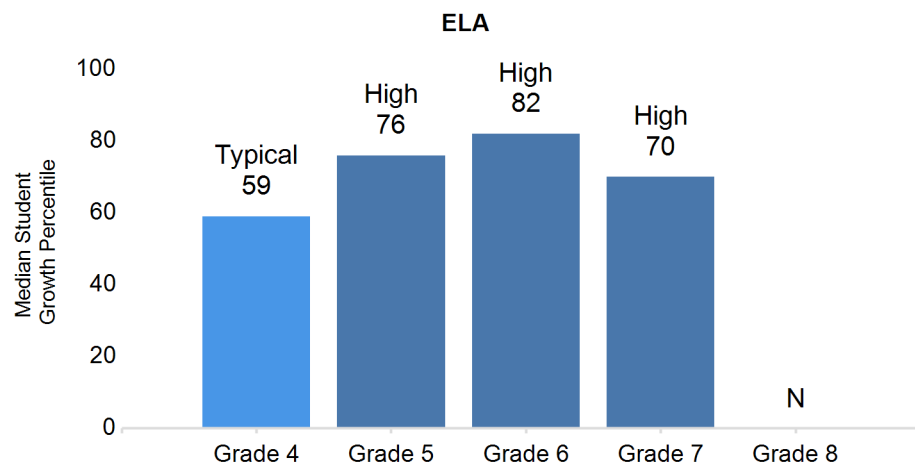
Student Growth by Performance Level

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.



An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



**FOREST STREET ELEMENTARY SCHOOL
2016-2017**

Grade Span 3F-07

13-3880-080
ESSEX
CITY OF ORANGE TWP
651 FOREST ST
ORANGE, NJ 07050

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	46
7	0	0	34
Schoolwide	0	0	80

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	24
7	0	0	0	0	0	0	34
Schoolwide	0	0	0	0	0	0	58
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



FOREST STREET ELEMENTARY SCHOOL
2016-2017
Grade Span 3F-07

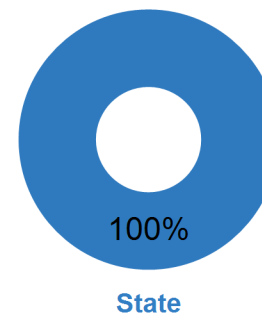
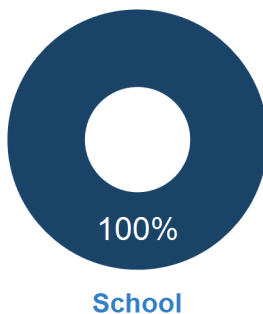
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Visual and Performing Arts – Course Participation

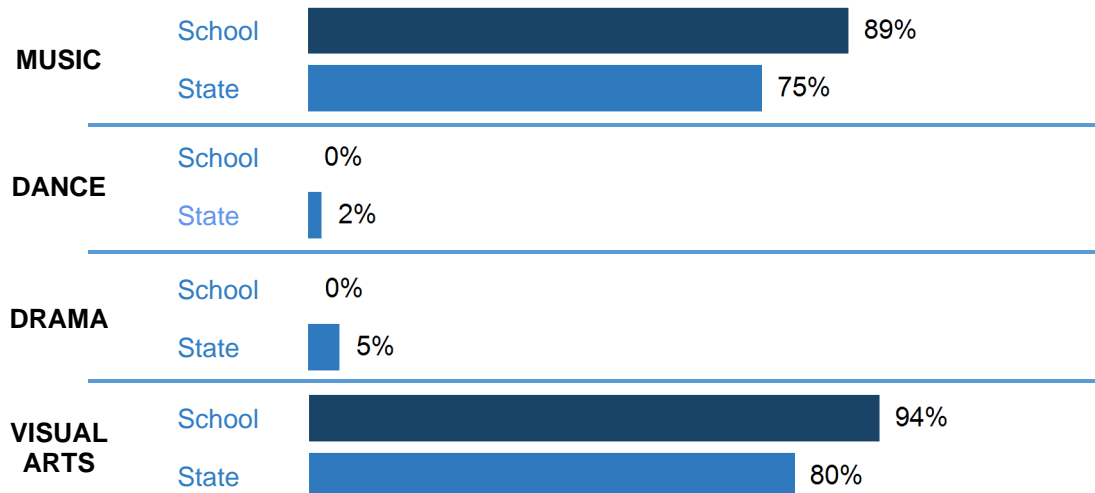
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





**FOREST STREET ELEMENTARY SCHOOL
2016-2017**

Grade Span 3F-07

13-3880-080
ESSEX
CITY OF ORANGE TWP
651 FOREST ST
ORANGE, NJ 07050

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

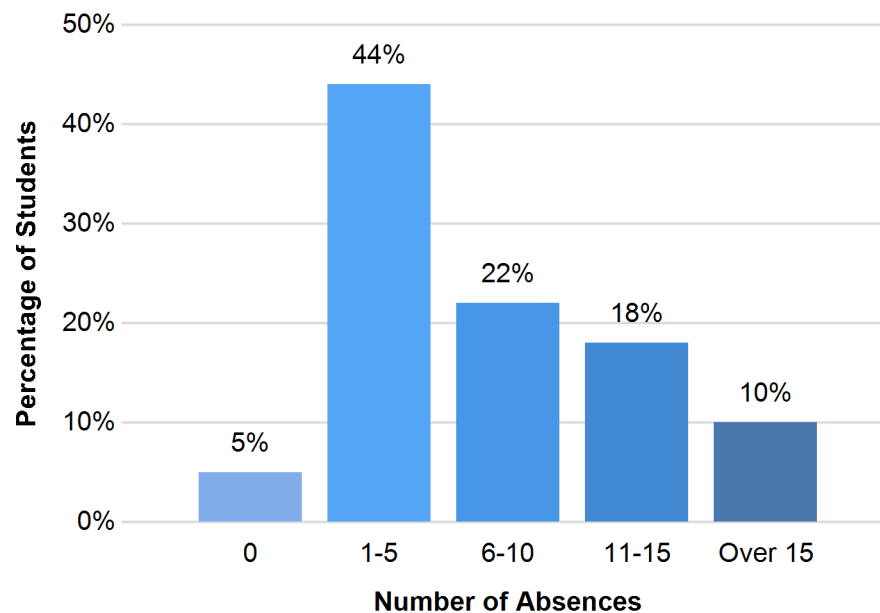
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.40	8.40	Met Target
White	N	**	**
Hispanic	5.10	8.40	Met Target
Black or African American	7.20	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	6.80	8.40	Met Target
Students with Disabilities	4.20	8.40	Met Target
English Learners	3.30	8.40	Met Target

** 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.



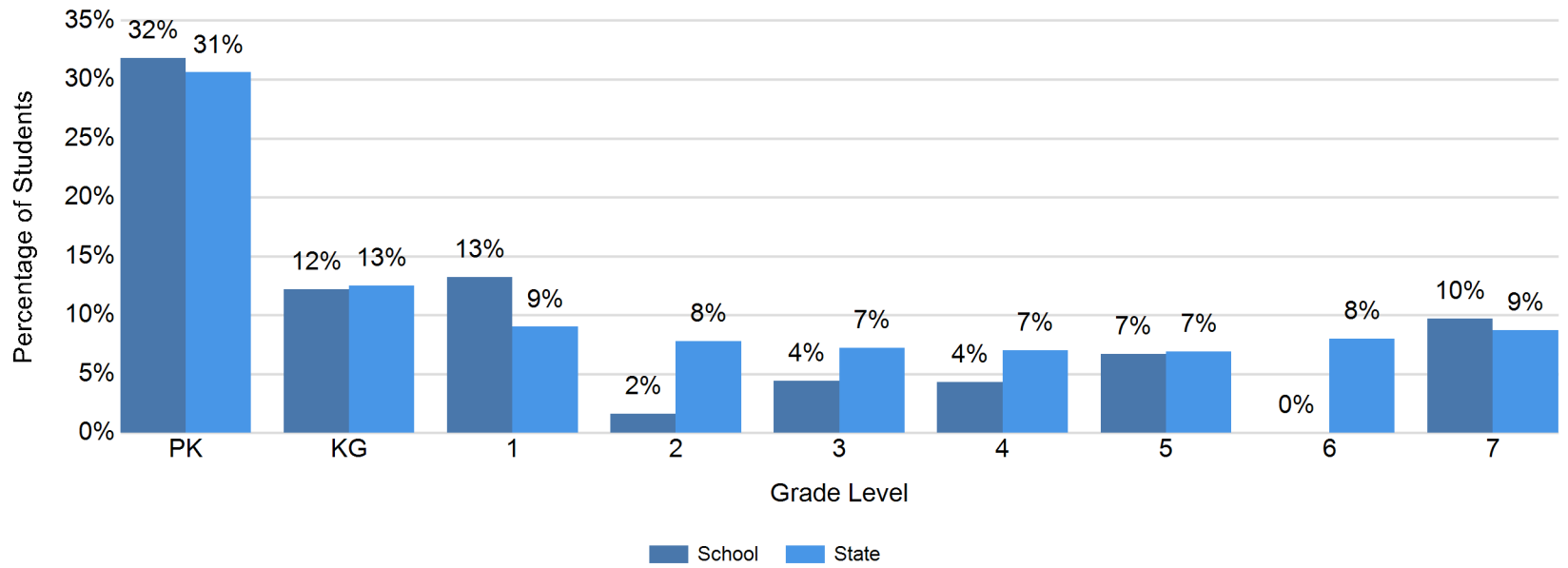


FOREST STREET ELEMENTARY SCHOOL
2016-2017
Grade Span 3F-07

13-3880-080
 ESSEX
 CITY OF ORANGE TWP
 651 FOREST ST
 ORANGE, NJ 07050

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.





FOREST STREET ELEMENTARY SCHOOL
2016-2017

Grade Span 3F-07

13-3880-080
ESSEX
CITY OF ORANGE TWP
651 FOREST ST
ORANGE, NJ 07050

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	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	7 Hrs. 0 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	3
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.00

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	0.8%
Out-of-School Suspensions	5.3%
Any Suspension	6.0%

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



FOREST STREET ELEMENTARY SCHOOL
2016-2017

Grade Span 3F-07

13-3880-080
 ESSEX
 CITY OF ORANGE TWP
 651 FOREST ST
 ORANGE, NJ 07050

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	1:0.6	176.2 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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	\$990	\$15,718	\$16,708



**FOREST STREET ELEMENTARY SCHOOL
2016-2017**

Grade Span 3F-07

13-3880-080
ESSEX
CITY OF ORANGE TWP
651 FOREST ST
ORANGE, NJ 07050

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 and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	34	121,048
Average years experience in public schools	6.7	11.8
Average years experience in district	6.1	10.5
Teachers in district for 4 or more years	56%	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	54	9,533
Average years experience in public schools	13.1	15.9
Average years experience in district	10.0	11.6
Administrators in district for 4 or more years	74%	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	12:1	12:1
Administrators	200:1	105:1
Librarian/Media Specialists		710:1
Nurses		516:1
Counselors		516:1
Child Study Team		210:1



FOREST STREET ELEMENTARY SCHOOL
2016-2017
Grade Span 3F-07

13-3880-080
 ESSEX
 CITY OF ORANGE TWP
 651 FOREST ST
 ORANGE, NJ 07050

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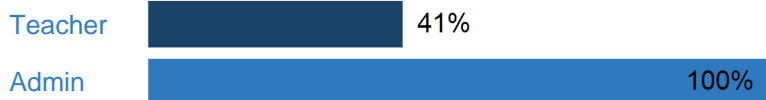
Teachers and Administrators - Level of Education

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	81%	89%
2015-16 Administrators: Same district 2016-17	91%	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%



FOREST STREET ELEMENTARY SCHOOL
2016-2017
Grade Span 3F-07

13-3880-080
 ESSEX
 CITY OF ORANGE TWP
 651 FOREST ST
 ORANGE, NJ 07050

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	42	17.5%
Mathematics Proficiency	17	17.5%
English Language Arts Growth	98	25%
Mathematics Growth	87	25%
Chronic Absenteeism	70	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		67
Summative Rating: Percentile rank of Summative Score		76 th
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.



**FOREST STREET ELEMENTARY SCHOOL
2016-2017**

Grade Span 3F-07

13-3880-080
ESSEX
CITY OF ORANGE TWP
651 FOREST ST
ORANGE, NJ 07050

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	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	N/A	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
White	**	No	**	**	**	**	**	No
Hispanic	72	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
Black or African American	79	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	75	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
Students with Disabilities	**	No	**	**	Met Target	**	**	No
English Learners	79	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No

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† Target was met within a confidence interval.



FOREST STREET ELEMENTARY SCHOOL
2016-2017
Grade Span 3F-07




13-3880-080
 ESSEX
 CITY OF ORANGE TWP
 651 FOREST ST
 ORANGE, NJ 07050

School General Info

Principal:	Ms. COOKE	Email Address:	cookeyan@mail.orange.k12.nj.us
Address:	651 FOREST ST ORANGE, NJ 07050	Website:	www.orange.k12.nj.us
Phone:	(973)677-4120	Facebook:	N/A
		Twitter:	N/A

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"> • Disney Grant Recipients • Middle States Accredited • Common Sense Technology Accredited
 <p>Mission, Vision, Theme:</p>	<p>To ensure that Forest Street School produces lifelong learners and leaders, we must provide a safe environment that educates the mind, motivate the body, cultivate the spirit, as we teach with our heart. Through the full collaboration of school personnel, parents, and the community, Forest Street School is committed to nurturing a generation of formidable global competitors and leaders.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Superintendent of Schools Achievement Award for exceeding the PARCC State Average on the 16-17 ELA on sixth grade level, attained the highest student growth percentile in the district on the 16-17 PARCC, placing 1st and 3rd in the district's Game 24 Competition and 1st in the district's MS Math Olympics and ten 4th-7th grade students participate in the NJIT Center for Pre College STEM Camp in 15-16 and 16-17.</p>







**FOREST STREET ELEMENTARY SCHOOL
2016-2017**

Grade Span 3F-07

13-3880-080
ESSEX
CITY OF ORANGE TWP
651 FOREST ST
ORANGE, NJ 07050

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 <p>Courses, Curriculum, Instruction:</p>	<p>All students participate in a 90 min. block for ELA and Math. For ELA grades K-2 utilize the Read Aloud Project, Message Time Plus and Units of Study (Lucy Calkins) for grades 3-7 we utilize Expeditionary Learning. For Math grades K-7 utilize Math in Focus, Moby Max and Ten Marks. Foss is the science program used for gr. K-4 and Pearson Series is used for SS K-7.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: 2016-17 6th/7th District Basketball Champions. Sponsored a Girls on the Run program from 2015 to present.</p>
 <p>Clubs and Activities:</p>	<p>Cheerleading, band, chorus, robotics, art club, book club, Disney Kids Theater Club.</p>
 <p>Before and After School Programs:</p>	<p>In the mornings during our "zero period" we provided an intervention program for English Language Arts and Mathematics. Students in the fourth (ELA only) through seventh grade were identified based on an initial screening and teacher recommendation. In addition, there was a mandatory MicroSociety after-school entrepreneurial program where all students in grades kindergarten through seventh grade owned and operated their own businesses.</p>







FOREST STREET ELEMENTARY SCHOOL
2016-2017
Grade Span 3F-07

13-3880-080
 ESSEX
 CITY OF ORANGE TWP
 651 FOREST ST
 ORANGE, NJ 07050

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 <p>Staff and Professional Learning:</p>	<p>Administration and instructional staff receive on-going district and building level PD. In addition, instructional staff members are provided with opportunities to participate in collegial walkthroughs to support teacher practice. Staff members are encouraged to participate in external professional development opportunities.</p>
 <p>Student Supports and Services:</p>	<p>The supports and services that have been provided are: ESL services, Special Education services, Intervention and Referral Services, Speech, counseling.</p>
 <p>Student Health and Wellness:</p>	<p>We currently a Healthy Eating Breakfast and Lunch Program. We have had a two year partnership with Foodcorp. Our students participate in a min. of 180 minutes per week in physical activity consisting of physical education and recess.</p>
 <p>Parent and Community Involvement:</p>	<p>We have hosted several parent and community events to ensure there is an on-going relationship with all stakeholders: Open House, Back to School Kick-Off, Shadow Day, Grandparents Day, Hispanic Heritage Fiesta, Thanksgiving Feast, Forest Cares Drives, Winter/Spring Concert, Career Day, College Week, Mother/Son Brunch, Daddy Daughter Dance, Multicultural Day and Community Agency Events.</p>



FOREST STREET ELEMENTARY SCHOOL
2016-2017
Grade Span 3F-07

13-3880-080
ESSEX
CITY OF ORANGE TWP
651 FOREST ST
ORANGE, NJ 07050

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers

The school climate survey is a New Jersey State tool completed in the fall and the spring. The results of the survey are shared with the School Management Team and action plans are developed to address any areas in need of improvement.



**FOREST STREET ELEMENTARY SCHOOL
2016-2017**

Grade Span 3F-07

13-3880-080
ESSEX
CITY OF ORANGE TWP
651 FOREST ST
ORANGE, NJ 07050

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School Highlights: The school day begins at 8:30 am and ends at 3:00 pm for all Kindergarten through second grade students. Our third through seventh grade students participate in our mandatory Achieve Program which provides interventions and enrichment. There is a sibling class available for kindergarten through second grade siblings where homework support and interventions are provided. With a balance of small group instruction, whole group instruction and individual student choice our academic day and Achieve program have been successfully meeting student needs. The school has a School Safety Team that meets once a quarter to ensure that the building, students and staff are safe. Each classroom has a Smart Board, Mimo, Chromebook access, sand desk top computers. We communicate with the community and families in multiple languages using weekly phone blast, staff webpages, letters, surveys, parent meetings, class dojo, email, flyers, etc.



Other Information: