



State of New Jersey
2014-15

OVERVIEW

ESSEX
EAST ORANGE

GRADE SPAN KG-05

13-1210-190
JOHNNIE L. COCHRAN JR. ACADEMY
190 MIDLAND AVENUE
EAST ORANGE, NJ 07017

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

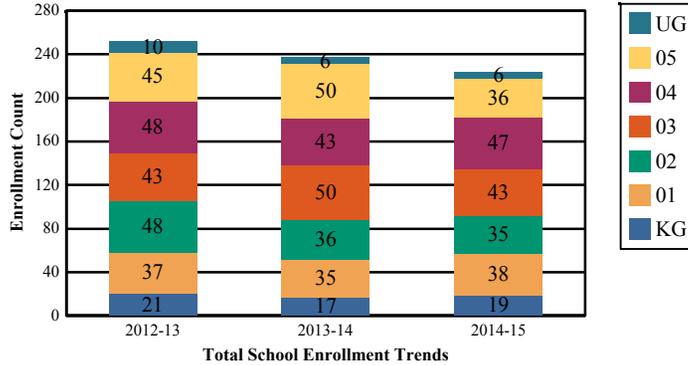
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Enrollment by Grade

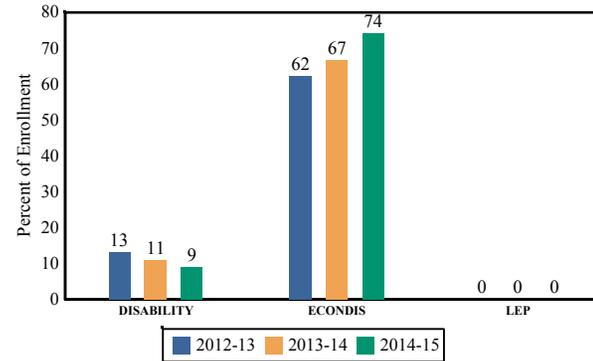
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

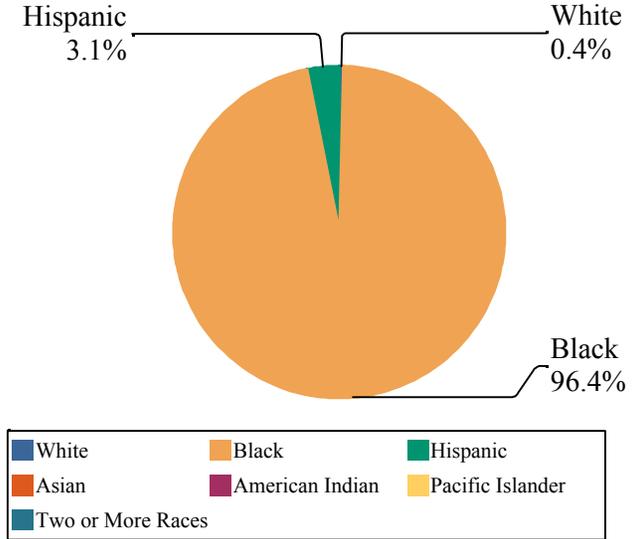
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

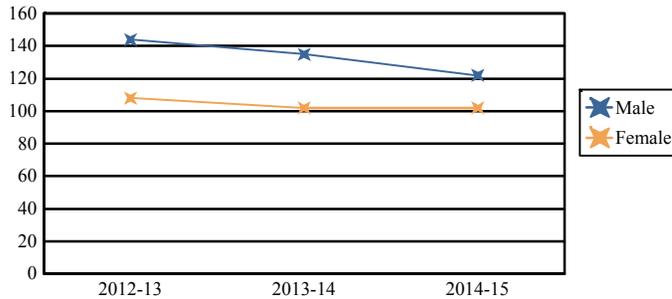
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	252
2013-14	237
2014-15	224

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	20	9%
Economically Disadvantaged Students	166	74.1%
English Language Learners	0	0.0%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	98.7%
French	0.4%
Ido	0.4%
Arabic	0.4%

	Male	Female
2012-13	144	108
2013-14	135	102
2014-15	122	102

ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	48%	84	40
Math Met or Exceeded Expectation	37%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	98	47.9%	95%	83.8%	YES*
White	-	-	--	--	--
African American	96	48%	95%	84.3%	YES*
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	73	38.3%	95%	83.7%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	98	36.7%	95%	83.8%	YES*
White	-	-	--	--	--
African American	96	35.4%	95%	84.3%	YES*
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	73	31.5%	95%	83.7%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

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PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	34	760	744	6%	24%	24%	29%	18%	47%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	34	760	725	6%	24%	24%	29%	18%	47%	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	25	747	724	8%	28%	28%	24%	12%	36%	24%

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PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	37	753	751	3%	14%	27%	41%	16%	57%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	35	753	733	3%	14%	26%	43%	14%	57%	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	25	743	734	4%	16%	40%	28%	12%	40%	31%

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PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	27	737	751	11%	22%	30%	37%	0%	37%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	27	737	734	11%	22%	30%	37%	0%	37%	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	23	737	734	9%	26%	26%	39%	0%	39%	31%

PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	34	748	746	6%	24%	26%	26%	18%	44%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	34	748	728	6%	24%	26%	26%	18%	44%	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	25	740	730	4%	32%	36%	16%	12%	28%	26%

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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	37	740	744	5%	27%	32%	27%	8%	35%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	35	740	727	6%	29%	34%	26%	6%	31%	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	25	735	730	8%	32%	24%	28%	8%	36%	23%

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PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	27	734	744	11%	33%	26%	26%	4%	30%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	27	734	728	11%	33%	26%	26%	4%	30%	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	23	733	731	13%	30%	26%	26%	4%	30%	23%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

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NJASK Results - Science Grade Level - 04

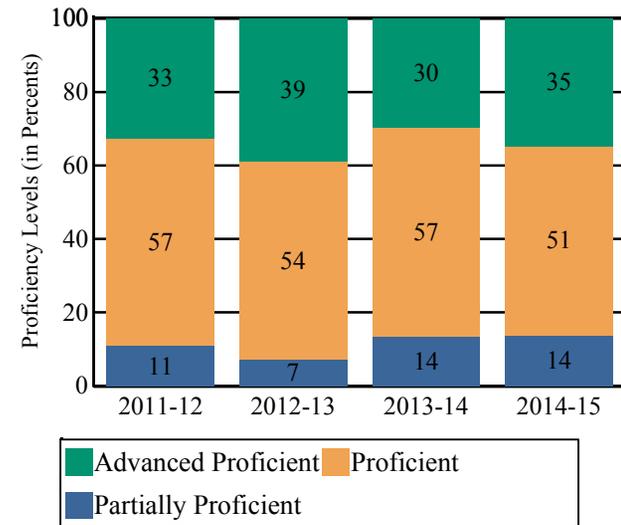
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	35%	51%	14%
White	-	-	-
African American	37%	49%	15%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	29%	54%	18%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

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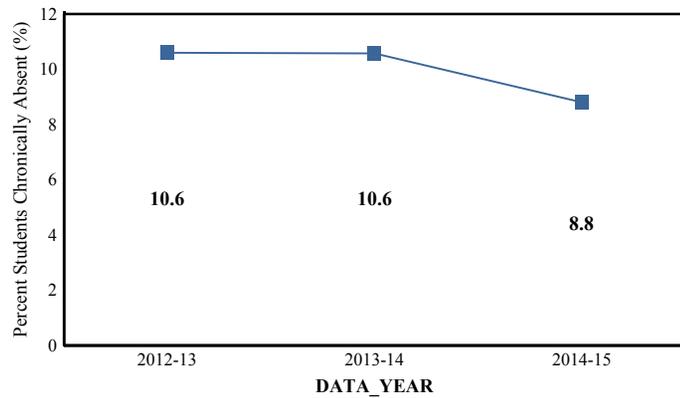
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

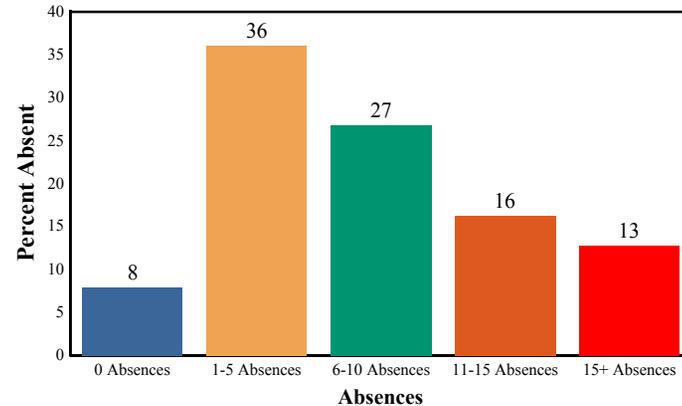
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	8.81%
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Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being ‘not present’ and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



0 Absences	1-5 Absences	6-10 Absences
11-15 Absences	15+ Absences	

STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	27	4	2	35	NO
Student Growth on Math	42	38	24	35	YES
		21	13		50%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	0%	0%
Partially Met	14%	5%	3%
Approached	19%	3%	5%
Met	14%	11%	14%
Exceeded	0%	0%	6%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	2%	0%
Partially Met	17%	9%	3%
Approached	14%	14%	6%
Met	6%	9%	9%
Exceeded	0%	0%	3%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	797	770
50th	743	743
25th	722	715
0th	683	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	75	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	832	850
75th	766	767
50th	743	745
25th	722	722
0th	692	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	45

WITHIN SCHOOL ACHIEVEMENT GAP

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Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	809	850
75th	766	773
50th	752	750
25th	728	728
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	794	850
75th	758	773
50th	734	751
25th	713	728
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	797	850
75th	755	764
50th	733	742
25th	718	721
0th	687	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	797	850
75th	754	763
50th	728	743
25th	718	723
0th	680	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	40

SCHOOL CLIMATE

ESSEX

EAST ORANGE

GRADE SPAN KG-05

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 25 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	3.6%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	10
Administrators	224

SCHOOL PEER GROUP

ESSEX
EAST ORANGE

GRADE SPAN KG-05

JOHNNIE L. COCHRAN JR. ACADEMY
190 MIDLAND AVENUE
EAST ORANGE, NJ 07017

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	EGG HARBOR CITY	CHARLES L. SPRAGG SCHOOL	01-1300-020	PK-03	76.7%	6.7%	18.3%
BERGEN	GARFIELD CITY	ABRAHAM LINCOLN SCHOOL #6	03-1700-080	PK-05	79.3%	6%	16.4%
BERGEN	GARFIELD CITY	ROOSEVELT SCHOOL #7	03-1700-100	PK-05	75%	5.6%	10.3%
BERGEN	LODI BOROUGH	ROOSEVELT SCHOOL	03-2740-080	PK-05	70.1%	10.3%	8%
CAMDEN	PENNSAUKEN TWP	DELAIR ELEMENTARY SCHOOL	07-4060-120	KG-04	76.4%	0.7%	13.7%
CHARTERS	BURCH CHARTER SCHOOL OF EXCELLENCE	BURCH CHARTER SCHOOL OF EXCELLENCE	80-6022-990	KG-05	71.2%	0%	1.4%
CHARTERS	INTERNATIONAL CS OF TRENTON	INTERNATIONAL CHARTER SCHOOL OF TRENTON	80-6810-940	KG-04	70%	0%	4.4%
CUMBERLANI	COMMERCIAL TWP	HALEYVILLE-MAURICETOWN ELEMENTARY SCHOOL	11-0950-025	PK-05	79.6%	0%	18.5%
CUMBERLANI	MILLVILLE CITY	R. M. BACON ELEMENTARY SCHOOL	11-3230-065	KG-05	79.4%	0%	17.7%
CUMBERLANI	MILLVILLE CITY	SILVER RUN ELEMENTARY SCHOOL	11-3230-100	KG-05	83.3%	0.4%	18.8%
CUMBERLANI	VINELAND CITY	MARIE DURAND ELEMENTARY SCHOOL	11-5390-135	KG-05	77.3%	7.9%	16.5%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS9	13-0250-090	KG-05	71.6%	0%	2.1%
ESSEX	CITY OF ORANGE TWP	HEYWOOD AVENUE ELEMENTARY SCHOOL	13-3880-090	PK-07	78.5%	5.2%	14.6%
ESSEX	EAST ORANGE	JOHNNIE L. COCHRAN JR. ACADEMY	13-1210-190	KG-05	74.1%	0%	8.5%
ESSEX	NEWARK CITY	HARRIET TUBMAN ELEMENTARY SCHOOL	13-3570-455	PK-06	76.8%	1.9%	17.2%
GLOUCESTER	WOODBURY CITY	EVERGREEN AVENUE ELEMENTARY SCHOOL	15-5860-090	PK-05	78.8%	1.4%	17.3%
GLOUCESTER	WOODBURY CITY	WALNUT STREET SCHOOL	15-5860-100	KG-05	74.3%	2%	13.9%
HUDSON	KEARNY TOWN	WASHINGTON ELEMENTARY SCHOOL	17-2410-120	PK-06	79.7%	2.9%	17.6%
HUDSON	WEST NEW YORK TOWN	PUBLIC SCHOOL NUMBER TWO	17-5670-065	PK-06	79.1%	2.5%	13%
MERCER	HAMILTON TWP	GEORGE E. WILSON ELEMENTARY SCHOOL	21-1950-105	PK-05	74.1%	4.1%	9.1%
MONMOUTH	ASBURY PARK CITY	BARRACK OBAMA ELEMENTARY SCHOOL	25-0100-020	KG-05	75.1%	6.6%	9.6%

SCHOOL PEER GROUP

JOHNNIE L. COCHRAN JR. ACADEMY
190 MIDLAND AVENUE
EAST ORANGE, NJ 07017

ESSEX
EAST ORANGE

GRADE SPAN KG-05

MONMOUTH	ASBURY PARK CITY	BRADLEY ELEMENTARY SCHOOL	25-0100-040	PK-05	83.3%	2.2%	19.1%
MONMOUTH	LONG BRANCH CITY	GREGORY ELEMENTARY SCHOOL	25-2770-110	01-05	78.8%	4%	15.6%
MORRIS	DOVER TOWN	ACADEMY STREET ELEMENTARY SCHOOL	27-1110-050	PK-06	76.1%	0.3%	8.9%
PASSAIC	CLIFTON CITY	SCHOOL #4	31-0900-110	KG-05	71.3%	4.2%	6.6%
SALEM	PENNS GRV-CARNEY'S PT REG	FIELD STREET SCHOOL	33-4070-090	01-03	71.3%	20%	13.1%
SALEM	PENNS GRV-CARNEY'S PT REG	PAUL W CARLETON	33-4070-080	04-05	72.4%	11.6%	13.8%
UNION	HILLSIDE TWP	HURDEN LOOKER SCHOOL	39-2190-080	03-04	71.9%	11.9%	9.7%
UNION	LINDEN CITY	NUMBER 4	39-2660-115	PK-05	70.3%	7.8%	8.3%
UNION	ROSELLE BORO	WASHINGTON ELEMENTARY SCHOOL	39-4540-050	01-04	71.2%	6.7%	6.7%
WARREN	PHILLIPSBURG TOWN	ANDOVER MORRIS ELEMENTARY SCHOOL	41-4100-060	03-05	77.6%	5.4%	19.7%