




REDWOOD ELEMENTARY SCHOOL  
2016-2017  
Grade Span KG-05

13-5680-160  
ESSEX  
WEST ORANGE TOWN  
75 REDWOOD AVE  
W ORANGE, NJ 07052-3623

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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

Grade	2014-15	2015-16	2016-17
KG	80	80	85
1	97	82	79
2	97	92	89
3	87	97	96
4	85	87	99
5	84	82	88
Ungraded	36	39	39
Total	566	559	575

Student Group	2014-15	2015-16	2016-17
Female	44%	45%	45%
Male	56%	55%	55%
Economically Disadvantaged Students	32%	30%	32%
Students with Disabilities	21%	21%	23%
English Learners	3%	2%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Black or African American	32.5%
White	28.5%
Hispanic	24.7%
Asian	7.1%
Native Hawaiian or Pacific Islander	0.7%
American Indian or Alaska Native	0.3%
Two or More Races	6.1%

PreK and K - Full Day and Half Day

Enrollment by Home Language

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

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	78	80	85

Home Language	% of Students
English	86.6%
Spanish	9.0%
Creoles and pidgins, French-based	1.0%
Other	3.3%



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**English Language Arts/Literacy Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	296	97.4	71.60	62.10	54.90	71.6	67.8	Met Target
White	83	96.6	81.90	*	63.90	81.9	76.9	Met Goal
Hispanic	69	97.2	66.70	51.00	39.80	66.7	60.2	Met Target
Black or African American	97	97.1	64.00	58.10	35.20	64	60	Met Target
Asian, Native Hawaiian, or Pacific Islander	26	100.0	84.60	83.00	80.70	84.6	80	Met Goal
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	21	100.0	66.60	76.80	54.90	66.6	N	N
Female	130	98.5	74.60	70.00	62.20	74.6		
Male	166	96.6	69.30	55.20	48.10	69.3		
Economically Disadvantaged Students	91	95.9	57.20	48.60	36.20	57.2	57.3	Met Target†
Non-Economically Disadvantaged Students	205	98.1	78.00	72.50	65.80	78		
Students with Disabilities	72	92.6	45.80	26.70	20.50	44.5	35.7	Met Target
Students without Disabilities	224	99.1	79.90	70.20	61.90	79.9		
English Learners	14	100.0	57.10	30.70	25.20	57.1	**	**
Non-English Learners	282	97.3	72.30	64.70	57.40	72.3		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	40.00	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	101	770	765	749	*	*	16%	55%	17%	71%	50%
White	36	781	782	759	0%	*	*	58%	*	81%	61%
Hispanic	22	764	*	734	*	*	*	46%	*	64%	35%
Black or African American	28	765	757	731	*	*	*	57%	*	71%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	36	781	771	754	*	*	*	50%	*	72%	55%
Male	65	764	759	745	*	*	*	57%	*	71%	46%
Economically Disadvantaged Students	22	760	*	731	*	*	*	46%	*	55%	31%
Non-Economically Disadvantaged Students	79	772	*	762	*	*	*	57%	*	76%	63%
Students with Disabilities	16	744	734	720	*	*	*	*	*	44%	24%
Students without Disabilities	85	775	770	755	*	*	*	*	*	77%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	770	765	753	*	*	16%	43%	29%	73%	56%
White	28	783	779	762	0%	*	*	39%	43%	82%	67%
Hispanic	18	770	*	740	0%	*	*	56%	*	78%	40%
Black or African American	37	751	756	737	*	*	*	43%	*	57%	36%
Asian, Native Hawaiian, or Pacific Islander	12	796	791	777	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	50	778	771	758	*	*	*	48%	34%	82%	61%
Male	52	761	759	749	*	*	*	39%	25%	64%	51%
Economically Disadvantaged Students	29	753	*	737	*	*	*	48%	*	59%	36%
Non-Economically Disadvantaged Students	73	776	*	764	*	*	*	41%	*	78%	69%
Students with Disabilities	26	741	741	725	*	*	*	*	*	42%	25%
Students without Disabilities	76	779	770	759	*	*	*	*	*	83%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	102	770	765	755	*	*	16%	43%	29%	73%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	773	767	756	*	*	19%	54%	21%	76%	59%
White	20	780	783	763	0%	*	*	60%	*	90%	69%
Hispanic	27	759	*	743	*	*	*	56%	*	63%	44%
Black or African American	31	772	761	740	0%	*	*	52%	*	71%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	44	769	770	761	*	*	*	52%	*	71%	66%
Male	46	777	764	750	*	*	*	57%	*	80%	53%
Economically Disadvantaged Students	34	760	*	740	*	*	*	59%	*	65%	40%
Non-Economically Disadvantaged Students	56	781	*	765	*	*	*	52%	*	82%	71%
Students with Disabilities	23	756	744	725	*	*	*	44%	*	57%	22%
Students without Disabilities	67	779	772	762	*	*	*	58%	*	82%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	90	773	767	757	*	*	19%	54%	21%	76%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



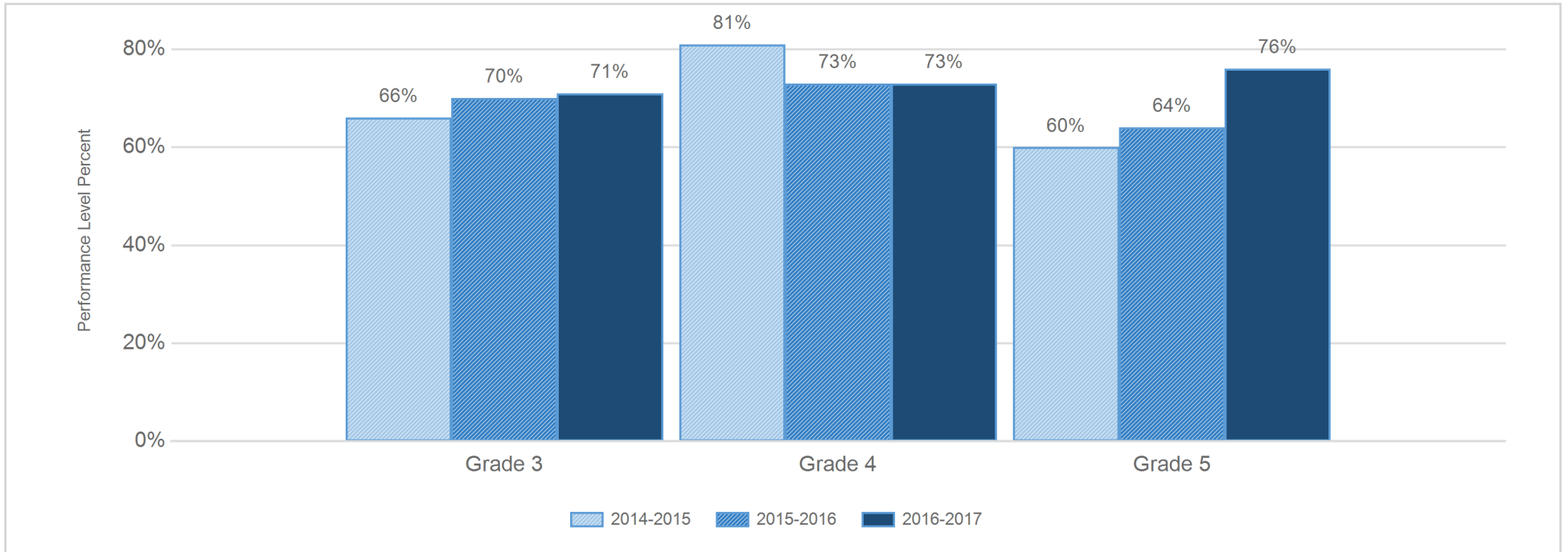
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**English Language Arts/Literacy Assessment - Performance Trends**

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







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**Mathematics Assessment - Participation and Performance**

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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	294	97.1	66.00	46.70	43.50	66	71.7	Not Met
White	81	95.4	83.90	*	52.40	83.9	78.3	Met Goal
Hispanic	69	97.2	62.30	38.00	27.60	62.3	68	Met Target†
Black or African American	97	97.2	47.40	36.40	21.70	47.4	60	Not Met
Asian, Native Hawaiian, or Pacific Islander	26	100.0	84.60	75.10	75.60	84.6	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	21	100.0	71.40	66.40	44.90	71.4	N	N
Female	130	98.5	63.90	48.20	44.10	63.9		
Male	164	96.0	67.70	45.50	42.90	67.7		
Economically Disadvantaged Students	91	96.0	46.20	31.70	25.10	46.2	59.3	Not Met
Non-Economically Disadvantaged Students	203	97.6	74.90	58.20	54.30	74.9		
Students with Disabilities	71	92.5	43.70	20.70	16.50	42.4	37.3	Met Target
Students without Disabilities	223	98.7	73.10	52.70	48.80	73.1		
English Learners	14	100.0	64.30	22.80	23.30	64.3	**	**
Non-English Learners	280	97.0	66.10	48.70	45.20	66.1		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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**Mathematics Assessment - Performance by Grade: Grade 3**

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Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	100	765	761	751	*	*	18%	50%	21%	71%	53%
White	35	778	777	759	*	*	*	54%	31%	86%	63%
Hispanic	22	757	*	738	*	*	*	*	*	59%	37%
Black or African American	28	754	754	733	*	*	*	39%	*	54%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	36	766	761	751	*	*	*	42%	*	67%	52%
Male	64	765	761	751	*	*	*	55%	*	73%	53%
Economically Disadvantaged Students	22	748	*	736	*	*	*	46%	*	55%	34%
Non-Economically Disadvantaged Students	78	770	*	761	*	*	*	51%	*	76%	65%
Students with Disabilities	16	746	743	729	*	*	*	*	*	56%	29%
Students without Disabilities	84	769	764	755	*	*	*	*	*	74%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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

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Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	101	763	757	747	*	*	22%	53%	14%	66%	47%
White	27	779	772	755	0%	*	*	59%	*	82%	59%
Hispanic	18	763	*	734	*	0%	*	72%	*	78%	30%
Black or African American	37	744	747	729	*	*	32%	41%	*	46%	25%
Asian, Native Hawaiian, or Pacific Islander	12	788	785	774	0%	*	0%	*	*	92%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	50	767	760	747	*	*	24%	54%	*	70%	47%
Male	51	759	754	747	*	*	20%	51%	*	63%	48%
Economically Disadvantaged Students	29	745	*	732	*	*	35%	35%	*	41%	27%
Non-Economically Disadvantaged Students	72	770	*	757	*	*	17%	60%	*	76%	61%
Students with Disabilities	25	747	741	724	*	*	*	*	*	36%	22%
Students without Disabilities	76	769	760	751	*	*	*	*	*	76%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	101	763	757	749	*	*	22%	53%	14%	66%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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**Mathematics Assessment - Performance by Grade: Grade 5**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	91	759	758	747	*	*	26%	47%	17%	64%	46%
White	20	775	773	754	0%	0%	*	60%	*	90%	57%
Hispanic	27	748	*	735	*	*	*	52%	*	56%	30%
Black or African American	32	751	749	729	*	*	41%	34%	*	47%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	44	757	757	747	*	*	32%	48%	*	59%	47%
Male	47	761	759	746	*	*	21%	47%	*	68%	46%
Economically Disadvantaged Students	35	745	*	732	*	*	37%	46%	*	49%	27%
Non-Economically Disadvantaged Students	56	768	*	756	*	*	20%	48%	*	73%	59%
Students with Disabilities	23	747	738	725	*	*	*	*	*	48%	19%
Students without Disabilities	68	763	762	751	*	*	*	*	*	69%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

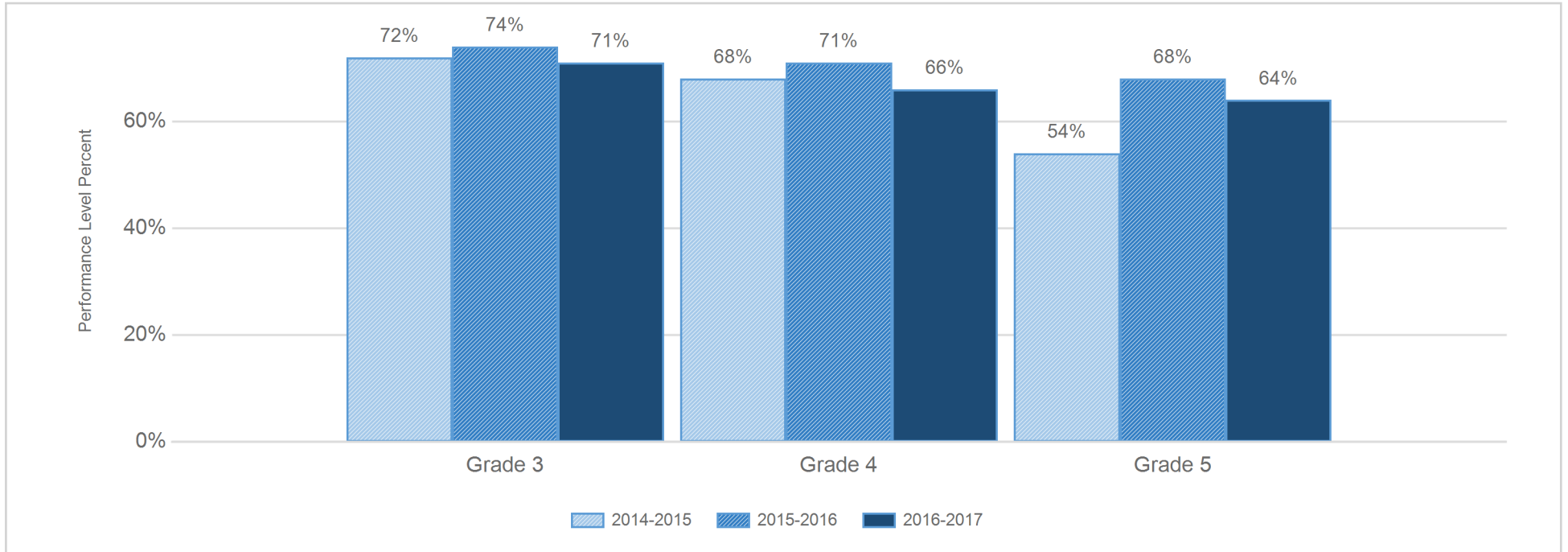


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**Mathematics Assessment – Performance Trends**

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	11	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



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

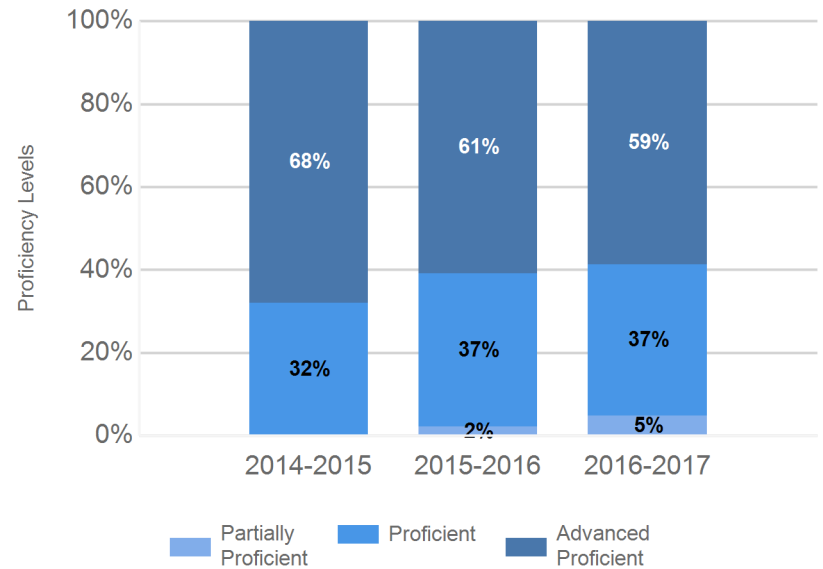
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	59%	37%	5%
White	83%	17%	N
Hispanic	50%	50%	N
Black or African American	34%	55%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	30%	59%	11%
Students with Disabilities	32%	56%	12%
English Learners	N	N	N

**NJASK Science Assessment Performance Trends: Grade 4**

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





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

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:  
<http://www.state.nj.us/education/njsmart/performance/>

**Student Growth**

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	59.5	52	50	Met Target	54.5	45	50	Met Target
White	60	*	50	Exceeds Target	75.5	*	52	Exceeds Target
Hispanic	65	51	49	Exceeds Target	47.5	41	47	Met Target
Black or African American	50	49	45	Met Target	48	42	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	65	63.5	60	**	72	58	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	66	*	51	**	35	*	52	**
Economically Disadvantaged	52	50	47	Met Target	49	40	46	Met Target
Students with Disabilities	58	*	41	Met Target	58	*	43	Met Target
English Learners	*	49.5	53	**	*	41	51	**

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





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

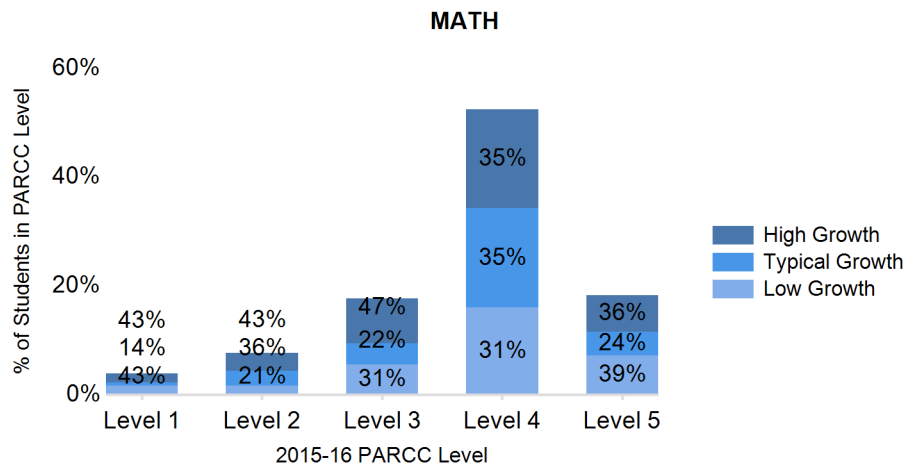
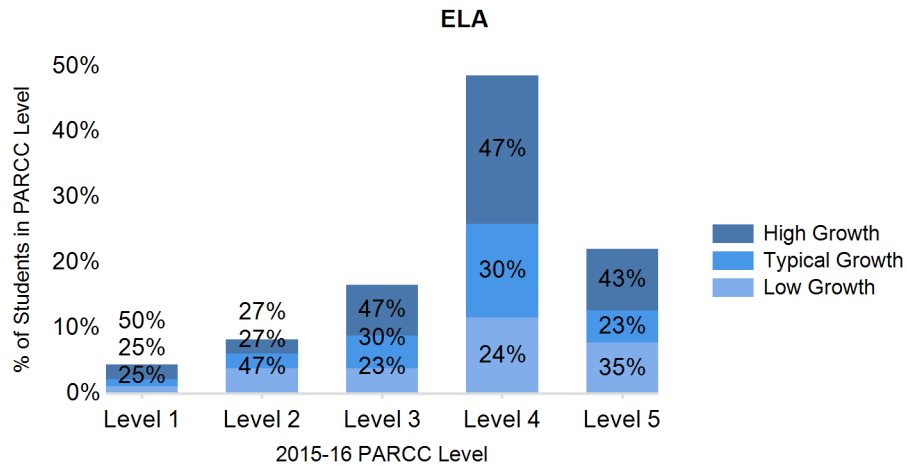
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

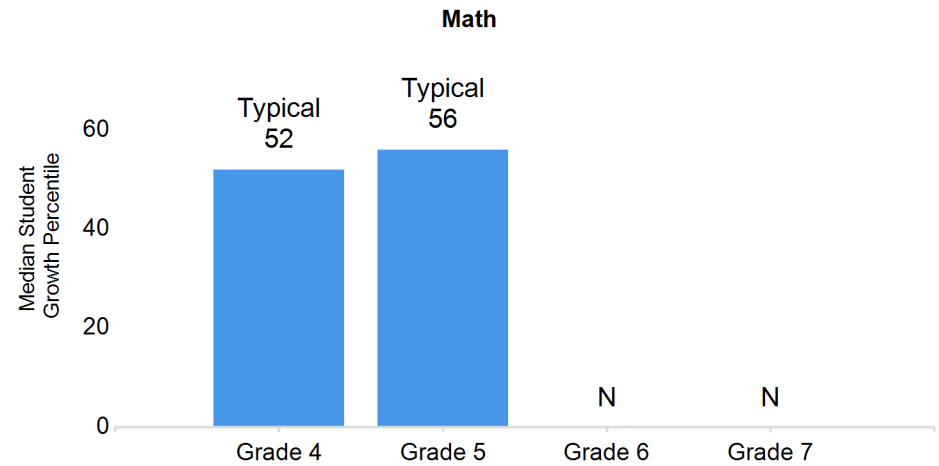
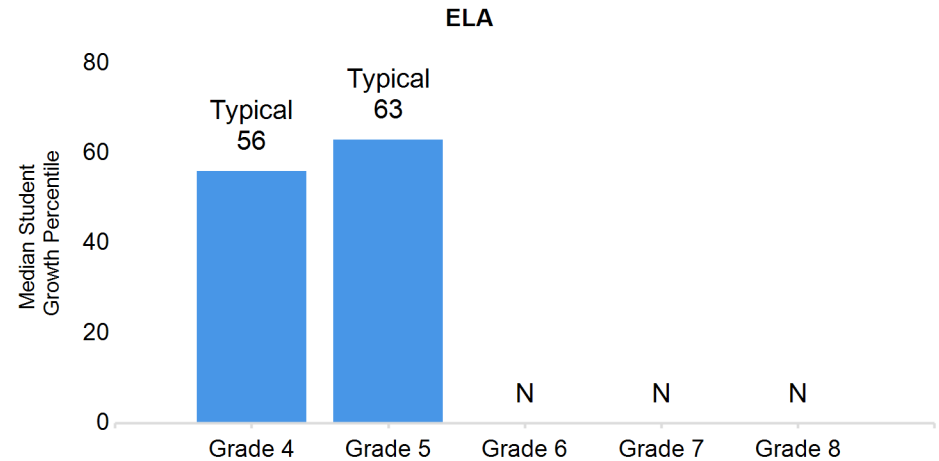
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

**Chronic Absenteeism**

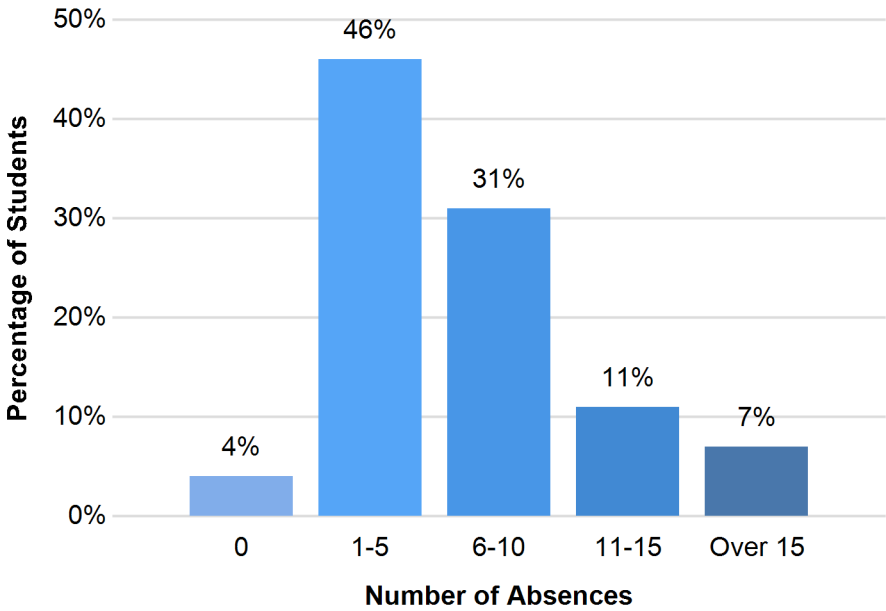
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.50	8.40	Met Target
White	4.30	8.40	Met Target
Hispanic	4.20	8.40	Met Target
Black or African American	4.20	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	6.50	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	5.70	8.40	Met Target
Economically Disadvantaged Students	7.10	8.40	Met Target
Students with Disabilities	8.80	8.40	Not Met
English Learners	N	**	**

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

**Days Absent**

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





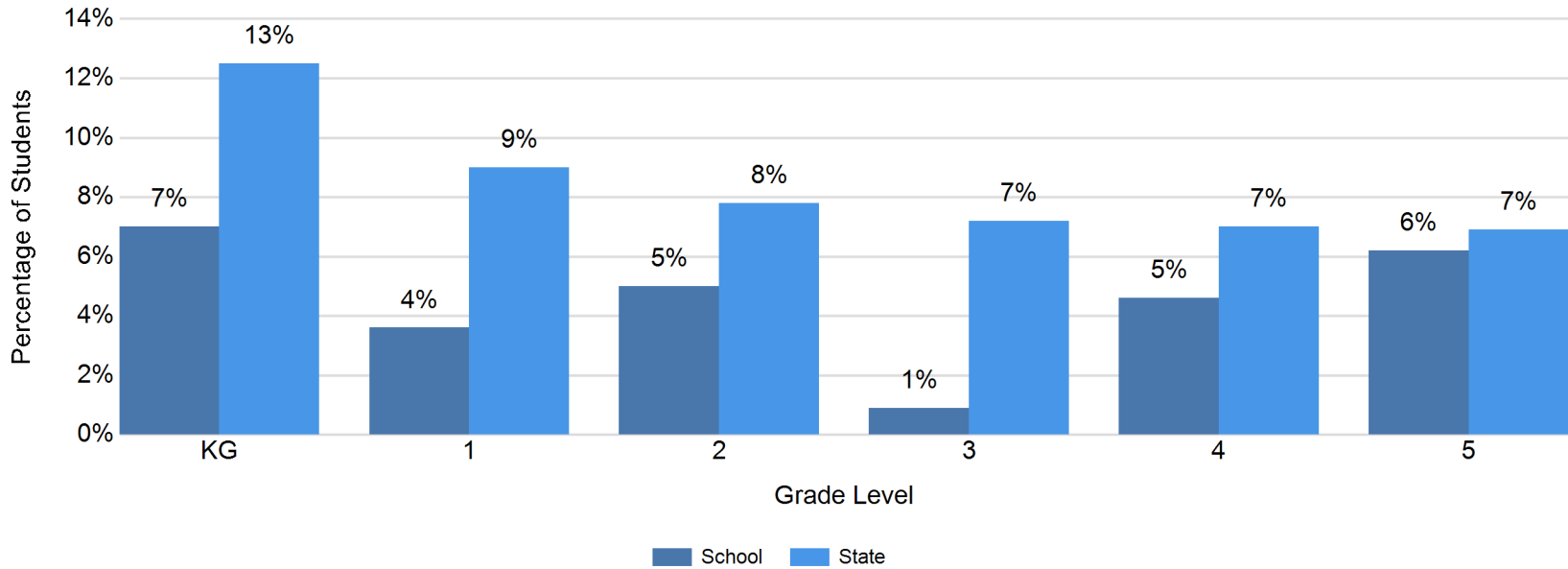
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Chronic Absenteeism by Grade

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





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**School Day**

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

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

**Violence, Vandalism, HIB, and Substance Offenses**

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

Incident Type	Number of Incidents
Violence	0
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.17

**Student Suspension Rate**

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.6%
Any Suspension	1.6%

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	150.4 kbps	100 kbps	Yes	N	Fiber	N

**Per-Pupil Expenditures (District Level)**

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

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



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

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

**Teachers:** All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	53	120,724
Average years experience in public schools	11.5	11.8
Average years experience in district	11.5	10.5
Teachers in district for 4 or more years	87%	74%

Administrators – Experience (District Level)

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

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

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	10:1
Administrators	288:1	148:1
Librarian/Media Specialists		512:1
Nurses		554:1
Counselors		266:1
Child Study Team		196:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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**Accountability Indicator Scores and Summative Rating**

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	81.3	17.5%
Mathematics Proficiency	88.0	17.5%
English Language Arts Growth	82.7	25.0%
Mathematics Growth	71.7	25.0%
Chronic Absenteeism	70.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		78.8
<b>Summative Rating:</b> Percentile rank of Summative Score		89.0
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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





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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	78.8	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
White	87.9	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	80.7	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
Black or African American	80.1	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	Met Target	**	**	No
Economically Disadvantaged Students	74.8	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Students with Disabilities	86.7	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Arcurio	<b>Email Address:</b>	<a href="mailto:barcurio@westorangeschools.org">barcurio@westorangeschools.org</a>
<b>Address:</b>	75 REDWOOD AVE W ORANGE, NJ 07052-3623	<b>Website:</b>	<a href="https://www.woboe.org/Domain/12">https://www.woboe.org/Domain/12</a>
<b>Phone:</b>	(973)669-5457		

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Curriculum includes Readers &amp; Writers Workshop, EveryDay Math, and Next Generation Science Standards.</li> <li>• Technology is integrated into daily instruction as part of the district's 1:1 Chromebook Program.</li> <li>• School wide monthly productions promote good character; school unity. Staff presented at national NER conference.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>As we guide students towards autonomy at Redwood, we incorporate positive perspective toward discipline. Our moral compass is guided by the acronym ROCKET, to set behavioral expectations for Respect, Open-mindedness, Caring, Kindness, Encouragement and Trustworthiness. Whole school meetings, Buddy Classes and class discussions, help students make personal connections and take responsibility for their actions. We work with children to create rules and to practice acceptable behavior choices.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>A Redwood staff member was chosen to present at the National Network for Educational Renewal, a national conference that promotes best practices in education. The topic addressed education in a diverse classroom and the teacher has turn-keyed her experiences to all staff.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>In June 2017, the West Orange Board of Education adopted National Geographic’s Exploring Science Program in order to effectively implement the Next Generation Science Standards for implementation in September 2017. Exploring Science provides opportunities for students to explore natural phenomena, design investigations, gather and analyze data, and read about careers and engineering.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Redwood School enjoys the benefits of before and after school programs that enrich the students’ educational experience. Our instrumental students join Honors Orchestra and Honors Band before school program. The Garden Club is an extended yearly opportunity to cultivate the garden we have on campus. The Board Game Club, Math Club and Challenge 24 Math are on-going opportunities for students to pursue their special interests after school.</p>
 <p><b>Before and After School Programs:</b></p>	<p>Redwood School hosts an aftercare program for all grade levels, hosted by the YMCA.</p>







**REDWOOD ELEMENTARY SCHOOL  
2016-2017**

**Grade Span KG-05**

13-5680-160  
ESSEX  
WEST ORANGE TOWN  
75 REDWOOD AVE  
W ORANGE, NJ 07052-3623

**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<p>Our staff engages in rich and collaborative professional learning opportunities across the content areas through professional learning communities, grade level meetings, collaborative planning, district professional development, and workshops. For the 2017-2018 school year, our professional learning priorities focus around Reading, Science, and using data to inform Small Group Instruction.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Students are provided with programs and services in accordance with each student's individual needs, program placement and/or IEP.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Redwood hosts a breakfast program for students before school. Physical activity is a part of the regular school routine in physical education classes and during lunch recess each day.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Redwood PTA is an active parent group which sponsors a gamut of activities to support the school. Our PTA sponsors educational assemblies, the Book Fair, offers funding for school trips, purchases books for our classroom libraries, and many other initiatives. Our Parent Portal is available to all parents and the school community receives a weekly message through School Messenger.</p>



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Our ScIP Committee takes seriously the opportunity to impact and improve student achievement. We have addressed issues connected to our school goals, specifically technology and the use of intervention services (I&RS) to support students at risk in Language Arts and Math. The process has been under review and PD to expand communication between and among staff members has become established protocol.



Other Information: