NJ SCHOOL PERFORMANCE REPORT

RIDGEWOOD AVENUE SCHOOL
(13-1750-075)
Grades Offered: 03-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	ESSEX
District	GLEN RIDGE BORO
Principal Name	MR. DONOVAN
Address	235 RIDGEWOOD AVE GLEN RIDGE, NJ 07028-1019
Phone Number	(973)429-8306
Email Address	MDONOVAN@GLENRIDGE.ORG
Website	https://www.glenridge.org/Domain/298
Facebook	https://www.facebook.com/groups/224244047666218/
Twitter	https://www.glenridge.org/Domain/298#

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
3	140	156	137
4	144	146	156
5	154	147	143
6	145	152	154
Total	583	601	590

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	2015-16	2016-17	2017-18
Female	50.1%	48.8%	49.8%
Male	49.9%	51.2%	50.2%
Economically Disadvantaged Students	0.2%	0.2%	0.2%
Students with Disabilities	15.6%	16.3%	18.1%
English Learners	0.0%	0.5%	0.2%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.3%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	75.1%	75.2%	74.2%
Hispanic	6.3%	6.8%	7.3%
Black or African American	3.4%	2.7%	4.1%
Asian	6.7%	7.5%	8.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	8.4%	7.8%	6.3%

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, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	96.1%
Afar	2.4%
Other Languages	1.5%

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Student growth is a measure of 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 previous years.

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) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	53	47	50	Met Standard	72	65	50	Exceeds Standard
White	51.5	46	50	Met Standard	70	64	51	Exceeds Standard
Hispanic	55	41	49	Met Standard	75	57	48	Exceeds Standard
Black or African American	76	69	44	**	78.5	78.5	44	**
Asian, Native Hawaiian, or Pacific Islander	56	56	61	Met Standard	72	66.5	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	42.5	39.5	49	Met Standard	80.5	67	51	Exceeds Standard
Economically Disadvantaged	*	*	48	**	*	*	47	**
Students with Disabilities	47.5	41	41	Met Standard	55.5	52	43	Met Standard
English Learners	*	*	54	**	*	*	51	**

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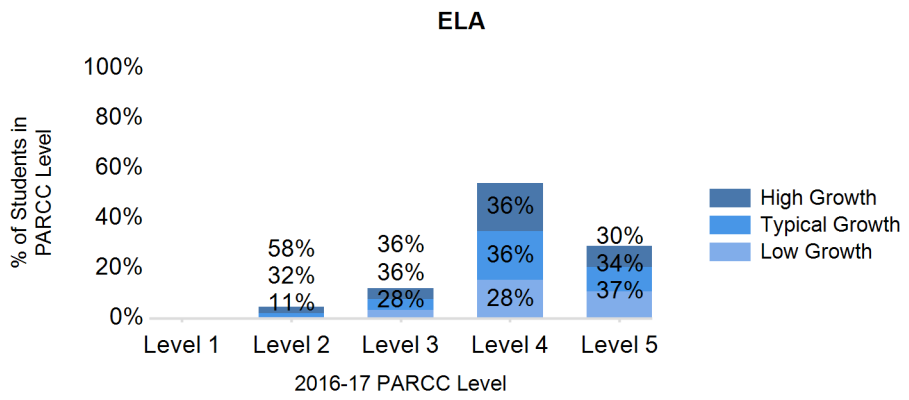
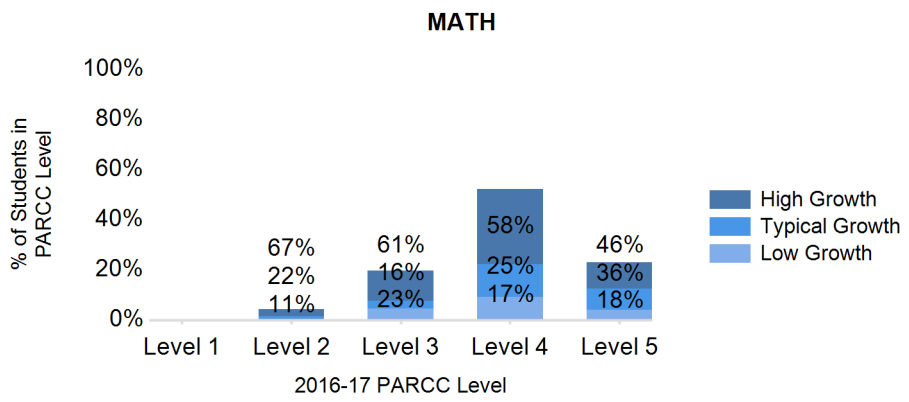
Student Growth by Performance Level

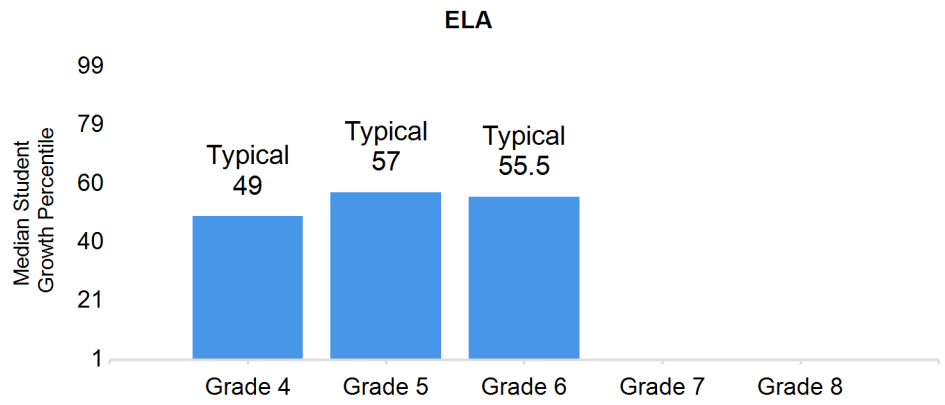
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

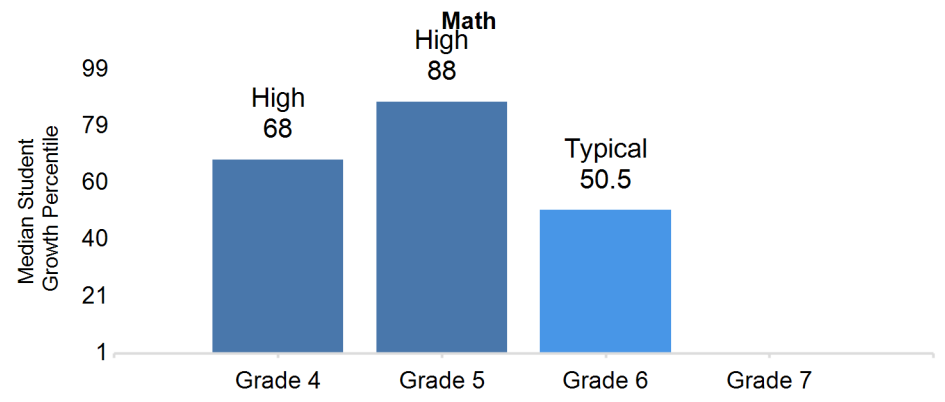




Student Growth by Grade

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





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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are 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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	568	95.5	83.6	81.9	56.7	83.6	79.4	Met Goal
White	416	94.8	83.6	82.1	65.6	83.5	78.6	Met Goal
Hispanic	43	97.7	81.4	77.1	42.5	81.4	69.5	Met Goal
Black or African American	22	91.7	72.7	65.0	37.3	70.1	N	N
Asian, Native Hawaiian, or Pacific Islander	48	98.0	95.9	93.7	82.3	95.9	80	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	39	100.0	76.9	82.9	63.4	76.9	80	Met Target†
Female	283	95.9	88.7	87.4	64.5	88.7		
Male	285	95.0	78.6	76.8	49.4	78.6		
Economically Disadvantaged Students	*	*	*	*	38.5	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	67.5	*		
Students with Disabilities	106	92.2	46.3	40.1	21.6	44.8	40.7	Met Target
Students without Disabilities	462	96.2	92.2	90.9	63.9	92.2		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† 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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	132	780	780	750	*	*	12%	63%	19%	82%	52%
White	91	779	779	759	*	*	13%	66%	16%	82%	61%
Hispanic	13	777	777	736	0%	0%	*	*	*	77%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	12	800	800	777	0%	0%	0%	*	*	100%	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	71	785	785	756	*	*	*	62%	21%	83%	57%
Male	61	773	773	744	*	*	*	64%	16%	80%	46%
Economically Disadvantaged Students	N	N	N	733	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	132	780	780	762	*	*	12%	63%	19%	82%	64%
Students with Disabilities	26	753	753	719	*	*	*	*	*	54%	24%
Students without Disabilities	106	786	786	756	*	*	*	*	*	89%	57%
English Learners	N	N	N	712	N	N	N	N	N	N	15%
Non-English Learners	132	780	780	753	*	*	12%	63%	19%	82%	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	150	778	778	756	*	*	7%	51%	35%	86%	58%
White	112	775	775	764	*	*	*	54%	31%	86%	68%
Hispanic	12	768	768	744	*	0%	*	*	*	83%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	15	801	801	782	0%	0%	*	*	*	93%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	71	783	783	762	*	*	*	51%	41%	92%	63%
Male	79	774	774	751	*	*	*	51%	30%	81%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	150	778	778	767	*	*	7%	51%	35%	86%	70%
Students with Disabilities	30	753	753	726	*	*	*	*	*	57%	25%
Students without Disabilities	120	785	785	762	*	*	*	*	*	93%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	150	778	778	759	*	*	7%	51%	35%	86%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	139	776	776	755	0%	*	*	57%	24%	81%	58%
White	100	773	773	763	0%	*	*	61%	19%	80%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	14	784	784	763	0%	*	*	*	*	71%	65%
Female	71	781	781	762	0%	*	*	*	*	83%	66%
Male	68	770	770	749	0%	*	*	*	*	79%	51%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	139	776	776	766	0%	*	*	57%	24%	81%	71%
Students with Disabilities	28	747	747	724	0%	*	*	*	*	43%	22%
Students without Disabilities	111	783	783	762	0%	*	*	*	*	91%	65%
English Learners	N	N	N	712	N	N	N	N	N	N	11%
Non-English Learners	139	776	776	757	0%	*	*	57%	24%	81%	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	146	782	782	754	0%	*	*	40%	45%	86%	56%
White	112	782	782	761	0%	*	*	44%	43%	87%	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	12	795	795	779	0%	*	0%	*	*	92%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	70	788	788	761	0%	*	*	*	*	97%	64%
Male	76	777	777	748	0%	*	*	*	*	75%	48%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	68%
Students with Disabilities	21	744	744	723	0%	*	*	*	*	29%	18%
Students without Disabilities	125	789	789	760	0%	*	*	*	*	95%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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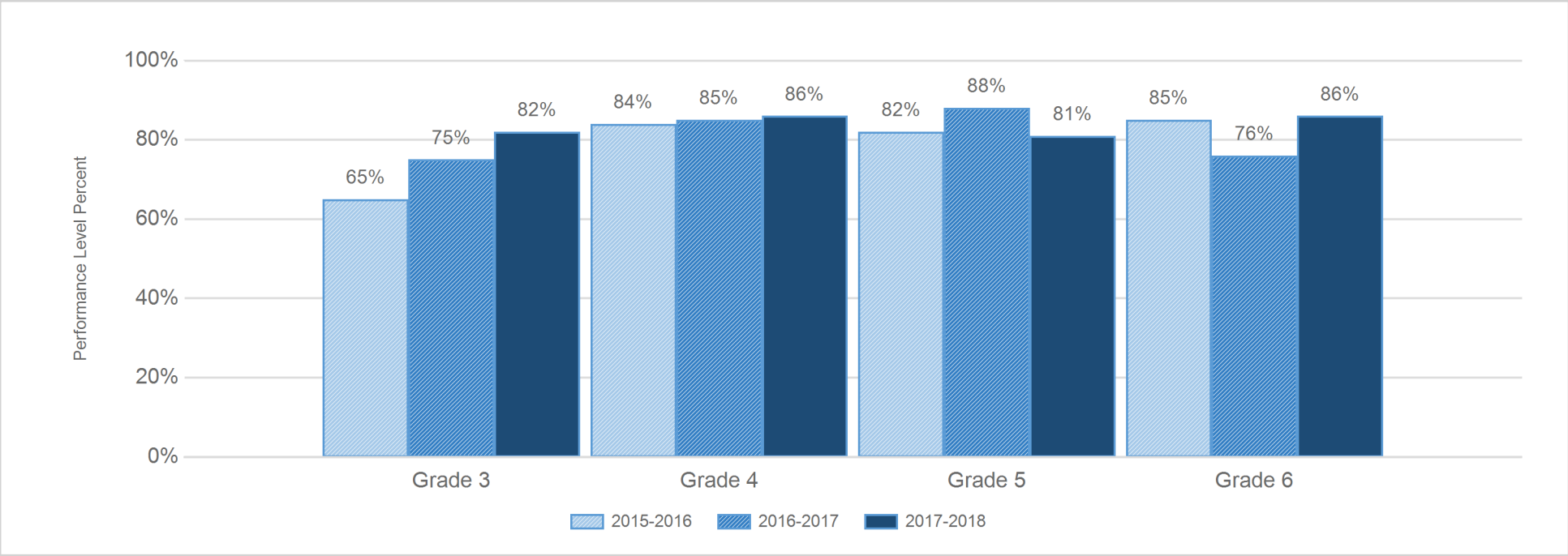
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three 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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are 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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	566	95.6	80.0	78.9	45.0	80.0	79.2	Met Goal
White	414	95.0	78.9	77.9	54.1	78.9	78.3	Met Target
Hispanic	43	97.7	69.8	73.0	29.2	69.8	61.7	Met Target
Black or African American	22	91.7	63.6	61.0	23.4	61.4	N	N
Asian, Native Hawaiian, or Pacific Islander	48	98.0	98.0	97.5	77.0	98.0	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	39	100.0	89.8	85.1	53.0	89.8	80	Met Goal
Female	282	95.9	80.9	80.0	46.0	80.9		
Male	284	95.3	79.2	77.9	43.9	79.2		
Economically Disadvantaged Students	*	*	*	*	26.6	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	55.9	*		
Students with Disabilities	106	92.2	56.6	45.1	17.1	54.9	43.9	Met Target
Students without Disabilities	460	96.4	85.4	86.3	50.5	85.4		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

RIDGEWOOD AVENUE SCHOOL
(13-1750-075)
Grades Offered: 03-06
2017-2018

Report Key:
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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	132	770	770	752	0%	*	*	47%	30%	77%	53%
White	91	768	768	760	0%	*	*	48%	29%	77%	64%
Hispanic	13	763	763	739	0%	*	*	*	*	69%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	12	795	795	780	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	71	767	767	752	0%	*	*	54%	25%	79%	53%
Male	61	773	773	751	0%	*	*	39%	34%	74%	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	35%
Non-Economically Disadvantaged Students	132	770	770	762	0%	*	*	47%	30%	77%	66%
Students with Disabilities	26	759	759	730	0%	*	*	*	*	62%	29%
Students without Disabilities	106	773	773	756	0%	*	*	*	*	80%	57%
English Learners	N	N	N	726	N	N	N	N	N	N	23%
Non-English Learners	132	770	770	754	0%	*	*	47%	30%	77%	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

RIDGEWOOD AVENUE SCHOOL
(13-1750-075)
Grades Offered: 03-06
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	150	767	767	748	*	*	19%	58%	17%	75%	49%
White	112	764	764	755	*	*	21%	61%	12%	72%	60%
Hispanic	12	756	756	737	*	0%	*	*	*	58%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	15	786	786	774	0%	0%	*	*	*	93%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	71	766	766	748	*	*	23%	56%	15%	72%	50%
Male	79	768	768	748	*	*	16%	59%	18%	77%	49%
Economically Disadvantaged Students	N	N	N	733	N	N	N	N	N	N	30%
Non-Economically Disadvantaged Students	150	767	767	758	*	*	19%	58%	17%	75%	62%
Students with Disabilities	30	751	751	725	*	*	*	*	*	53%	22%
Students without Disabilities	120	771	771	753	*	*	*	*	*	80%	55%
English Learners	N	N	N	722	N	N	N	N	N	N	16%
Non-English Learners	150	767	767	750	*	*	19%	58%	17%	75%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

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Grades Offered: 03-06
2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	139	779	779	748	0%	*	*	54%	36%	90%	49%
White	100	776	776	756	0%	*	*	54%	33%	87%	60%
Hispanic	*	*	*	736	*	*	*	*	*	*	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	14	786	786	754	0%	0%	0%	*	*	100%	55%
Female	71	778	778	749	0%	*	*	*	*	89%	50%
Male	68	780	780	747	0%	*	*	*	*	91%	48%
Economically Disadvantaged Students	N	N	N	733	N	N	N	N	N	N	29%
Non-Economically Disadvantaged Students	139	779	779	758	0%	*	*	54%	36%	90%	62%
Students with Disabilities	28	760	760	726	0%	*	*	*	*	75%	20%
Students without Disabilities	111	784	784	752	0%	*	*	*	*	94%	55%
English Learners	N	N	N	718	N	N	N	N	N	N	13%
Non-English Learners	139	779	779	750	0%	*	*	54%	36%	90%	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	144	772	772	744	*	*	12%	49%	31%	80%	44%
White	110	769	769	751	*	*	10%	54%	27%	81%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	12	799	799	771	0%	0%	0%	*	*	100%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	69	775	775	745	*	*	*	55%	29%	84%	45%
Male	75	769	769	742	*	*	*	43%	33%	76%	42%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	753	*	*	*	*	*	*	56%
Students with Disabilities	21	732	732	717	*	52%	*	*	*	33%	13%
Students without Disabilities	123	779	779	748	*	0%	*	*	*	88%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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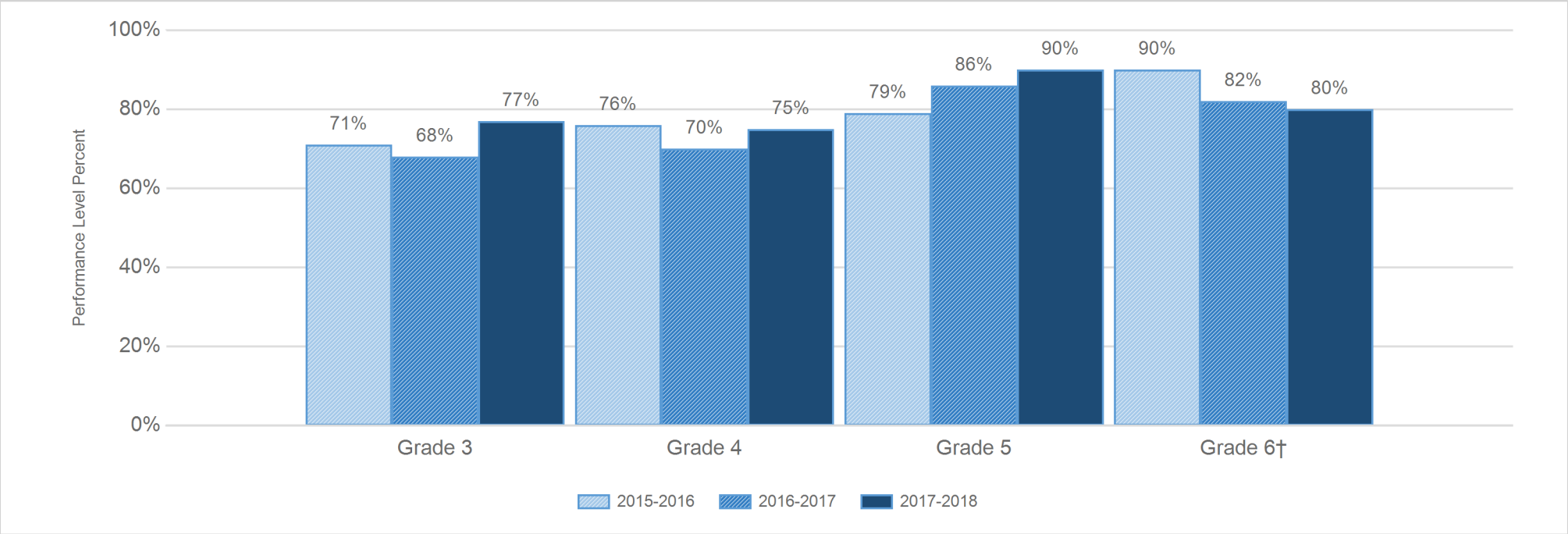
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - 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	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

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 and 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
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select 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, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

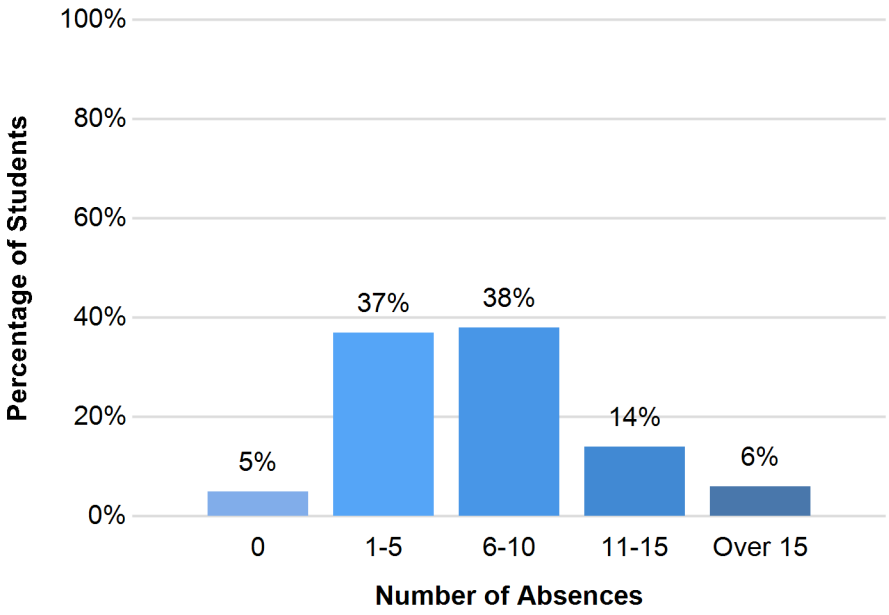
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	19	3.2	7.8	Met
White	16	3.6	7.8	Met
Hispanic	1	2.3	7.8	Met
Black or African American	1	4.2	7.8	Met
Asian, Native Hawaiian, or Pacific Islander	1	2.1	7.8	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	7.8	Met
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	7	6.3	7.8	Met
English Learners	*	*	**	**

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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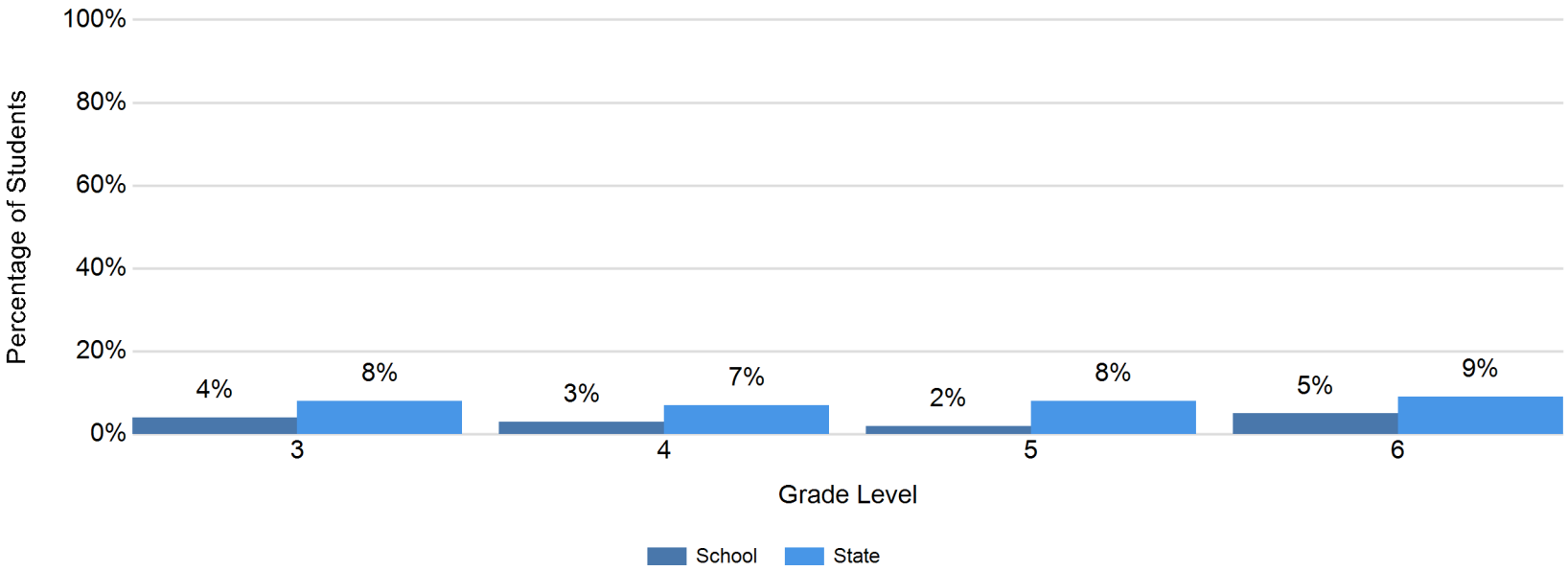
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

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 row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.34

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	3	1	4
Religion	0	0	0
Ancestry	0	0	0
Gender	3	0	3
Sexual Orientation	0	0	0
Disability	6	1	7
Other	1	0	1
No Identified Nature	2		2

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

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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. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	1 Hrs. 20 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	2.8:1

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). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$237	$14,006	$14,243

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Grades Offered: 03-06
2017-2018

Report Key:
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Key terms for staff data:
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

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	44	117,464
Average years experience in public schools	11.8	12.0
Average years experience in district	10.3	10.7
Teachers in district for 4 or more years	86.4%	75.5%

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	11	9,374
Average years experience in public schools	19.0	16.0
Average years experience in district	13.3	12.0
Administrators in district for 4 or more years	81.8%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	295:1	172:1
Teachers to Administrators	22:1	14:1
Students to Librarians/Media Specialists		631:1
Students to Nurses		473:1
Students to Counselors		315:1
Students to Child Study Team		270:1

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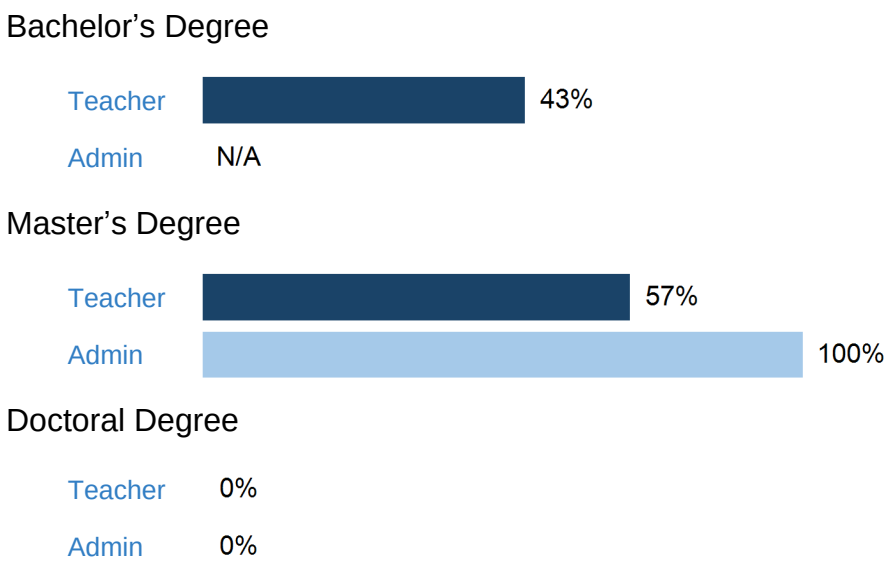
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. 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.



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	90.4%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

Faculty Attendance

This table shows the percentage of days that 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
2017-18	98.0%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	77.3%	0.0%
Male	22.7%	100.0%
White	93.2%	100.0%
Hispanic	6.8%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

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 and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight 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 score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	93.25	17.5%
Mathematics Proficiency	97.51	17.5%
English Language Arts Growth	54.32	25.0%
Mathematics Growth	97.03	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	89.87	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	84.70	n/a
Summative Rating: Percentile Rank of Summative Score	94.73	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

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 and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Goal	Met Goal	Met Standard	Exceeds Standard	**	Met	No
White	81.93	14.08	No	Met Goal	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	91.07	14.08	No	Met Goal	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Black or African American	**	**	No	N	N	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	73.46	14.08	No	Met Goal	Met Goal	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	76.42	14.08	No	Met Target†	Met Goal	Met Standard	Exceeds Standard	n/a	Met	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	**	No
Students with Disabilities	84.14	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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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.

Mission, Vision, Theme:	A special school committed to preparing students academically, emotionally, and socially so that they can become contributing citizens of the 21st Century. A school with incredible students, supportive parents, and a dedicated staff who: -is passionate, dedicated and excited about learning -use a variety of activities to help students connect to learning and -set clear expectations for students.
Awards, Recognition, Accomplishments:	A group of students at Ridgewood Avenue School have been recognized for their high math achievement participating in the MOEM Math Olympiad. Students are recognized as winners of the school Spelling Bee and school Geo Bee. Music students work diligently for roles such as “concert master” or to hold the first chair. Students participating in the WE Schools partnership have been recognized by the International Organization for their contributions. Many of our staff have become certified educators in various areas including Google, Khan Academy and BrainPop. Staff members have also been recognized as leaders in professional development and their presentation proposals have been accepted for them to present at conferences around the state.

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Courses, Curriculum, Instruction:	Ridgewood Avenue School Curriculum includes Everyday Math, Wonders and the use of the Writer's Workshop model. The curriculum for science is aligned to Next Generation Standards and is currently under review while we are implementing our new Social Studies curriculum. All Related Arts courses have full-year curriculums, as does our G&T Program, Technology courses and Media.
Clubs and Activities:	Ridgewood Avenue School offers a number of club experiences for students. There is an Art Club, Spanish Club and Car Club. We have a Battle of the Books Club and K-Kids Club, which is a community service club associated with the local Kiwanis Club. Students can participate in the orchestra, advanced band or Jazz band. The school play is open to all students with approximately 1/3 of the population participating in either the cast or crew. Students can become a part of the WE Schools program which partners with the International WE Program. There is a Student Council and a club called Safe School Ambassadors which supports student leaders serving as role models throughout the building. Students have a number of volunteer opportunities available to them in the school through participation in activities such as the school play, chorus and band members performing at different events or through their participation in the community Arts Festival displaying student art work.

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Before and After School Programs:	Ridgewood Avenue School has a before and after care program. Both of these programs have dedicated personnel who design weekly activities that combine academic support and play. Many staff members will meet regularly with students either before or after school to provide academic or emotional support. The Home and School Association also designs and implements a Discovery Series of enrichment courses offered to interested students after school.
Staff and Professional Learning:	Teachers are supported as they pursue master's degrees, graduate level courses and certifications. They have opportunities to attend out of district workshops and attend in district workshops. Math teachers attend several training sessions each year while the Language Arts teachers have the benefit of working with a consultant who comes into the district. All professional development joins both staff and administrators working together; the ScIP team is an important part of determining staff needs. Faculty meetings are used as training sessions. During these meetings, staff participate in collegial activities and diverse PD opportunities including guest speakers and training sessions on topics such as standardized testing and tracking student progress. There are a number of teacher led PLCs in the building, including Literacy, Sustainability, Mindfulness, Technology and Character Education.

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Student Supports and Services:	Students at all levels have an opportunity to succeed through a dedicated professional faculty. Support services include Grades 3-6 Resource programs, Intermediate 1 program and inclusion in the general education setting. Related services personnel include a Behavior Analyst, Occupational, Physical and Speech therapist, School Social Worker, Psychologist, Learning Consultant and Counselor. Support committees include the Child Study Team, Intervention & Referral Services Committee, Section 504 Committee and Nursing (Health Plans). The Title 1 Math teacher works with identified students on a pull-out basis. Services are available for students recognized as requiring Basic Skills Instruction and English Language Learners. Students can receive additional assistance through our ESS (counseling) program. Support staff work closely to consistently integrate differentiated instructional strategies to meet the individual needs of each student.
Student Health and Wellness:	Student health and wellness are a priority at Ridgewood Avenue School. All student health records are up to date. Mandated screenings are completed annually. There is a staff led PLC focused on mindfulness. The school has a daily “mindful moment.” Students have recess daily. The SAFE (Sensory And Fitness for Everyone) Room, is for students to access during recess or other parts of the day to support fitness and sensory development. The Rhino Romp is an annual event at Ridgewood Avenue School that involves all students, staff and many community members and parents. It is a “3K” walk/run through the streets of Glen Ridge during the day. Other physical activities include the Jump Rope for Heart event, fitness testing in PE class and Field Day. Students are exposed to all aspects of healthy living curricular goals. Effective School Solutions (ESS) supports the mental well-being of students who require more clinical support. Ridgewood Avenue has a Therapy Pug.
Parent and Community Involvement:	Ridgewood Avenue School is successful because of the support of our Home and School Association and other community organizations. The H&S designs opportunities for parents to be involved in the school by supporting school operations and school activities. Some examples include: after school enrichment, library volulnteers and annual events like our book fair and holiday store. Other parent groups are key contributors to the school’s success, including GRASE and PAGE. There is a strong connection between the home and school which both parents and teachers appreciate and value! Community organization, such as the Education Foundation are supportive with their funds and focus on innovative education. Other groups who are key to the school’s success include MAC, the Rotary Club and Gas Lamp Players. There is a strong connection with the Glen Ridge Police Department. There is a parent portal through our Skyward database that can be accessed via internet or an app.

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Climate Surveys:	Who is surveyed: Parents

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Technology and STEM:	Our school provides students with technology experiences and STEAM learning opportunities. There are chromebooks for all students.The teachers utilize relevant websites and online programs to enhance learning while using many of these resources for data to track student progress. Each classroom has a SMART board and Document Camera. The Google Suite is used daily. 6th grade students have a technology course. All grades have technology enrichment. There is a staff led Technology PLC. There are a number of after school activities offered in the area of technology, including keyboarding and coding. The Synergistics Lab is a hands-on learning experience for 5th and 6th grade students connected to STEAM. There is a dedicated makerspace for students in all grades to access for hands-on exploration. Engineering is an exciting area of interest in this space as they use varied materials to build inventions. The student designed 3-D Lego wall is a big hit! 3rd graders have a “MakerArt” class.