NJ SCHOOL PERFORMANCE REPORT

GLEN RIDGE HIGH SCHOOL
(13-1750-050)
Grades Offered: 07-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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. MELCHOR
Address	200 RIDGEWOOD AVE GLEN RIDGE, NJ 07028-1228
Phone Number	(973)429-8303
Email Address	LMELCHOR@GLENRIDGE.ORG
Website	https://www.glenridge.org/Domain/108
Facebook	https://www.facebook.com/groups/418191291576334/
Twitter	https://www.glenridge.org/Domain/108#

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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
7	145	154	150
8	138	142	153
9	134	139	139
10	125	131	133
11	144	123	132
12	125	142	124
Total	811	831	831

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	48.5%	49.6%	48.9%
Male	51.5%	50.4%	51.1%
Economically Disadvantaged Students	0.0%	0.0%	0.0%
Students with Disabilities	15.2%	15.2%	15.5%
English Learners	0.0%	0.2%	0.6%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.1%
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	79.2%	77.4%	76.9%
Hispanic	5.5%	5.8%	5.9%
Black or African American	5.3%	5.7%	5.2%
Asian	4.3%	5.1%	5.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	5.7%	6.1%	7.0%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	808	830	831
Shared Time Students	4	1	0
Full Time Equivalent	810	831	831

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	98.1%
Other Languages	1.9%

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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	37	47	50	Not Met	40.5	65	50	Met Standard
White	38	46	50	Not Met	41	64	51	Met Standard
Hispanic	26	41	49	**	43.5	57	48	**
Black or African American	*	69	44	**	*	78.5	44	**
Asian, Native Hawaiian, or Pacific Islander	58	56	61	**	*	66.5	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	36	39.5	49	Not Met	37	67	51	**
Economically Disadvantaged	N	*	48	**	N	*	47	**
Students with Disabilities	38	41	41	Not Met	33	52	43	**
English Learners	*	*	54	**	*	*	51	**

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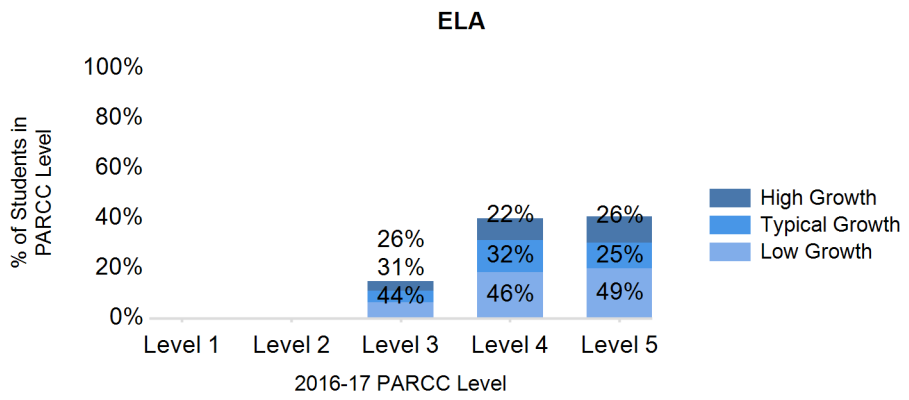
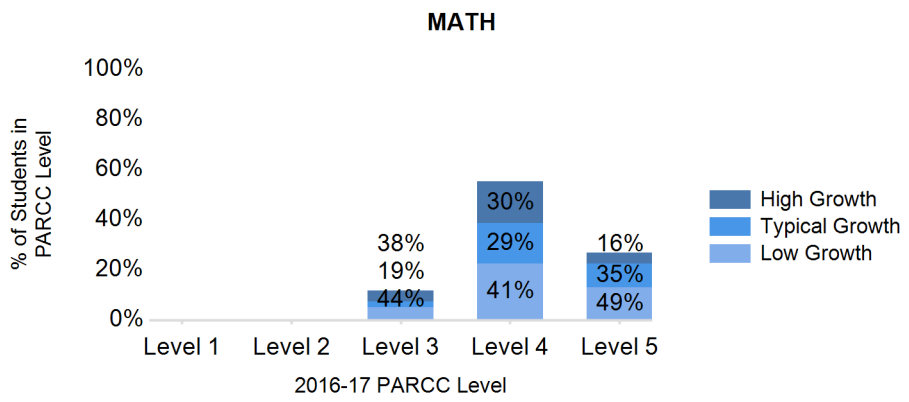
Student Growth by Performance Level

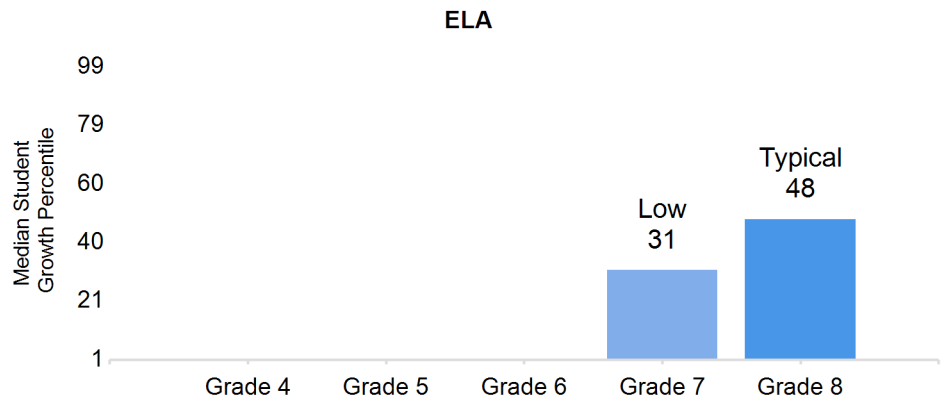
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

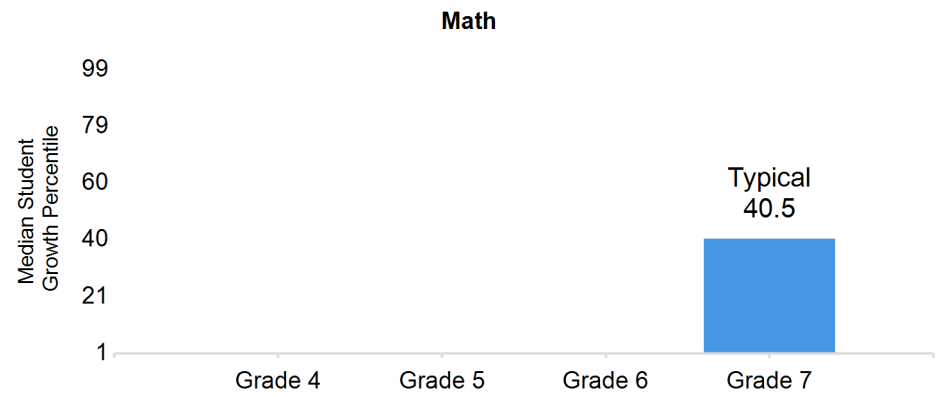




Student Growth by Grade

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	525	90.9	80.1	81.9	56.7	76.7	69.7	Met Target
White	408	90.7	80.4	82.1	65.6	76.7	70.1	Met Target
Hispanic	31	93.9	71.0	77.1	42.5	70.0	68	Met Target
Black or African American	18	87.0	55.5	65.0	37.3	50.0	50.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	31	91.2	90.4	93.7	82.3	86.7	80	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	37	92.5	89.2	82.9	63.4	86.8	75.2	Met Goal
Female	250	87.8	86.0	87.4	64.5	79.4		
Male	275	93.9	74.9	76.8	49.4	74.0		
Economically Disadvantaged Students	N	N	N	*	38.5	N	**	**
Non-Economically Disadvantaged Students	525	90.9	80.1	*	67.5	*		
Students with Disabilities	86	87.8	32.6	40.1	21.6	30.1	40.7	Not Met
Students without Disabilities	439	91.5	89.6	90.9	63.9	86.2		
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	N	N	N	*	57.4	N		
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 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	141	774	774	760	*	*	16%	40%	38%	77%	63%
White	105	773	773	768	*	*	22%	37%	36%	73%	72%
Hispanic	10	755	755	746	*	*	0%	*	*	70%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	14	788	788	767	0%	*	0%	*	*	93%	68%
Female	69	780	780	769	*	*	*	38%	43%	81%	72%
Male	72	768	768	752	*	*	*	42%	32%	74%	54%
Economically Disadvantaged Students	N	N	N	742	N	N	N	N	N	N	44%
Non-Economically Disadvantaged Students	141	774	774	771	*	*	16%	40%	38%	77%	73%
Students with Disabilities	18	735	735	721	*	*	*	*	*	22%	22%
Students without Disabilities	123	780	780	768	*	*	*	*	*	85%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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	136	789	789	759	*	*	7%	38%	48%	86%	60%
White	99	790	790	767	0%	*	*	39%	48%	88%	70%
Hispanic	*	*	*	744	*	*	*	*	*	*	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	10	810	810	789	0%	0%	0%	*	*	100%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	11	793	793	766	0%	0%	*	*	*	82%	66%
Female	74	792	792	768	*	*	*	39%	47%	86%	69%
Male	62	785	785	751	*	*	*	37%	48%	85%	52%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	42%
Non-Economically Disadvantaged Students	136	789	789	769	*	*	7%	38%	48%	86%	71%
Students with Disabilities	22	744	744	719	*	*	*	*	*	32%	19%
Students without Disabilities	114	798	798	766	*	*	*	*	*	96%	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	136	789	789	761	*	*	7%	38%	48%	86%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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	116	769	769	752	*	*	20%	49%	23%	72%	55%
White	90	770	770	760	*	*	18%	56%	21%	77%	64%
Hispanic	*	*	*	735	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	42	784	784	759	*	*	*	*	*	88%	63%
Male	74	760	760	744	*	*	*	*	*	64%	46%
Economically Disadvantaged Students	N	N	N	733	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	116	769	769	761	*	*	20%	49%	23%	72%	65%
Students with Disabilities	27	737	737	716	*	*	*	*	*	26%	15%
Students without Disabilities	89	778	778	758	*	*	*	*	*	87%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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	134	785	785	749	0%	*	*	46%	38%	84%	51%
White	114	784	784	756	0%	*	*	46%	38%	83%	58%
Hispanic	*	*	*	733	*	*	*	*	*	*	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	67	796	796	759	0%	*	*	39%	51%	90%	60%
Male	67	774	774	739	0%	*	*	54%	25%	79%	42%
Economically Disadvantaged Students	N	N	N	730	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	134	785	785	758	0%	*	*	46%	38%	84%	59%
Students with Disabilities	19	752	752	707	0%	*	*	*	*	53%	15%
Students without Disabilities	115	790	790	756	0%	*	*	*	*	90%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

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).

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 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	16	744	744	736	*	*	*	*	*	50%	39%
White	12	754	754	737	*	*	*	*	*	58%	41%
Hispanic	*	*	*	731	*	*	*	*	*	*	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	759	N	N	N	N	N	N	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	*	*	*	745	*	*	*	*	*	*	48%
Male	*	*	*	728	*	*	*	*	*	*	31%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	42%
Students with Disabilities	*	*	*	708	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	742	*	*	*	*	*	*	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

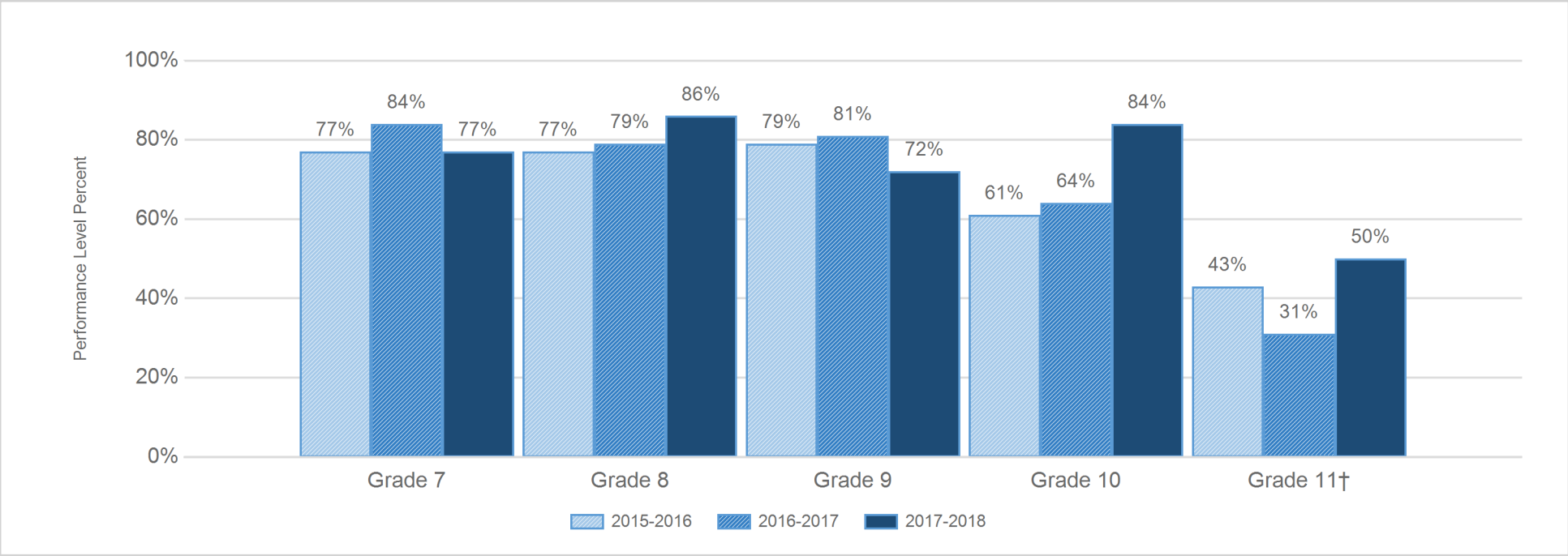
NJ SCHOOL PERFORMANCE REPORT

GLEN RIDGE HIGH SCHOOL
(13-1750-050)
Grades Offered: 07-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.



† Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

NJ SCHOOL PERFORMANCE REPORT

GLEN RIDGE HIGH SCHOOL
(13-1750-050)
Grades Offered: 07-12
2017-2018

Report Key:
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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	504	87.4	77.5	78.9	45.0	71.4	62.3	Met Target
White	386	86.0	76.7	77.9	54.1	69.4	63.2	Met Target
Hispanic	31	93.9	77.4	73.0	29.2	76.4	58.5	Met Target
Black or African American	19	91.3	57.9	61.0	23.4	55.0	37.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	33	97.1	96.9	97.5	77.0	96.9	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	35	87.5	80.0	85.1	53.0	73.7	59.9	Met Target
Female	238	83.6	79.0	80.0	46.0	69.4		
Male	266	91.1	76.3	77.9	43.9	73.2		
Economically Disadvantaged Students	N	N	N	*	26.6	N	**	**
Non-Economically Disadvantaged Students	504	87.4	77.5	*	55.9	*		
Students with Disabilities	87	88.8	31.0	45.1	17.1	29.0	28.7	Met Target
Students without Disabilities	417	87.1	87.3	86.3	50.5	79.9		
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	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

GLEN RIDGE HIGH SCHOOL
(13-1750-050)
Grades Offered: 07-12
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	141	766	766	743	*	*	13%	58%	22%	80%	43%
White	105	765	765	750	0%	*	*	60%	18%	78%	54%
Hispanic	10	756	756	732	*	*	*	*	*	70%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	14	769	769	748	0%	*	*	*	*	86%	51%
Female	69	767	767	745	*	*	*	64%	19%	83%	45%
Male	72	766	766	741	*	*	*	53%	25%	78%	42%
Economically Disadvantaged Students	N	N	N	730	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	141	766	766	751	*	*	13%	58%	22%	80%	55%
Students with Disabilities	18	732	732	717	*	*	*	*	*	22%	12%
Students without Disabilities	123	771	771	748	*	*	*	*	*	89%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

GLEN RIDGE HIGH SCHOOL
(13-1750-050)
Grades Offered: 07-12
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 8

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	60	758	758	728	*	*	20%	*	*	63%	28%
White	46	761	761	736	*	*	22%	*	*	67%	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	39	758	758	731	*	*	*	*	*	62%	31%
Male	21	759	759	725	*	*	*	*	*	67%	26%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	60	758	758	735	*	*	20%	*	*	63%	35%
Students with Disabilities	19	729	729	705	*	*	*	*	*	26%	*
Students without Disabilities	41	772	772	735	*	*	*	*	*	80%	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	60	758	758	729	*	*	20%	*	*	63%	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

GLEN RIDGE HIGH SCHOOL
(13-1750-050)
Grades Offered: 07-12
2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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 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	154	779	779	746	*	*	9%	56%	25%	81%	46%
White	113	779	779	755	*	*	11%	55%	26%	81%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	12	799	799	779	0%	0%	0%	*	*	100%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	11	794	794	755	0%	0%	*	*	*	91%	54%
Female	62	784	784	748	*	*	*	66%	23%	89%	48%
Male	92	776	776	745	*	*	*	49%	27%	76%	44%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	25%
Non-Economically Disadvantaged Students	154	779	779	756	*	*	9%	56%	25%	81%	57%
Students with Disabilities	33	739	739	716	*	*	*	*	*	33%	13%
Students without Disabilities	121	790	790	752	*	*	*	*	*	94%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

GLEN RIDGE HIGH SCHOOL
(13-1750-050)
Grades Offered: 07-12
2017-2018

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Mathematics Assessment - Performance by Test: Geometry

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 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	83	762	762	735	0%	*	24%	*	*	67%	30%
White	68	761	761	740	0%	*	26%	*	*	66%	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	38	764	764	736	0%	*	*	*	*	68%	30%
Male	45	760	760	734	0%	*	*	*	*	67%	29%
Economically Disadvantaged Students	N	N	N	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	83	762	762	741	0%	*	24%	*	*	67%	38%
Students with Disabilities	14	746	746	713	0%	*	*	*	*	29%	*
Students without Disabilities	69	765	765	738	0%	*	*	*	*	75%	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	83	762	762	736	0%	*	24%	*	*	67%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

GLEN RIDGE HIGH SCHOOL
(13-1750-050)
Grades Offered: 07-12
2017-2018

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Mathematics Assessment - Performance by Test: Algebra II

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 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	76	776	776	727	*	*	*	58%	22%	80%	30%
White	60	775	775	733	*	*	*	58%	20%	78%	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	38	767	767	728	*	*	*	*	*	74%	30%
Male	38	785	785	727	*	*	*	*	*	87%	30%
Economically Disadvantaged Students	*	*	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

NJ SCHOOL PERFORMANCE REPORT

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(13-1750-050)
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2017-2018

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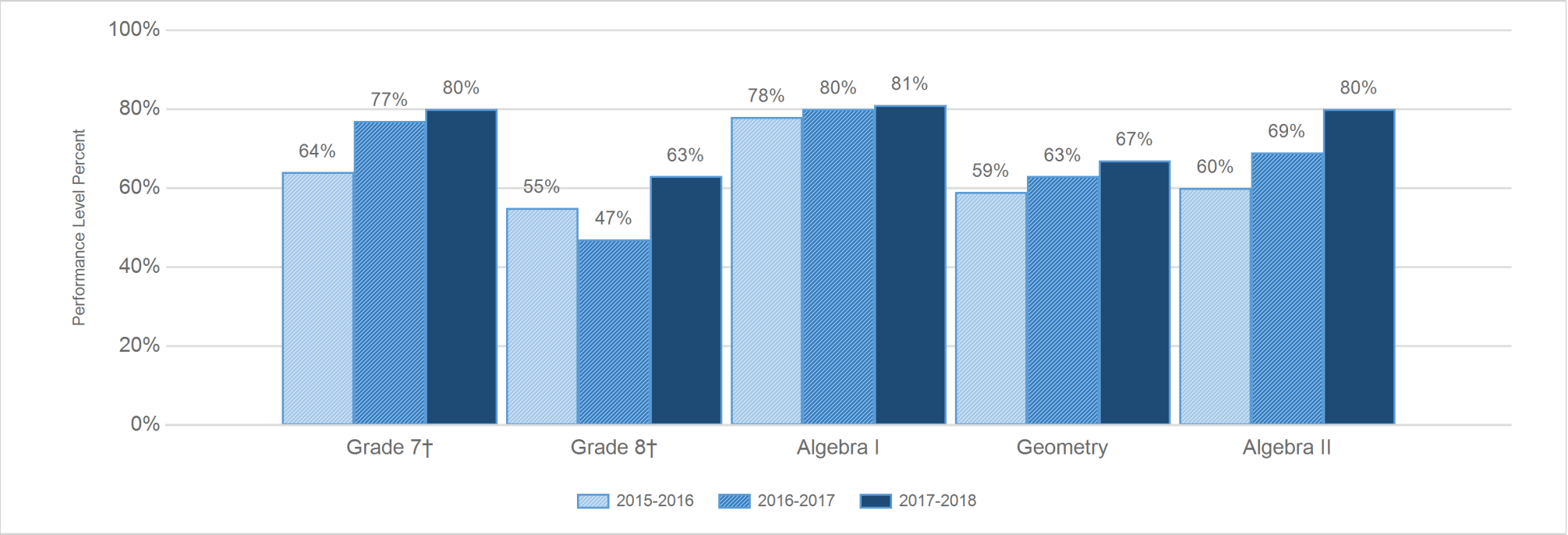
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

GLEN RIDGE HIGH SCHOOL
(13-1750-050)
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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
7	N	N
8	N	N
9	N	N
10	N	N
11	N	N

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.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment 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.

NJ SCHOOL PERFORMANCE REPORT

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	96.6%	85.0%
12th graders taking SAT in 2017-18 or prior years	83.9%	72.2%
12th graders taking ACT in 2017-18 or prior years	74.2%	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	564	478	Grade 10: 430 Grade 11: 460	92%	62%
PSAT 10/NMSQT - Math	545	478	Grade 10: 480 Grade 11: 510	74%	42%
SAT - Reading and Writing	609	542	480	96%	72%
SAT - Math	601	543	530	74%	54%
ACT - Reading	27	24	22	78%	62%
ACT - English	26	24	18	93%	78%
ACT - Math	25	24	22	70%	62%
ACT - Science	25	23	23	62%	53%

NJ SCHOOL PERFORMANCE REPORT

GLEN RIDGE HIGH SCHOOL
(13-1750-050)
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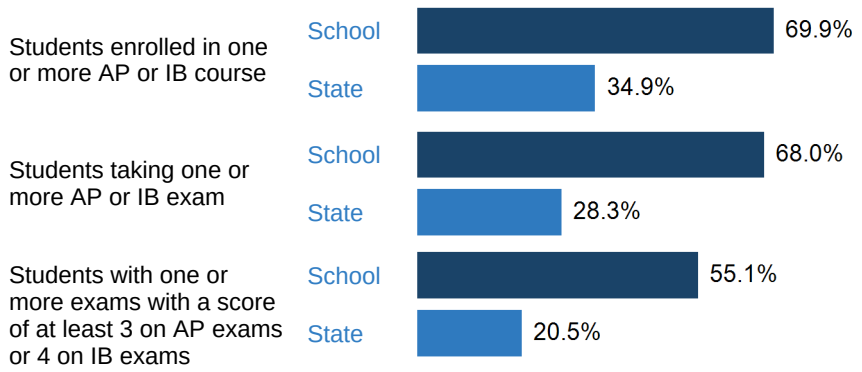
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

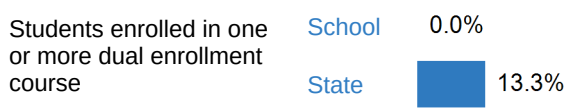
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	1	1
AP Biology	17	16
AP Calculus AB	24	23
AP Calculus BC	19	19
AP Chemistry	12	12
AP Computer Science A	27	24
AP Computer Science Principles	45	44
AP English Language and Composition	65	64
AP English Literature and Composition	21	21
AP Environmental Science	4	3
AP French Language and Culture	11	10
AP Human Geography	0	8
AP Japanese Language and Culture	0	1
AP Macroeconomics	5	2
AP Microeconomics	0	3
AP Music Theory	7	7

NJ SCHOOL PERFORMANCE REPORT

GLEN RIDGE HIGH SCHOOL
(13-1750-050)
Grades Offered: 07-12
2017-2018

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AP/IB Course	Students Enrolled	Students Tested
AP Physics 1	73	65
AP Physics 2	33	33
AP Physics C: Electricity and Magnetism	2	1
AP Physics C: Mechanics	0	1
AP Psychology	1	43
AP Spanish Language	18	19
AP Statistics	29	29
AP Studio Art—Drawing Portfolio	0	5
AP Studio Art—Two-Demensional	7	2
AP U.S. Government and Politics	1	2
AP U.S. History	41	41
AP World History	24	23
Total Exams taken		522
Exams with scores of at least 3 on AP exams or 4 on IB exams		360

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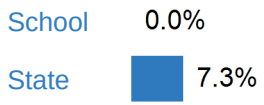
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career and Technical Education website.

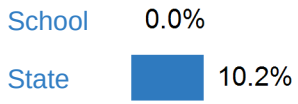
Career and Technical Education Participation

The graphs below show the percentage of students who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



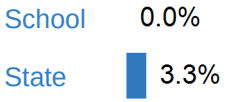
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
7	0	0	0	0	0	0	152
8	139	2	0	0	0	0	59
9	56	69	6	0	0	0	16
10	2	54	92	1	0	1	0
11	0	2	62	67	4	28	0
12	0	0	0	31	65	15	12
Total	197	127	160	99	69	44	239
Enrolled in AP/IB Course					43	29	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	113	0	0	0	26	0
10	18	115	0	0	0	0
11	7	33	1	0	99	4
12	12	0	1	4	56	18
Total	150	148	2	4	181	22
Enrolled in AP/IB Course	17	12		4	108	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	136	0	0	0	0	0
10	0	135	3	14	0	1
11	0	134	57	6	1	2
12	24	4	72	26	15	42
Total	160	273	132	46	16	45
Enrolled in AP/IB Course	24	41	5	1		1
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	78	58	0	0	0	14	0
8	60	73	0	0	0	20	0
9	77	42	0	0	0	12	0
10	68	51	0	0	0	15	0
11	57	39	0	0	1	17	1
12	59	27	0	0	0	0	0
Total	399	290	0	0	1	78	1
Enrolled in AP/IB Course	18	11	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	69	62	0	0	0	32	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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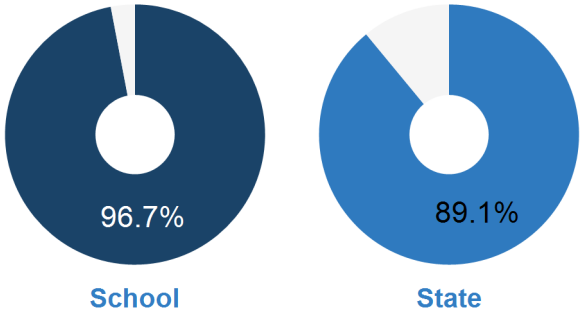
Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

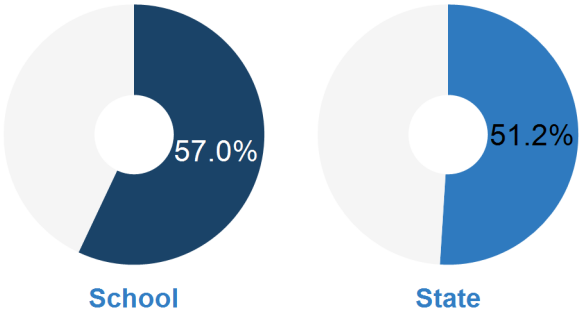
Grades 6-8:

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

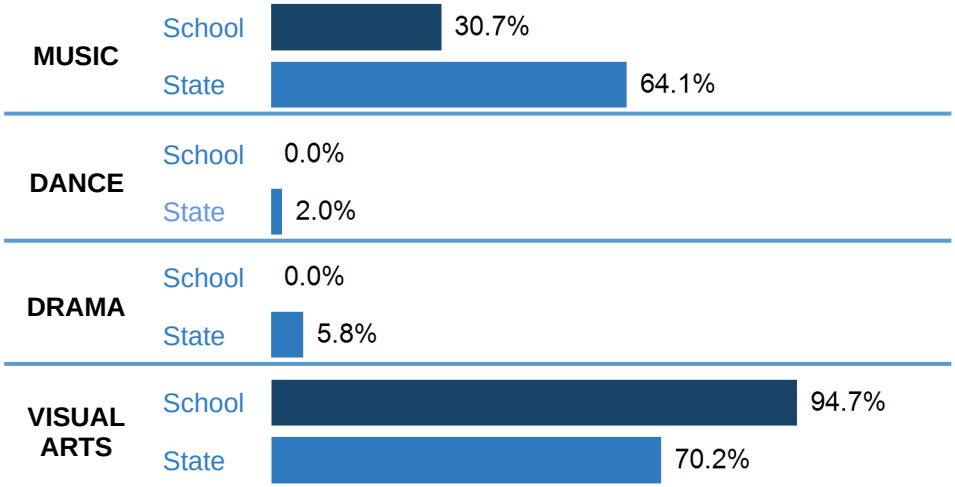


Grades 9-12:

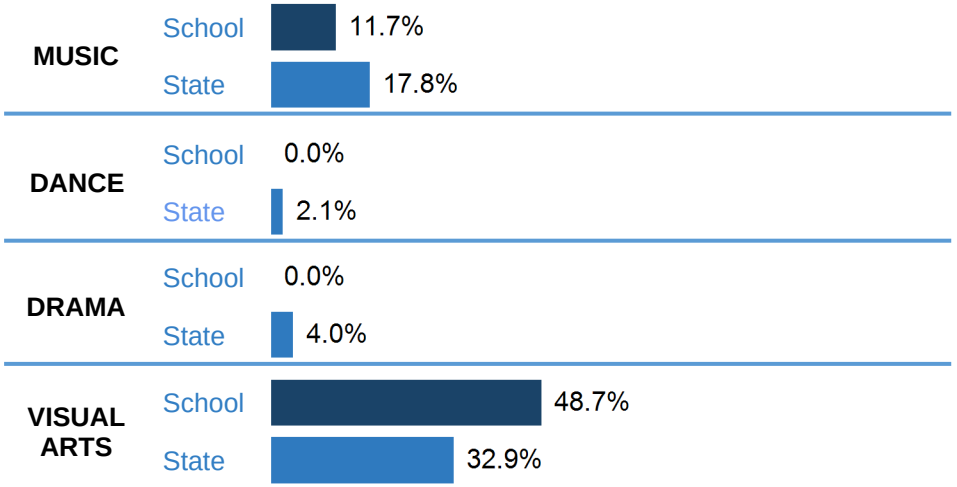
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. 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	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	96.9%	90.9%	99.3%	92.4%	97.9%	N	Met Goal	99.2%	N	Met Goal
White	96.9%	95.0%	100.0%	95.7%	98.2%	N	Met Goal	99.1%	N	Met Goal
Hispanic	100.0%	84.8%	*	87.3%	*	**	**	*	**	**
Black or African American	90.0%	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	*	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	N	84.6%	*	87.0%	*	**	**	N	N	N
Students with Disabilities	89.5%	80.1%	100.0%	83.5%	89.5%	**	**	94.4%	**	**
English Learners	N	75.8%	*	81.8%	*	**	**	N	N	N
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

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Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	0.0%	0.0%
Substitute Competency Test	100.0%	100.0%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.0%	0.0%
Unknown	0.0%	0.0%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	96.9%	-
2017	97.9%	99.3%
2016	96.9%	99.2%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2017-2018	0.0%	1.2%
2016-2017	0.2%	1.1%
2015-2016	0.0%	1.2%

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	82.9%	2%	98%
White	82.1%	1.3%	98.7%
Hispanic	81.8%	0%	100%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	N	N	N
Students with Disabilities	77.8%	14.3%	85.7%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	86.5%	2.5%	97.5%	40.2%	59.8%	20.5%	79.5%
White	84.4%	2.2%	97.8%	39.1%	60.9%	15.2%	84.8%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	N	N	N	N	N	N	N
Students with Disabilities	73.3%	27.3%	72.7%	63.6%	36.4%	72.7%	27.3%
English Learners	N	N	N	N	N	N	N

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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.

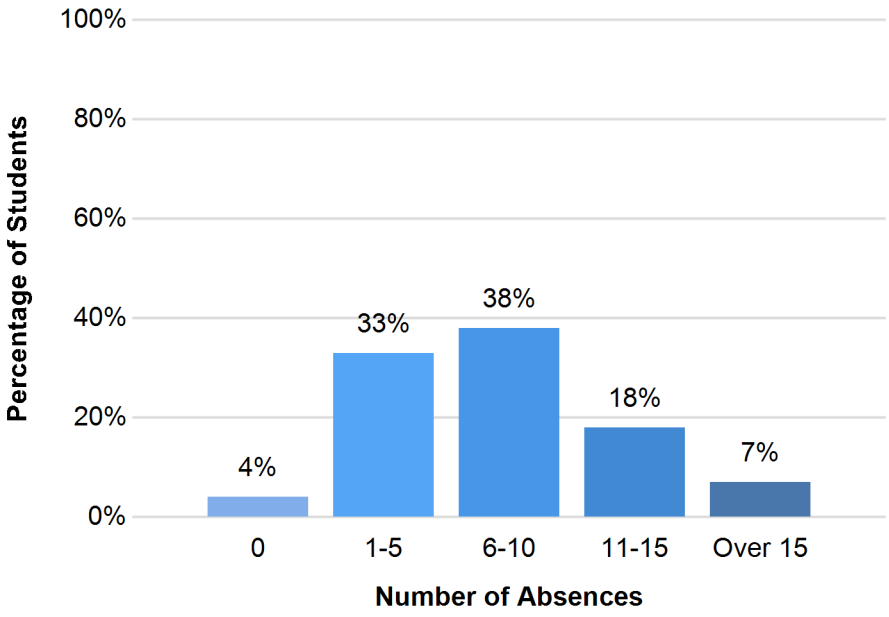
Chronic Absenteeism

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	32	3.8	13.3	Met
White	20	3.1	13.3	Met
Hispanic	2	4.0	13.3	Met
Black or African American	5	11.4	13.3	Met
Asian, Native Hawaiian, or Pacific Islander	1	2.3	13.3	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	4	6.9	13.3	Met
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	5	3.6	13.3	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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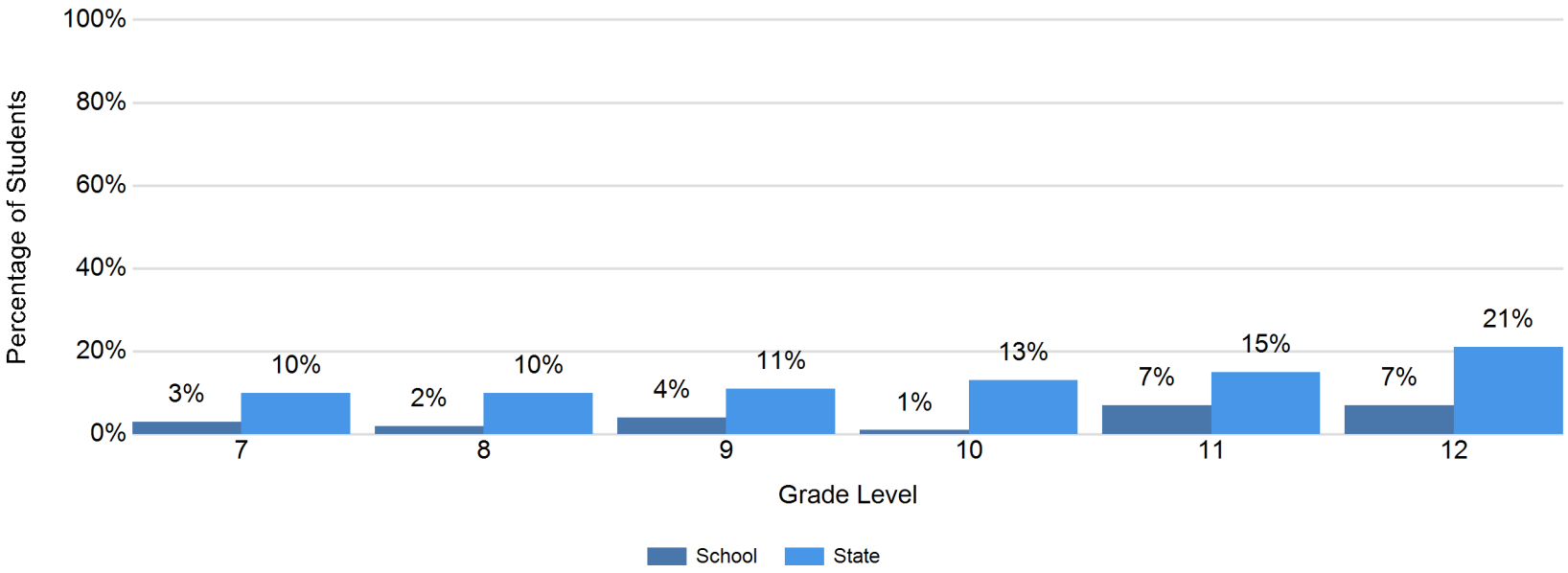
Chronic Absenteeism by Grade

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	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	0.96

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	1
Substances	5
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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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.

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	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	4	1	5
Sexual Orientation	2	1	3
Disability	2	1	3
Other	0	0	0
No Identified Nature	1		1

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	*	*
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
22

NJ SCHOOL PERFORMANCE REPORT

GLEN RIDGE HIGH SCHOOL
(13-1750-050)
Grades Offered: 07-12
2017-2018

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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	7:45 AM
Typical End Time	3:15 PM
Length of School Day	7 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 20 Mins
Shared Time - Instructional Time	3 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	1:1

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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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	76	117,464
Average years experience in public schools	12.1	12.0
Average years experience in district	10.1	10.7
Teachers in district for 4 or more years	73.7%	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	11:1	13:1
Students to Administrators	208:1	172:1
Teachers to Administrators	19:1	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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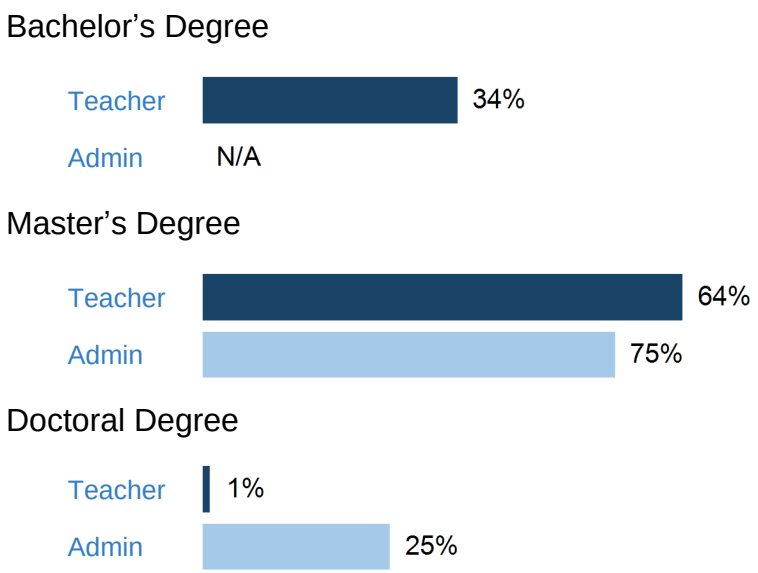
Teachers and Administrators - Level of Education

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	97.2%

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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	59.2%	25.0%
Male	40.8%	75.0%
White	89.5%	50.0%
Hispanic	2.6%	25.0%
Black or African American	2.6%	25.0%
Asian	5.3%	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	85.42	12.5%
Mathematics Proficiency	95.83	12.5%
Graduation Rate - 4-Year	80.85	15.0%
Graduation Rate - 5-Year	100.00	15.0%
English Language Arts Growth	25.00	15.0%
Mathematics Growth	44.44	15.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	88.64	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	73.50	n/a
Summative Rating: Percentile Rank of Summative Score	89.58	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: 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 Target	Met Target	Met Goal	Met Goal	Not Met	Met Standard	**	Met	No
White	79.53	21.20	No	Met Target	Met Target	Met Goal	Met Goal	Not Met	Met Standard	n/a	Met	No
Hispanic	**	**	No	Met Target	Met Target	**	**	**	**	n/a	Met	No
Black or African American	**	**	No	Met Target†	Met Target	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	**	**	n/a	**	No
Two or More Races	53.50	14.08	No	Met Goal	Met Target	**	**	Not Met	**	n/a	Met	No
Economically Disadvantaged Students	**	**	No	**	**	**	N	**	**	n/a	**	No
Students with Disabilities	65.02	14.08	No	Not Met	Met Target	**	**	Not Met	**	n/a	Met	No
English Learners	**	**	No	**	**	**	N	**	**	**	**	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.

Highlights:	• Named one of America's Most Challenging High Schools by the Washington Post. 16th in New Jersey and 508th Nationally. • Named one of the Best High Schools by US News & World Report. 14th in New Jersey and 317th Nationally. • Ranked 30th Best Public School in New Jersey by Niche.com. Teachers were ranked 10th Best in New Jersey.
Mission, Vision, Theme:	In partnership with a close knit community, Glen Ridge High School will maximize the potential of each individual student through a motivational and highly challenging academic program. This will be accomplished in an atmosphere respectful of individual and cultural differences, so that students can advance their post-secondary education, contribute socially, and compete productively in an ever changing, increasingly technological global society.
Awards, Recognition, Accomplishments:	GRHS students consistently distinguish themselves by achieving numerous recognitions and awards, including: • Nationally Recognized by Newsweek Magazine and US News & World Report • Recognized by NJ Monthly Magazine • National Merit Commendations Advanced Placement Scholars • Advanced Placement Scholars with Distinction • Advanced Placement Scholars with Honors • National Advanced Placement Scholars. The Marching Band Awarded Best Music at the US Bands National Championships. Our Girls Soccer team were the North 1 Group 1 Champions, and advanced to the State Finals.

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Courses, Curriculum, Instruction:	Our school provides students with a host of opportunities to explore interests as they satisfy requirements for graduation and prepare for post-secondary education. Courses are offered at multiple levels to accommodate the needs of diverse learners. Students have access to more than 20 Advanced Placement courses, the latest being AP Capstone, starting in the fall of 2018. The program supports our vision of developing lifelong learners equipped with the ability to think critically, evaluate diverse perspectives, and communicate a position based on evidence. GRHS's curriculum is aligned with the NJ State Learning Standards. The District's Curriculum is revised annually, with each subject area updated in five-year cycles. The process is led by our Dir. of Curriculum & Instruction who collaborates with administrators and teachers to include their input and ensure the curriculum is implemented in the classroom.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Coed), Ice Hockey (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Coed) Glen Ridge offers a wide range of athletic teams which compete on both the JV & Varsity levels. GRHS takes pride in the high student participation in athletics while maintaining competitive programs. The Girl's Soccer Team won the Group Sectional title the past 5 years and has advanced to the state championship game the past 5 seasons. The Boy's Soccer team lost in the state sectional final as well. The lacrosse programs are some of the best in the county as well.
Clubs and Activities:	We offer a host of activities to extend the educational experience beyond the classroom. There are opportunities available for students interested in academics, the arts (Drama Club, Varsity Chorus, or Jazz Band), community service (NHS, Key Club, Environmental Club), or taking on a leadership role in the building (Student Council, Gay Straight Alliance, or National Honor Society). Our students have achieved success in various Interscholastic competitions through Model UN, Robotics Club, and Marching Band. Lastly, our cultural organizations lead to numerous field experiences that have taken students to Europe. Africa, and Asia.

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Staff and Professional Learning:	Our School Improvement Panel (ScIP) meets frequently to plan, implement, and reflect on professional learning. Recent topics include improving assessments, and staff/student wellness. Teachers are encouraged to continue their education by seeking professional development opportunities and continuing their education. Collaboration is encouraged. Each department is headed by a program leader who facilitates meetings to develop instructional strategies and share resources.
Postsecondary Information:	The GRHS Counseling Department is committed to supporting our students pursue their goals for postsecondary education. This includes everything from managing school work and scheduling, to coping with stress and developing healthy relationships. Guidance counselors also assist students and their families with the college planning process. Services are delivered via individual conferences and group meetings. Information is communicated through a variety of platforms, starting with the parent breakfasts. They host guest speakers on a variety topics, including college admissions and financial aid. Counselors facilitate classroom tutorials on Naviance and analyzing PSAT reports. More than 99 percent of students graduate high school, with 97% of the class of 2018 attend four-year colleges. Our students attend a variety of public and private universities both in and out-of-state.

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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 7-12 Resource programs, Intermediate 2 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 Guidance Counselors. Support committees include the Child Study Team, Intervention & Referral Services Committee, Section 504 Committee and Nursing (Health Plans). Services are available for students recognized as English Language Learners. Our Guidance Department offers additional assistance for students, along with the Student Assistance Counselor and 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:	Our team is committed to provide a safe learning environment for our students. Wellness topics are integrated throughout the Health curriculum. Counselors host support groups. Programs for yoga and meditation are provided after school. The Student Assistance Counselor is trained to assist students in coping with emotional, psychological, or behavioral issues. We work with food services to ensure students have access to nutritious offerings. Peer leaders facilitate outreach sessions with younger students to discuss stress management, healthy relationships, and communication skills. The School Safety Team meets periodically to review data, identify trends, and plan programs to support student health and wellness. Recent guest speakers have visited to discuss opioid awareness, vaping, and LGBT acceptance.
Parent and Community Involvement:	Our students and staff benefit from generous parent and community support. The Home & School Association meets regularly with faculty and administration to plan events and support school improvement initiatives. Recent projects include a schoolwide reading program, Yoga classes, ACT/SAT prep courses, and renovations to the faculty lunchroom. The Glen Ridge Educational Foundation sponsors grants to enhance the educational programs, including Virtual High School, and the robotics team. Our Athletic Teams and Music programs enjoy parental support through booster clubs that plan end of season recognition events, scholarships, and assistance at the events.

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Climate Surveys:	Who is surveyed: Parents

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Technology and STEM:	GRHS is a 1:1 school. Each student is provided a Chromebook, which are used to support 21st Century learners develop collaboration and problem-solving skills. We have a team of Google certified trainers on staff to assist faculty integrating Google Apps for Education. The building is equipped with wifi, and four computer labs, one of which hosts our CAD and Engineering programs. The former is expanding in 2019/2020 to include a dual enrollment course in partnership with NJIT. All students are required to complete at least a half year of Computer Science before graduating GRHSl. Those with an interest in coding and app development can progress in a program that culminates with AP Computer Science Principles and AP Computer Science A. There is a robotics class that is supported by an after school program where students participate in interscholastic competitions.

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Other Information:	Glen Ridge High School is located in Essex County. We're a Group 1 School with approximately 850 students in grades 7 - 12. We offer comprehensive programs in the humanities, science, mathematics, and technology. Students with an interest or aptitude in a particular subject can follow a progression of classes that will develop high levels of proficiency. For example, fluency in a world language (or programming language), creating an art portfolio, mastering a musical instrument or advanced mathematics. The education extends well beyond the classroom with travel opportunities, participation in extracurricular activities, and distance learning. Our students excel in academics, athletics, and the arts. They are supported by a faculty, administration, parents, and community that are committed to help them achieve their goals.