



**Forest Avenue School**  
(13-1750-070)  
Grades Offered: PK-02  
2018-2019

**Report Key:**

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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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



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### School Contact Information

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 Public School District
Principal Name	Mr. Matthew Murphy
Address	287 FOREST AVE GLEN RIDGE, NJ 07028-1818
Phone Number	973-429-8308
Email Address	<a href="mailto:mmurphy@glenridge.org">mmurphy@glenridge.org</a>
Website	<a href="https://www.glenridge.org/Domain/466">https://www.glenridge.org/Domain/466</a>
Facebook	<a href="https://www.facebook.com/groups/137025523070755/">https://www.facebook.com/groups/137025523070755/</a>
Twitter	<a href="https://www.glenridge.org/Domain/466#">https://www.glenridge.org/Domain/466#</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	25	22	22
KG	70	70	60
1	76	70	67
2	68	75	71
Total	239	237	220

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.5%	49.4%	51.4%
Male	51.5%	50.6%	48.6%
Economically Disadvantaged Students	0.0%	0.0%	0.0%
Students with Disabilities	7.5%	8.9%	14.5%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.5%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	77.4%	74.7%	75.0%
Hispanic	2.1%	3.0%	2.7%
Black or African American	3.3%	3.0%	2.7%
Asian	13.0%	15.2%	14.5%
Native Hawaiian or Pacific Islander	2.9%	3.4%	4.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.3%	0.8%	0.9%

### Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	22	0
PK - Full Day	25	0	22
KG - Half Day	0	0	0
KG - Full Day	70	70	60

### 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	98.2%
Other Languages	1.8%



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### 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	N	N	N

### English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency 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	N	N	N
3-4	N	N	N
5 or more	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. Students with fewer than 45 days in membership are excluded from attendance calculations.

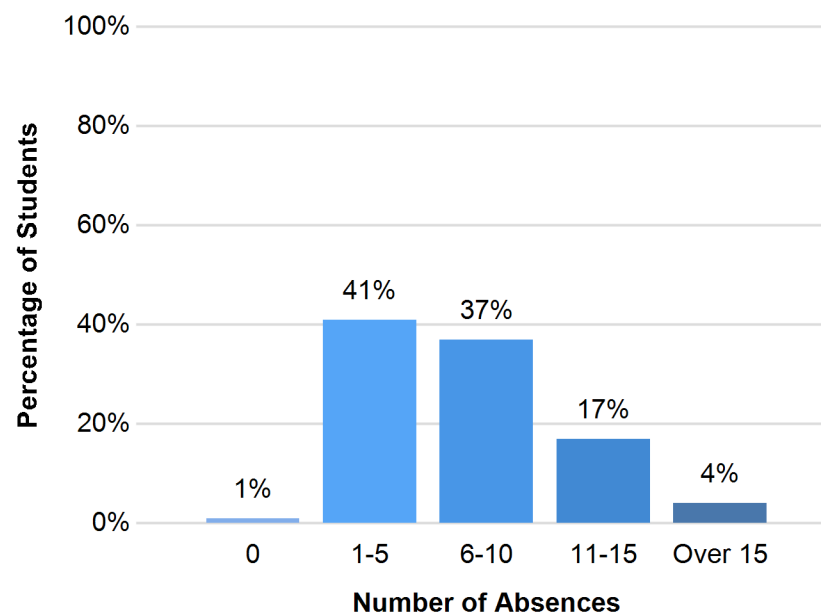
### Chronic Absenteeism

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	5	2.5	10.3	Met
White	3	2.0	10.3	Met
Hispanic	*	*	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	2	5.7	10.3	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	2	2.0		
Male	3	3.1		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	3	9.7	10.3	Met
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### 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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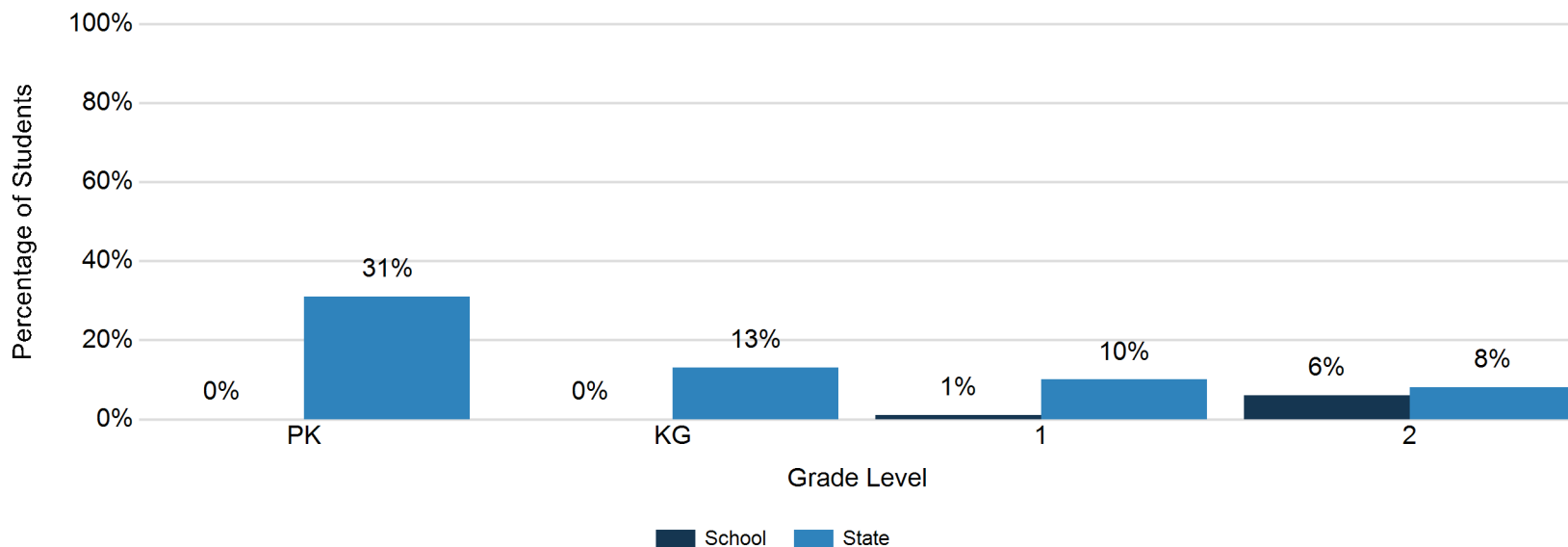
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**Chronic Absenteeism by Grade**

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### 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)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

### 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

### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	0	0	0
Sexual Orientation	0	0	0
Disability	1	0	1
Other	0	0	0
No Identified Nature	0		0

### 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	0	0.0%
Any Suspension	0	0.0%
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
0



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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	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	18	118,214
Average years experience in public schools	13.3	12.1
Average years experience in district	12.7	10.8
Percentage of Teachers with 4 or more years experience in the district	83.3%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,530
Average years experience in public schools	21.2	16.0
Average years experience in district	14.5	12.0
Percentage of Administrators with 4 or more years experience in the district	91.7%	76.9%

### 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	12:1	12:1
Students to Administrators	220:1	157:1
Teachers to Administrators	18:1	13:1
Students to Librarians/Media Specialists		627:1
Students to Nurses		470:1
Students to Counselors		313:1
Students to Child Study Team Members		235:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.4%	94.4%	0.0%	48.4%	77.1%	54.9%
Male	48.6%	5.6%	100.0%	51.6%	22.9%	45.1%
White	75.0%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	2.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	14.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	4.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.9%	90.5%
2017-18 Administrators: Same district 2018-19	81.8%	87.9%

### 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
2018-19	96.0%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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 the school or district directly.



### Highlights:

- FAS has developed and expanded the STEAM Program. Students participate in STEAM workshops in the classrooms and at the Mobile Lab. A STEAM Fair is also planned with the FAS HSA.
- FAS celebrated the 1st Annual Abilities Awareness Week. Through multiple activities, students reflect on their experience of the world and how this may vary from the experience of others.



### Mission, Vision, Theme:

The major goals at the Primary School level are for each child to develop a firm foundation in basic skills and a positive attitude about himself or herself. Since growth varies with each child, the school aims to help each pupil achieve at a level which is commensurate with his/her ability and at a rate of speed which is comfortable for him or her. In order to accomplish this goal, whole class instruction as well as small group and individual instruction are employed to meet the diverse developmental levels of the youngsters.



### Awards, Recognition, Accomplishments:

Teachers at Forest Avenue pursue funding for innovative programs. Numerous innovation grants have been awarded to the Forest Avenue staff, some of which recently include: "Forest Flies" Around the World (International Week); One Book, Two Schools; Reading Comes Alive with Daily 5; Super Safety Village; One of a Kind Rock Pathway, and more. Forest Avenue School, in collaboration with the Glen Ridge Public Library, was awarded winner of the NJ State Library Mobile Mini-Makerspace Kit grant. Exemplary instructional and non-instructional staff have been selected for the annual Glen Ridge Tradition of Excellence Award. Within the school program, children are routinely recognized for doing their best and making positive choices through the Friendly Fireflies character program.





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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The district Pre-K - Grade 2 Curriculum includes Everyday Math, Reading Wonders, hands-on Science and Social Studies activities, and a variety of Related Arts courses.</p>
 <p><b>Clubs and Activities:</b></p>	<p>A variety of after-school programs and activities are available to students. The Discovery Program is an after-school enrichment program which includes classes such as: Crayola World of Design; Foods from Around the World; Gas Lamp Theater; Lego Robotics; Math Fun; Alien Planet Factory; Architect Jr.; Magic; Martial Arts; Keyboarding; Art a la Carte; Chess; Coding for Kids. There is also a Title 1 Math Homework Club for the reinforcement of math concepts and skills. In addition to school offerings, other local community organizations offer exciting athletic and club opportunities to residents.</p>





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 <p><b>Before and After School Programs:</b></p>	<p>The Glen Ridge Child Care Program was developed to meet the needs of the families in our community by offering both Before and After School Care as well as Vacation Day Care Programs. The Child Care Program is designed to complement both home and school by providing a safe, nurturing and enriching environment in which children can grow and have fun. Through supervised activities, children can explore such areas as the arts, games, computers and sports. A caring attitude toward home, school and friends is fostered in the Child Care Program by providing time to discuss and resolve problems and by giving attention to individuals as well as groups. Before Care (7:05 AM- 8:30 AM) and After Care (Dismissal - 6:00 PM) programs are available to students in PreK - Grade 2.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>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. One full day and two half-day Professional Development days are built into the school calendar. Staff meetings and grade-level meetings include professional development. Staff are provided a variety of meaningful professional learning opportunities and consultations through each year. Professional Learning Communities (PLCs) include the SciP, STEAM, Character Education/School Safety, Report Card Benchmarks, Literacy, Mindfulness, and more.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>Students at all levels have an opportunity to succeed through a dedicated professional faculty. Support services include K-2 Resource programs, Primary One 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 &amp; Referral Services Committee, Section 504 Committee and Nursing (Health Plans). Pre K - 2 programs include varying levels of Instructional Aide Support. The Reading Specialist &amp; Title 1 Math teacher work with identified students on a pull-out basis. Services are available for students recognized as requiring Basic Skills Instruction and English Language Learners. Support staff work closely to consistently integrate differentiated instructional strategies to meet the individual needs of each student.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Student health and wellness are important elements of the Pre-kindergarten - Grade 2 program. Student health records are maintained for all students. A full-time School Nurse is available during school hours to address student health and safety needs. Accommodations and procedures are established for students with life-threatening allergies and other medical conditions. Students receive instruction in Physical Education and Health. The School Counselor designs and implement programs for character education and positive school climate. Group Counseling and individual student support is provided to students, as needed. Classroom teachers engage the children in daily brain/fitness breaks. Music and movement is also included in the Music program. Various Health and Wellness programs are implemented school-wide, including Mindfulness and Yoga. Students learn about sustainability and healthy foods during programs that utilize the school's Learning Garden.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Forest Avenue Home &amp; School Association is a parent/teacher organization that focuses on supporting the Forest staff through classroom volunteers coordinated by H&amp;SA class parents, maintaining library resources, implementing teacher's suggestions for improving the school, and providing financial support for the purchase of classroom materials. They coordinate services focused on education, such as the annual Enrichment Programs and after-school classes offered through the Discovery Series. They communicate issues affecting Forest Avenue students and parents via a regular newsletter, web page and emails. The fundraising efforts are strong. The community is strengthened through activities such as: Welcome Back Pizza Party; Book Fair; Jack-o'-lantern Walk; Visiting Author Day; Soccerthon; STEAM Fair; Discovery Series; Read Across America; Spring Carnival; Food and Clothing Drives; Harvest Day; Food Days Hot Lunches; Social Fireflies; and many other fundraisers, programs, and events.</p>



**Forest Avenue School**  
 (13-1750-070)  
 Grades Offered: PK-02  
 2018-2019

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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 the school or district directly.



Climate Surveys:

Who is surveyed: Parents





**Forest Avenue School**  
(13-1750-070)  
Grades Offered: PK-02  
2018-2019

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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 the school or district directly.

 <p><b>Technology and STEM:</b></p>	<p>All K-2 classrooms are equipped with computers and interactive SMART Boards that are used as part of the instructional process. Students regularly use laptops and Chromebooks as part of the instructional process. Students learn to function on their own with the computer and become skilled in accessing and using appropriate software and web-based programs. Coding activities are included for our K-2 students such as Tynker, Scratch, Jr. Ozobots, and Hour of Code. PreK classrooms have iRover SMART Boards/Tables for children to manipulate and the children engages in STEAM activities during learning centers. School-wide Maker Days for PreK-2 children occur in the fall and spring and include engineering challenges, building, and other hands-on activities.</p>
 <p><b>Early Childhood Education:</b></p>	<p>The Pre-kindergarten program is comprised of half-day and full-day options and provide opportunities for enhancing the development of the whole child in the academic, physical, emotional, and social domain. Our 4 year old children attend classes with an average teacher student ratio of 12:1. Parents pay tuition for the program and there is always a waiting list. The program develops an awareness to many different basic concepts such as counting, colors, shapes, patterning, math, rhymes, sequencing, and environmental print. Learning centers are primarily based on a "letter of the week" and are designed to develop the whole child. Children take the initiative to choose such activities as blocks, puzzles, easel, painting, computers, housekeeping, listening center, writing center, light table, and sensory centers. Imaginative play is coupled with teacher-directed activities during circle or rectangle time, small group, or individualized instruction.</p>



Glen Ridge High School  
(13-1750-050)  
Grades Offered: 07-12  
2018-2019

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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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**

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**Glen Ridge High School**  
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 2018-2019

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School Contact Information

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 Public School District
Principal Name	Mr. John Lawlor
Address	200 RIDGEWOOD AVE GLEN RIDGE, NJ 07028-1228
Phone Number	973-429-8303
Email Address	<a href="mailto:Jlawlor@glenridge.org">Jlawlor@glenridge.org</a>
Website	<a href="https://www.glenridge.org/Domain/108">https://www.glenridge.org/Domain/108</a>
Facebook	<a href="https://www.facebook.com/groups/418191291576334/">https://www.facebook.com/groups/418191291576334/</a>
Twitter	<a href="https://www.glenridge.org/Domain/108#">https://www.glenridge.org/Domain/108#</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

**Enrollment Trends by Grade**

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
7	154	150	150
8	142	153	145
9	139	139	142
10	131	133	136
11	123	132	127
12	142	124	133
<b>Total</b>	<b>831</b>	<b>831</b>	<b>833</b>

**Enrollment Trends by Student Group**

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.6%	48.9%	50.1%
Male	50.4%	51.1%	49.9%
Economically Disadvantaged Students	0.0%	0.0%	0.1%
Students with Disabilities	15.2%	15.5%	15.3%
English Learners	0.2%	0.6%	0.6%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.1%	0.1%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	77.4%	76.9%	77.1%
Hispanic	5.8%	5.9%	5.8%
Black or African American	5.7%	5.2%	4.2%
Asian	5.1%	5.1%	6.2%
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	6.1%	7.0%	6.7%

**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	2016-17	2017-18	2018-19
Full Time Students	830	831	832
Shared Time Students	1	0	1
Full Time Equivalent	831	831	833

**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	97.4%
Other Languages	2.6%

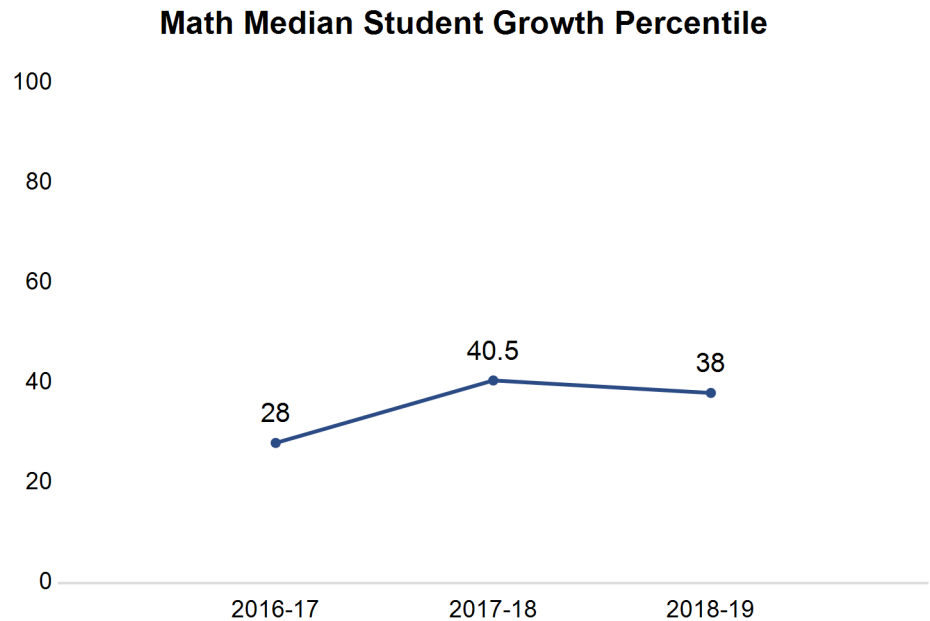
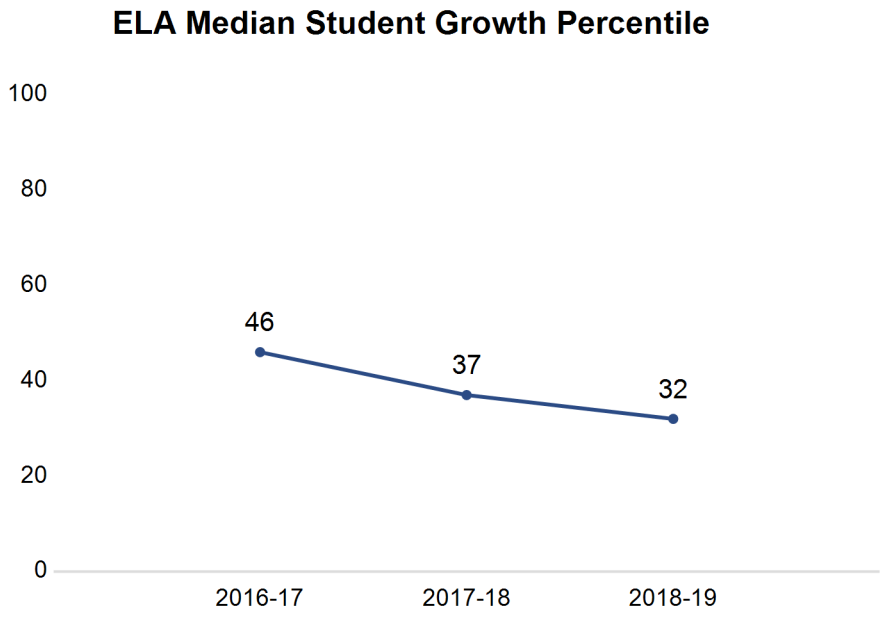


**Glen Ridge High School**  
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 2018-2019

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**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46	37	32	28	40.5	38
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Not Met	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	32	46	50	Not Met	38	60	50	Not Met
White	29	46.5	50	Not Met	38	59	52	Not Met
Hispanic	31	46	49	Not Met	58	65.5	47	**
Black or African American	*	36	45	**	*	63	43	**
Asian, Native Hawaiian, or Pacific Islander	48	49.5	59	Met Standard	56.5	62	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	39	49	49	Not Met	*	55	52	**
Female	32	47	53	N	45	60	50	N
Male	31	45	47	N	35.5	61	51	N
Economically Disadvantaged Students	*	*	48	**	*	*	46	**
Students with Disabilities	32	44.5	43	Not Met	43	48	45	**
English Learners	*	*	52	**	*	*	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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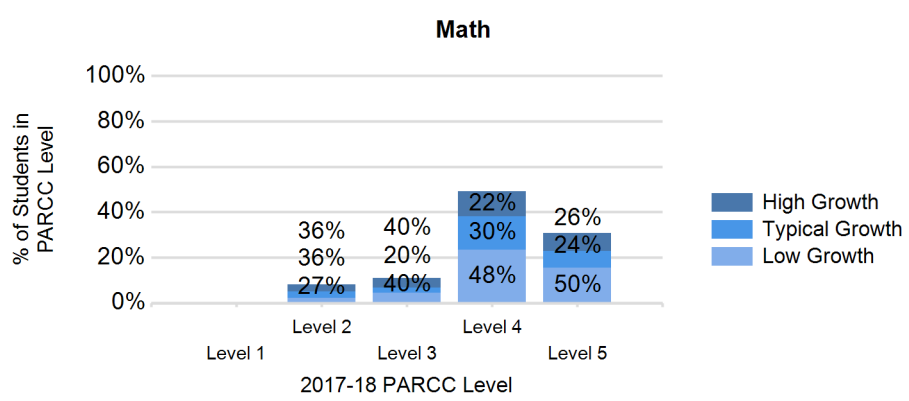
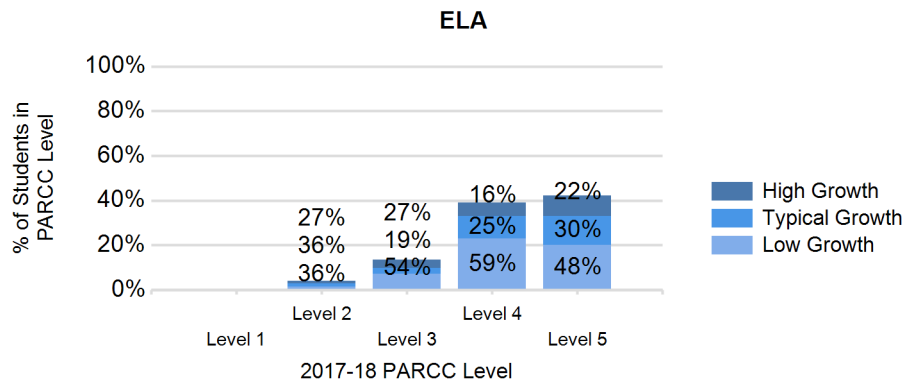
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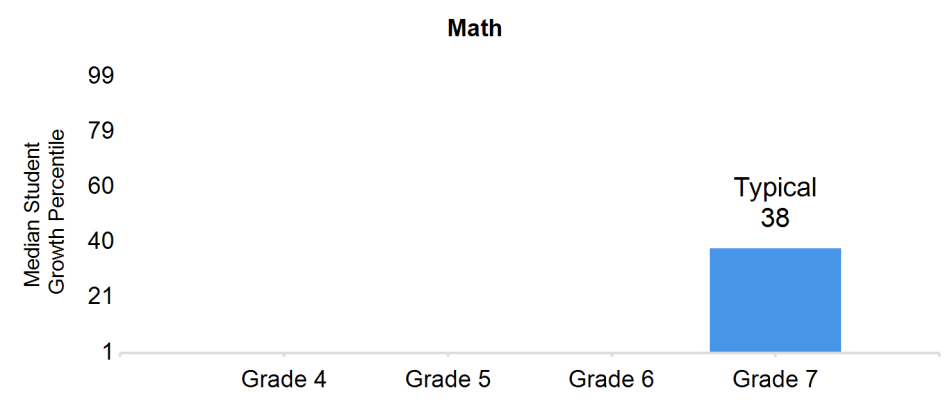
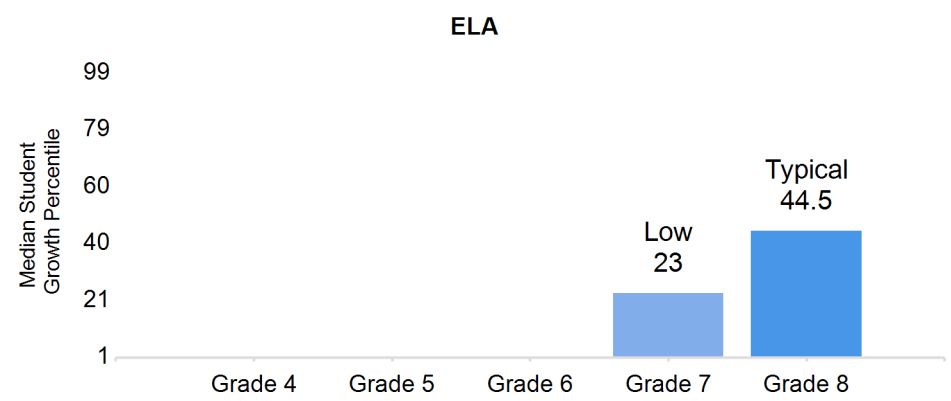
**Student Growth by Performance Level**

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



**Student Growth by Grade**

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



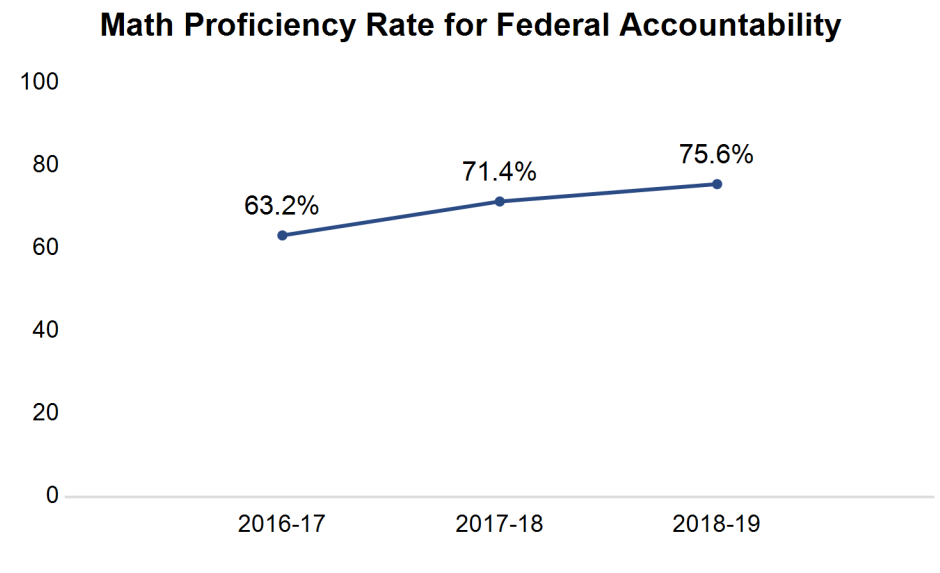
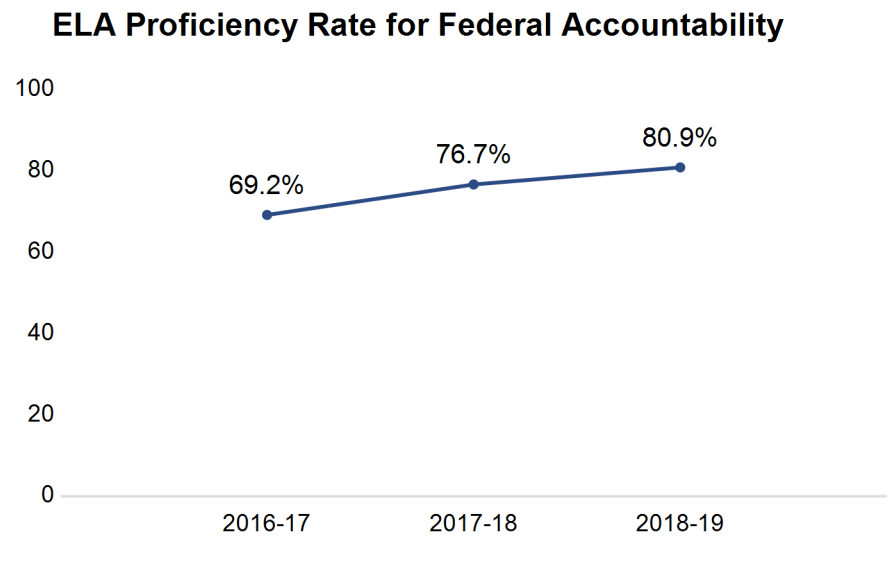


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**English Language Arts and Mathematics Performance Trends**

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	82.8%	90.9%	97.8%	84.4%	87.4%	97.4%
Proficiency Rate for Federal Accountability	69.2%	76.7%	80.9%	63.2%	71.4%	75.6%
Annual Target	69.1%	69.7%	70.2%	61.3%	62.3%	63.3%
Met Annual Target?	Met Target	Met Target	Met Goal	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	566	97.8	80.9	82.9	57.9	80.9	70.2	Met Goal
White	429	97.7	82.1	83.5	66.9	82.1	70.6	Met Goal
Hispanic	38	100.0	63.2	74.1	43.9	63.2	68.7	Met Target†
Black or African American	23	95.8	52.2	61.2	38.5	52.2	52.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	40	95.3	95.0	93.5	82.9	95.0	80	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	36	100.0	88.9	86.8	64.4	88.9	75.5	Met Goal
Female	282	96.9	87.9	87.7	64.8	87.9		
Male	284	98.6	73.9	78.3	51.3	73.9		
Economically Disadvantaged Students	*	*	*	*	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	92	93.9	33.7	47.8	22.7	33.7	42.9	Not Met
Students without Disabilities	474	98.5	90.1	90.5	65.1	90.1		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

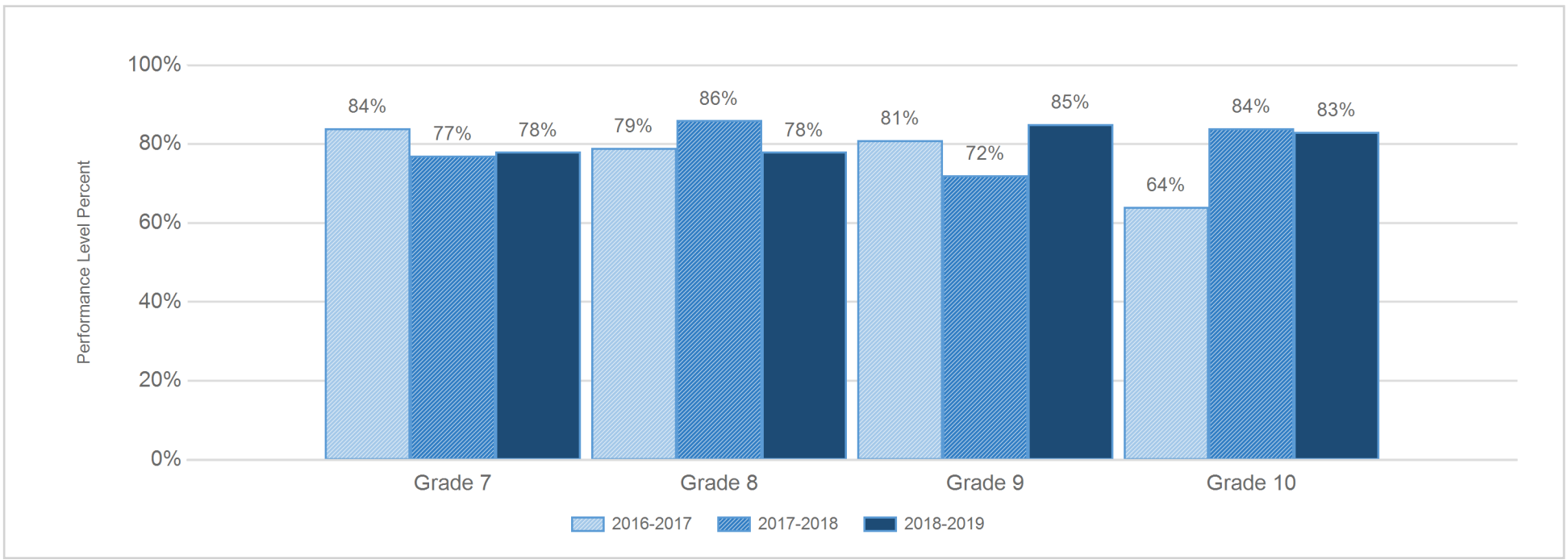


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**English Language Arts Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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**English Language Arts Assessment - Performance by Grade: Grade 7**

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	776	776	761	*	*	13%	35%	43%	78%	63%
White	108	775	775	769	*	*	11%	42%	39%	81%	72%
Hispanic	11	774	774	747	*	*	*	*	*	64%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	13	800	800	790	0%	0%	*	*	*	85%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	72	786	786	769	*	*	*	40%	51%	92%	71%
Male	72	767	767	753	*	*	*	31%	35%	65%	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	19	732	732	720	*	*	*	*	*	32%	22%
Students without Disabilities	125	783	783	769	*	*	*	*	*	86%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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**English Language Arts Assessment - Performance by Grade: Grade 8**

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	145	779	779	762	*	*	14%	40%	38%	78%	63%
White	104	779	779	770	*	*	17%	39%	38%	77%	72%
Hispanic	12	757	757	747	*	*	*	*	*	58%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	16	795	795	769	0%	*	0%	*	*	94%	69%
Female	70	783	783	771	*	*	*	41%	40%	81%	71%
Male	75	775	775	753	*	*	*	39%	36%	75%	55%
Economically Disadvantaged Students	N	N	N	743	N	N	N	N	N	N	45%
Non-Economically Disadvantaged Students	145	779	779	772	*	*	14%	40%	38%	78%	72%
Students with Disabilities	21	738	738	721	*	*	*	*	*	19%	22%
Students without Disabilities	124	786	786	770	*	*	*	*	*	88%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	*	*	*	718	*	*	*	*	*	*	27%



**Glen Ridge High School**  
 (13-1750-050)  
 Grades Offered: 07-12  
 2018-2019

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**English Language Arts Assessment - Performance by Grade: Grade 9**

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	142	782	782	753	0%	*	*	40%	45%	85%	56%
White	108	784	784	762	0%	*	*	44%	44%	88%	65%
Hispanic	*	*	*	737	*	*	*	*	*	*	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	10	793	793	783	0%	0%	0%	*	*	100%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	80	784	784	760	0%	*	*	43%	45%	88%	63%
Male	62	781	781	746	0%	*	*	37%	45%	82%	49%
Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	142	782	782	762	0%	*	*	40%	45%	85%	65%
Students with Disabilities	25	747	747	717	0%	*	*	*	*	36%	17%
Students without Disabilities	117	790	790	760	0%	*	*	*	*	96%	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	142	782	782	755	0%	*	*	40%	45%	85%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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**English Language Arts Assessment - Performance by Grade: Grade 10**

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	789	789	757	*	0%	*	34%	49%	83%	58%
White	107	792	792	767	*	0%	*	34%	50%	84%	67%
Hispanic	*	*	*	738	*	*	*	*	*	*	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	59	798	798	766	*	0%	*	*	*	93%	66%
Male	75	782	782	749	*	0%	*	*	*	75%	51%
Economically Disadvantaged Students	N	N	N	735	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	134	789	789	767	*	0%	*	34%	49%	83%	67%
Students with Disabilities	25	754	754	711	*	0%	*	*	*	48%	19%
Students without Disabilities	109	797	797	765	*	0%	*	*	*	91%	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	134	789	789	760	*	0%	*	34%	49%	83%	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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**Mathematics Assessment - Participation and Performance**

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	558	97.4	75.6	74.8	44.5	75.6	63.3	Met Target
White	422	97.2	76.8	74.3	54.1	76.8	64.1	Met Target
Hispanic	38	100.0	60.5	66.7	28.8	60.5	59.7	Met Target
Black or African American	23	95.8	34.8	51.0	23.0	34.8	39.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	39	95.2	97.4	94.6	76.5	97.4	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	36	100.0	80.6	80.9	53.3	80.6	61	Met Goal
Female	281	96.9	75.1	73.7	44.9	75.1		
Male	277	97.9	76.2	75.8	44.2	76.2		
Economically Disadvantaged Students	*	*	*	*	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.9	*		
Students with Disabilities	91	92.9	22.0	32.0	17.4	21.9	31.5	Not Met
Students without Disabilities	467	98.3	86.1	84.0	50.0	86.1		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

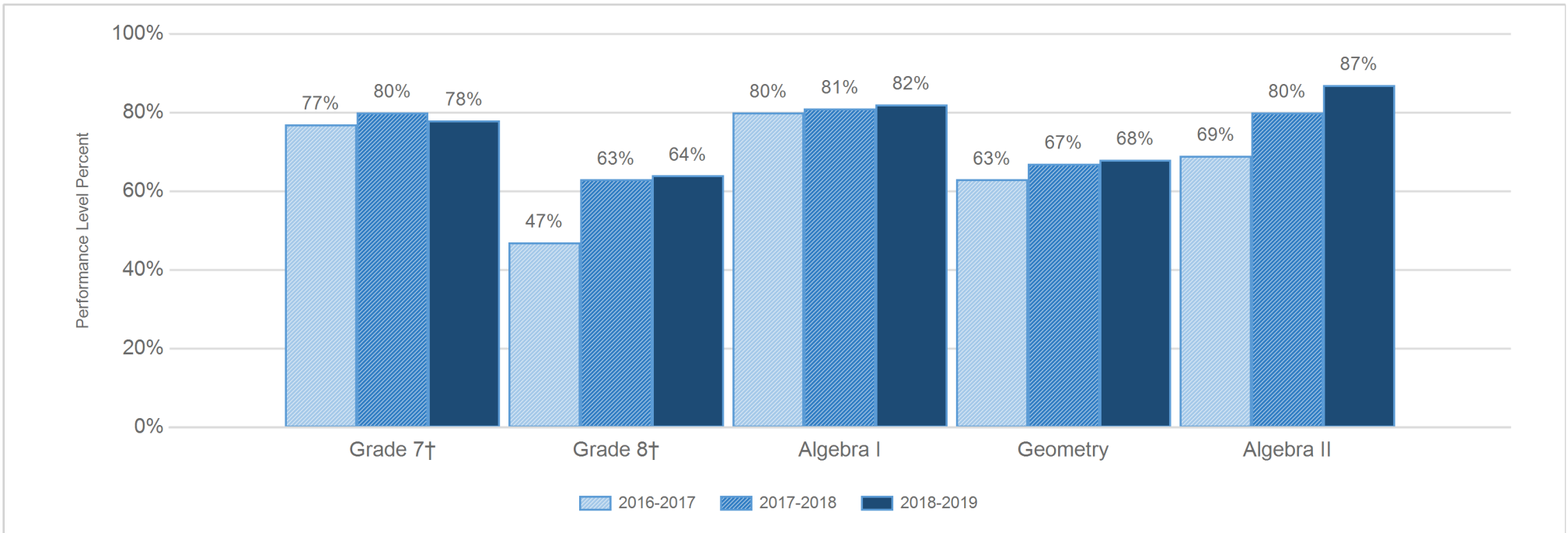


**Glen Ridge High School**  
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**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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**Mathematics Assessment - Performance by Grade: Grade 7**

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	138	771	771	744	*	*	17%	49%	29%	78%	42%
White	104	770	770	751	*	*	14%	54%	25%	79%	53%
Hispanic	11	767	767	733	0%	0%	*	*	*	64%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	11	796	796	768	0%	0%	0%	*	*	100%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	71	776	776	744	*	*	*	48%	32%	80%	42%
Male	67	766	766	743	*	*	*	49%	25%	75%	42%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	53%
Students with Disabilities	19	733	733	718	*	*	*	*	*	21%	13%
Students without Disabilities	119	777	777	749	*	*	*	*	*	87%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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**Mathematics Assessment - Performance by Grade: Grade 8**

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	81	754	754	728	*	*	19%	64%	0%	64%	29%
White	59	753	753	737	*	*	20%	61%	0%	61%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	10	766	766	730	0%	*	*	*	*	80%	31%
Female	43	755	755	731	*	*	*	63%	0%	63%	31%
Male	38	754	754	726	*	*	*	66%	0%	66%	27%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	81	754	754	735	*	*	19%	64%	0%	64%	36%
Students with Disabilities	19	720	720	707	*	*	*	*	*	*	10%
Students without Disabilities	62	765	765	734	*	*	*	*	*	*	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	81	754	754	730	*	*	19%	64%	0%	64%	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	*	*	*	701	*	*	*	*	*	*	16%



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**Mathematics Assessment - Performance by Test: Algebra I**

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	141	776	777	744	*	*	11%	65%	16%	82%	42%
White	105	777	*	752	*	*	11%	73%	11%	85%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	13	798	798	775	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	74	772	*	745	*	*	*	64%	14%	77%	44%
Male	67	781	781	743	*	*	*	67%	19%	87%	41%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	141	776	*	752	*	*	11%	65%	16%	82%	52%
Students with Disabilities	25	733	733	717	*	*	*	*	*	36%	12%
Students without Disabilities	116	786	*	748	*	*	*	*	*	91%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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**Mathematics Assessment - Performance by Test: Geometry**

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	119	761	761	737	*	*	24%	45%	23%	68%	35%
White	88	761	761	743	*	*	24%	48%	22%	69%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	53	762	762	738	*	*	26%	*	*	70%	36%
Male	66	760	760	736	*	*	21%	*	*	67%	34%
Economically Disadvantaged Students	N	N	N	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	119	761	761	743	*	*	24%	45%	23%	68%	43%
Students with Disabilities	24	735	735	712	*	*	*	*	*	17%	*
Students without Disabilities	95	767	767	741	*	*	*	*	*	81%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	119	761	761	738	*	*	24%	45%	23%	68%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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**Mathematics Assessment - Performance by Test: Algebra II**

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	78	784	784	755	0%	0%	13%	68%	19%	87%	58%
White	64	783	783	758	0%	0%	*	*	*	88%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	39	782	782	752	0%	0%	*	*	*	85%	55%
Male	39	785	785	758	0%	0%	*	*	*	90%	62%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	78	784	784	761	0%	0%	13%	68%	19%	87%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	78	784	784	755	0%	0%	13%	68%	19%	87%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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**DLM Alternate Assessment - Participation**

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*
8	N	N
9	N	N
10	N	N
11	*	*

**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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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



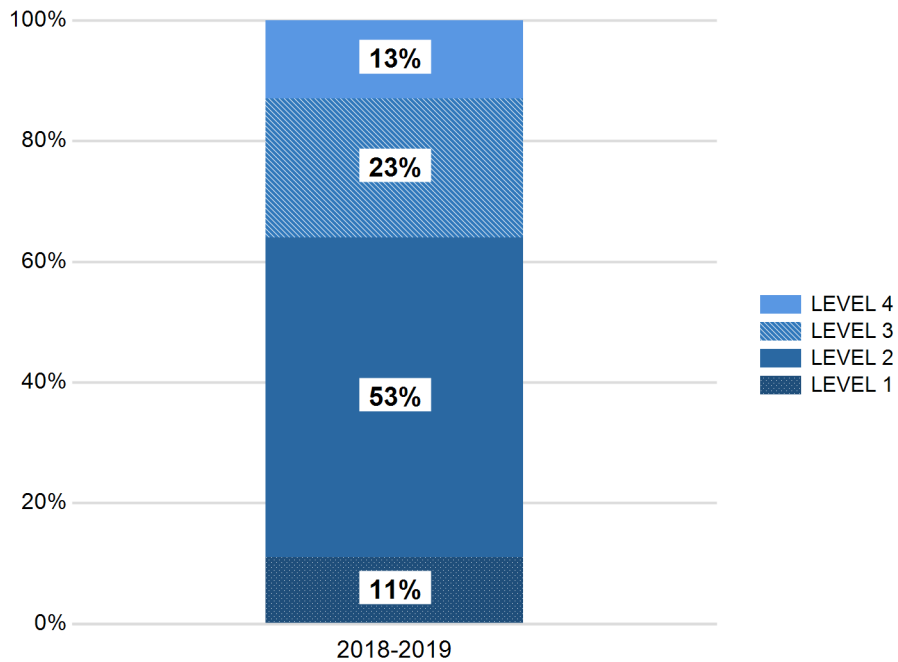
**Glen Ridge High School**  
(13-1750-050)  
Grades Offered: 07-12  
2018-2019

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

**NJSLA Science Assessment: Grade 8 Summary**

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



**NJSLA Science Assessment: Grade 8**

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	11	53	23	13
White	11	57	19	14
Hispanic	31	46	23	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	6	50	38	6
Female	11	56	23	10
Male	11	51	23	15
Economically Disadvantaged Students	N	N	N	N
Non-Economically Disadvantaged Students	11	53	23	13
Students with Disabilities	58	42	0	0
Students without Disabilities	4	55	27	15
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



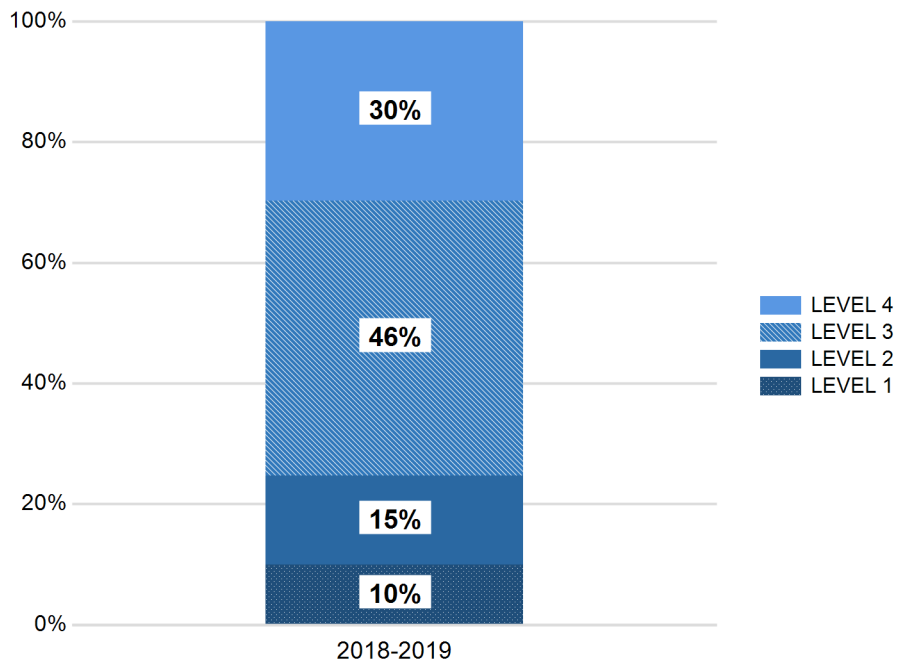
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**NJSLA Science Assessment: Grade 11 Summary**

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



**NJSLA Science Assessment: Grade 11**

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	10	15	46	30
White	10	16	47	28
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	9	14	47	30
Male	10	17	44	29
Economically Disadvantaged Students	N	N	N	N
Non-Economically Disadvantaged Students	10	15	46	30
Students with Disabilities	31	8	54	8
Students without Disabilities	7	16	45	32
English Learners	N	N	N	N
Non-English Learners	10	15	46	30
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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 2018-19. 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 2018-19	96.4%	84.5%
12th graders taking SAT in 2018-19 or prior years	88.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	54.1%	19.6%

**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	561	476	Grade 10: 430 Grade 11: 460	91%	61%
PSAT 10/NMSQT - Math	554	477	Grade 10: 480 Grade 11: 510	77%	43%
SAT - Reading and Writing	616	539	480	93%	70%
SAT - Math	616	541	530	79%	53%
ACT - Reading	28	25	22	85%	66%
ACT - English	27	24	18	96%	81%
ACT - Math	26	24	22	81%	65%
ACT - Science	26	24	23	81%	57%



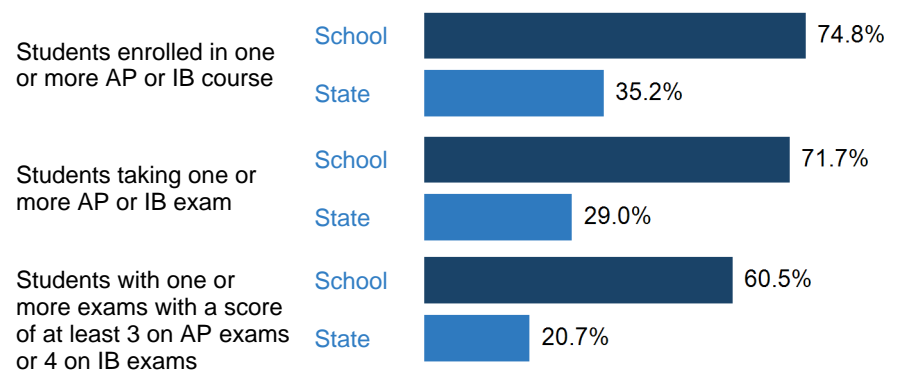
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

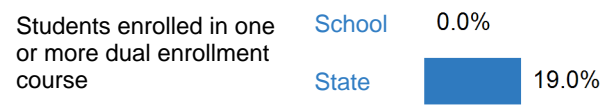
**AP/IB Coursework – Participation and Performance**

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 of 11th and 12th graders who were 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 Biology	28	25
AP Calculus AB	20	18
AP Calculus BC	14	14
AP Chemistry	19	18
AP Chinese Language and Culture	0	9
AP Computer Science A	31	27
AP Computer Science Principles	40	39
AP English Language and Composition	47	46
AP English Literature and Composition	39	36
AP Environmental Science	4	3
AP French Language and Culture	10	8
AP Human Geography	1	15
AP Macroeconomics	7	6
AP Microeconomics	0	6
AP Physics 1	70	65
AP Physics 2	33	30



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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Electricity and Magnetism	3	3
AP Physics C: Mechanics	0	3
AP Psychology	1	46
AP Seminar	23	22
AP Spanish Language	19	18
AP Spanish Literature	1	0
AP Statistics	28	28
AP Studio Art—Drawing Portfolio	0	6
AP Studio Art—Two-Dimensional	6	0
AP U.S. Government and Politics	1	1
AP U.S. History	54	51
AP World History	38	35
Total Exams taken		578
Exams with scores of at least 3 on AP exams or 4 on IB exams		454



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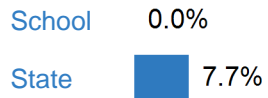
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

**Career and Technical Education Participation**

The graphs below show the percentage of students in grades 9 through 12 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**

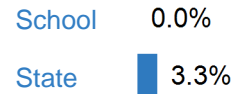
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

The graph below shows the percentage of students in grades 9 through 12 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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**Career and Technical Education Participation by Student Group**

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	*	7.7%	10.3%
White	0.0%	*	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	*	7.3%	10.6%
Male	0.0%	*	8.0%	10.1%
Economically Disadvantaged Students	N	N	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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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**



**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
Arts, AV Technology & Communications	*		
Total (All Clusters)	*	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	5	0	0	0	0	0	146
8	64	1	0	0	0	0	93
9	54	74	4	0	0	0	13
10	0	67	74	5	2	2	0
11	0	3	37	87	1	24	0
12	0	0	1	40	67	16	11
Total	123	145	116	132	70	42	263
Enrolled in AP/IB Course					33	28	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	123	0	0	0	21	0
10	25	110	0	0	2	0
11	3	35	0	1	103	1
12	25	1	1	3	55	41
Total	176	146	1	4	181	42
Enrolled in AP/IB Course	28	19		4	103	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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**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	142	0	0	0	0	0
10	0	133	2	3	0	0
11	0	128	65	7	0	4
12	38	4	79	26	11	43
Total	180	265	146	36	11	47
Enrolled in AP/IB Course	38	54	7	1		2
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	69	58	0	0	0	23	0
8	77	51	0	0	0	14	0
9	59	64	0	1	0	17	0
10	78	44	0	0	0	10	0
11	58	45	0	0	0	11	2
12	45	36	0	0	0	0	0
Total	386	298	0	1	0	75	2
Enrolled in AP/IB Course	20	10	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	82	71	0	0	0	21	0



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**Computer Science and Information Technology – Course Participation**

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
7	N	N	N	N	N	N
8	N	N	N	N	N	N
9	76	0	0	0	0	0
10	51	0	20	0	0	0
11	14	0	14	0	0	0
12	11	0	6	0	0	0
Total	152	0	40	0	0	0
Enrolled in AP/IB Course	31		40			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	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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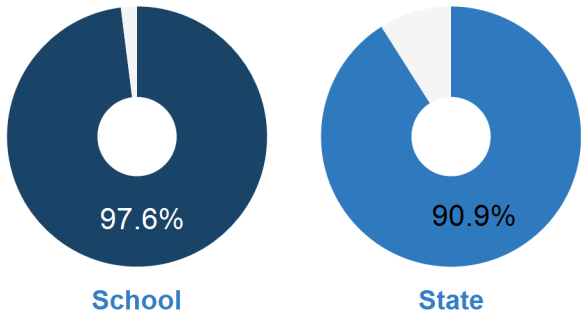
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**Visual and Performing Arts – Course Participation**

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.

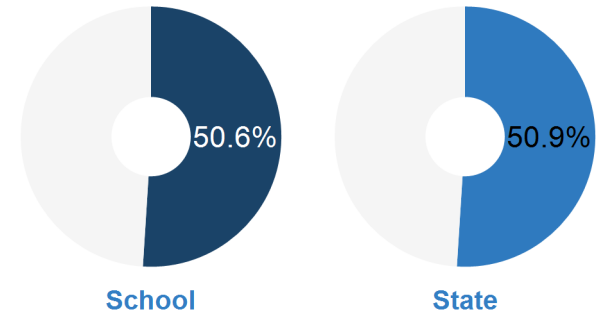
**Grades 6-8:**

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

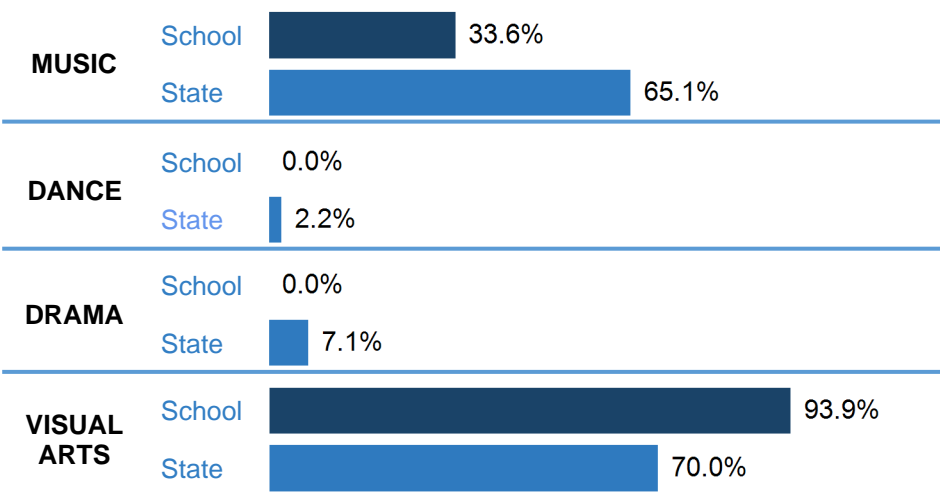


**Grades 9-12:**

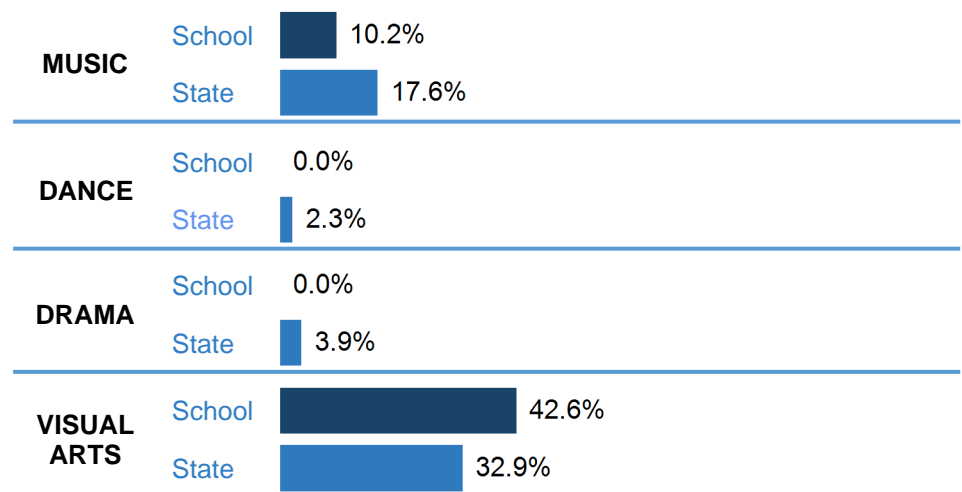
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





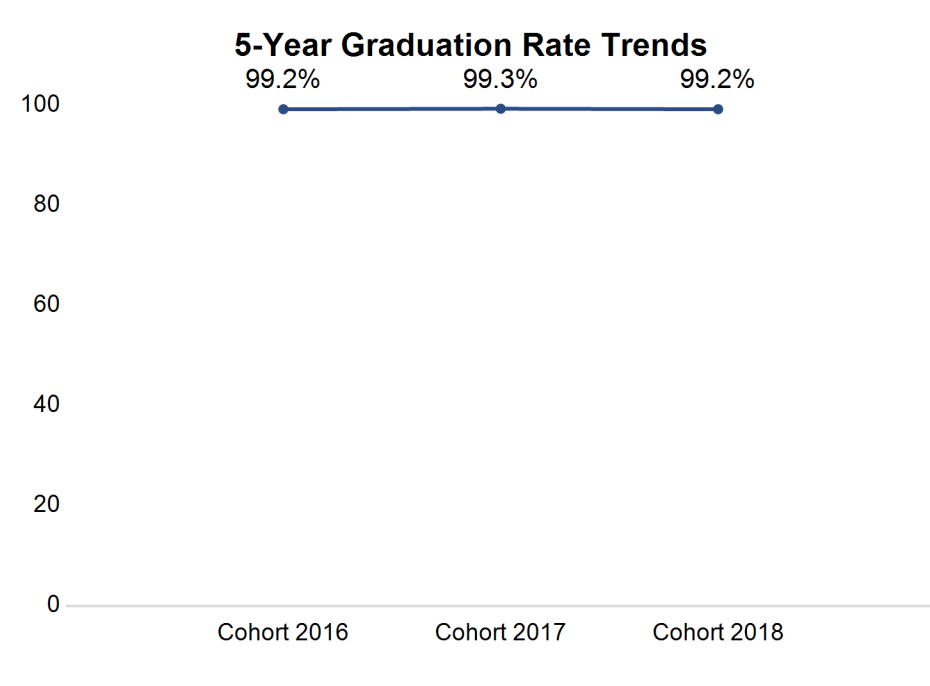
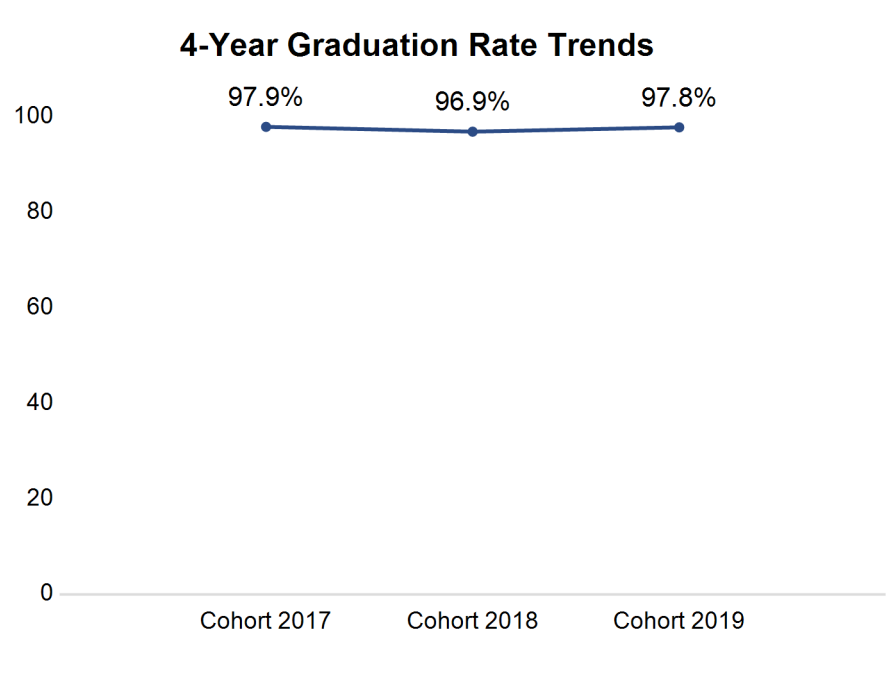
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

### Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	97.9%	96.9%	97.8%	99.2%	99.3%	99.2%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	97.8%	90.6%	99.2%	92.5%	96.9%	N	Met Goal	99.3%	N	Met Goal
White	98.0%	94.9%	100.0%	95.9%	96.9%	N	Met Goal	100.0%	N	Met Goal
Hispanic	*	84.5%	100.0%	87.3%	100.0%	**	**	*	**	**
Black or African American	90.9%	83.3%	90.0%	87.1%	90.0%	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	100.0%	91.4%	*	94.2%	*	**	**	*	**	**
Female	97.0%	92.8%	98.4%	94.4%	96.8%			98.6%		
Male	98.6%	88.5%	100.0%	90.8%	96.9%			100.0%		
Economically Disadvantaged Students	N	84.0%	N	87.3%	N	N	N	*	**	**
Students with Disabilities	85.0%	79.2%	100.0%	83.8%	89.5%	**	**	100.0%	**	**
English Learners	N	75.4%	N	80.1%	N	N	N	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



**Glen Ridge High School**  
 (13-1750-050)  
 Grades Offered: 07-12  
 2018-2019

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**Graduation Pathways**

**Dropout Rate Trends**

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	69.9%	66.9%
Substitute Competency Test	30.1%	33.1%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.0%	0.0%
Unknown	0.0%	0.0%

School Year	School Rate	State Rate
2018-2019	0.0%	1.2%
2017-2018	0.0%	1.2%
2016-2017	0.2%	1.1%



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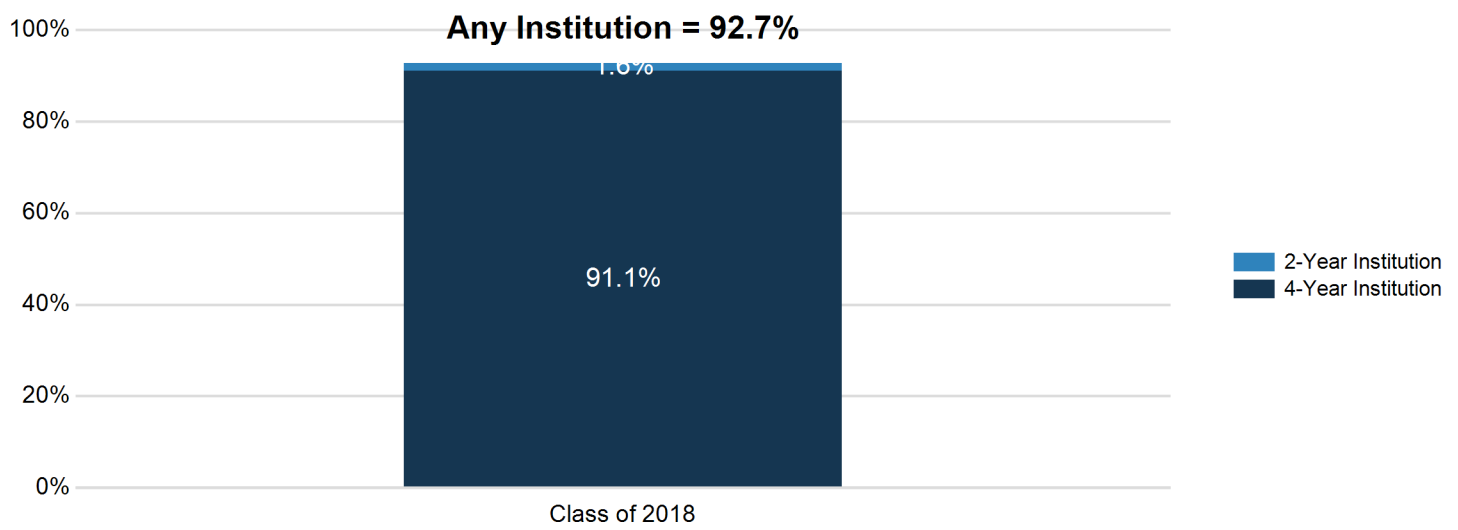
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

**Postsecondary Enrollment Rate Summary**

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

**Postsecondary Enrollment 16 months after Graduation**



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	1.6%
% Enrolled in 4-Year Institution	91.1%
% Enrolled in Any Postsecondary Institution	92.7%



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**Postsecondary Enrollment Rates: Fall**

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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%	28.7%	71.3%
Schoolwide	84.4%	3.5%	96.5%
White	82.7%	2.5%	97.5%
Hispanic	*	*	*
Black or African American	90%	11.1%	88.9%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	91.7%	0%	100%
Economically Disadvantaged Students	N	N	N
Students with Disabilities	68.4%	0%	100%
English Learners	*	*	*

**Postsecondary Enrollment Rates: 16 month**

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	92.7%	1.8%	98.2%	45.6%	54.4%	24.6%	75.4%
White	91.6%	1.1%	98.9%	46%	54%	24.1%	75.9%
Hispanic	90.9%	10%	90%	60%	40%	40%	60%
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	94.4%	0%	100%	47.1%	52.9%	35.3%	64.7%
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. Students with fewer than 45 days in membership are excluded from attendance calculations.

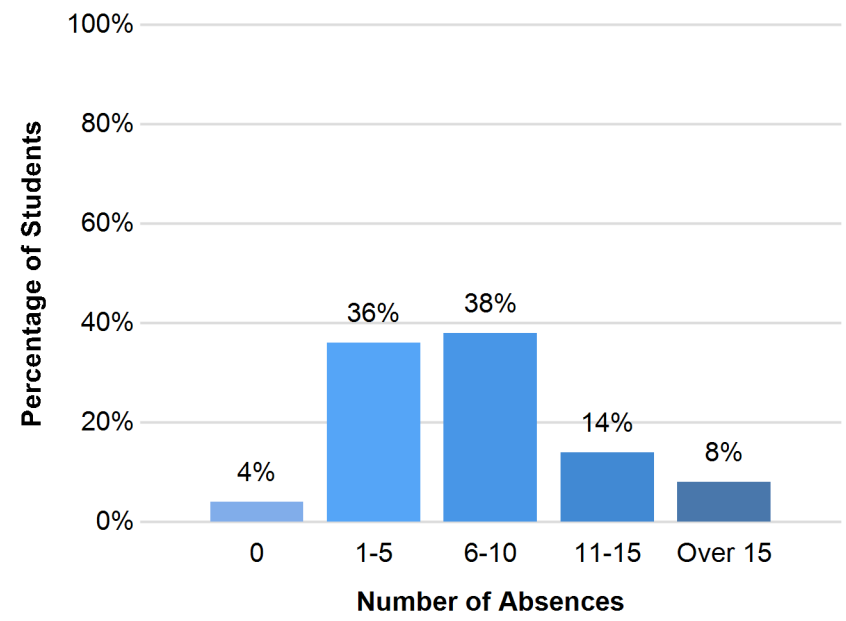
**Chronic Absenteeism**

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	44	5.2	12.6	Met
White	32	4.9	12.6	Met
Hispanic	3	6.1	12.6	Met
Black or African American	6	16.2	12.6	Not Met
Asian, Native Hawaiian, or Pacific	2	3.6	12.6	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	1.8	12.6	Met
Female	21	5.0		
Male	23	5.4		
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	13	9.2	12.6	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

**Days Absent**

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





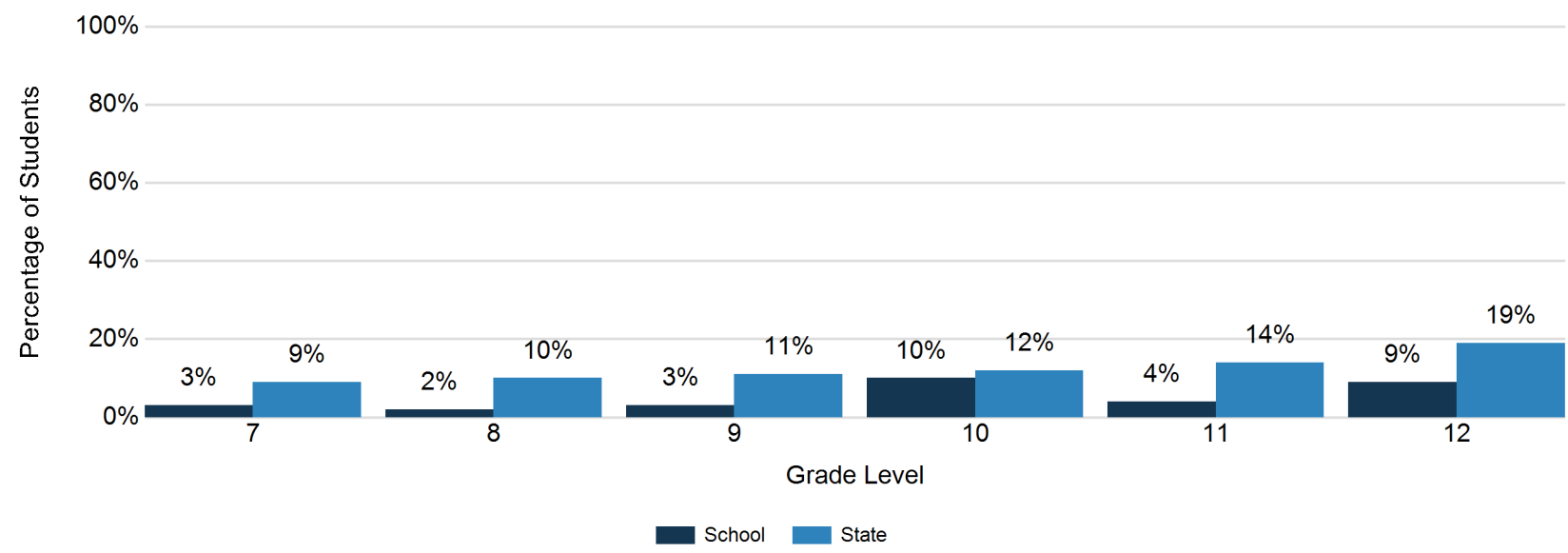
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### Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

**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	4
Weapons	0
Vandalism	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	2.04

**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	6
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

**Harassment, Intimidation, and Bullying (HIB) Investigations**

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	2	5
Religion	0	0	0
Ancestry	0	2	2
Gender	2	1	3
Sexual Orientation	2	3	5
Disability	4	3	7
Other	0	0	0
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	14	1.7%
Out-of-School Suspensions	12	1.4%
Any Suspension	20	2.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
28



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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	6 Hrs. 20 Mins.

**Device Ratios**

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	77	118,214
Average years experience in public schools	13.1	12.1
Average years experience in district	11.0	10.8
Percentage of Teachers with 4 or more years experience in the district	80.5%	75.3%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,530
Average years experience in public schools	21.2	16.0
Average years experience in district	14.5	12.0
Percentage of Administrators with 4 or more years experience in the district	91.7%	76.9%

**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	12:1
Students to Administrators	208:1	157:1
Teachers to Administrators	19:1	13:1
Students to Librarians/Media Specialists		627:1
Students to Nurses		470:1
Students to Counselors		313:1
Students to Child Study Team Members		235:1



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

**Teachers and Administrators – Demographics**

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.1%	62.3%	25.0%	48.4%	77.1%	54.9%
Male	49.9%	37.7%	75.0%	51.6%	22.9%	45.1%
White	77.1%	89.6%	75.0%	42.4%	83.6%	77.4%
Hispanic	5.8%	2.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.2%	2.6%	25.0%	15.0%	6.6%	13.9%
Asian	6.2%	5.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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**Teachers and Administrators - Level of Education**

This chart shows the highest level of education attained by 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.

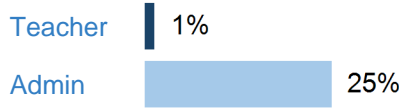
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.9%	90.5%
2017-18 Administrators: Same district 2018-19	81.8%	87.9%

**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
2018-19	95.5%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

- Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.
- Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less
- Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

- Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

**ESSA Accountability Status**

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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**ESSA Accountability Progress**

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	69.2%	76.7%	80.9%
Math Proficiency	63.2%	71.4%	75.6%
ELA Growth	46	37	32
Math Growth	28	40	38
4-Year Graduation Rate†	97.9%	96.9%	97.8%
5-Year Graduation Rate†	99.2%	99.3%	99.2%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	6.7%	3.8%	5.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

### Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



**Glen Ridge High School**  
 (13-1750-050)  
 Grades Offered: 07-12  
 2018-2019

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**Accountability Summary by Student Group - 2018-19 School Year**

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Goal	Met Target	Met Goal	Met Goal	Not Met	Not Met	**	Met	No
White	Met Goal	Met Target	Met Goal	Met Goal	Not Met	Not Met	n/a	Met	No
Hispanic	Met Target†	Met Target	**	**	Not Met	**	n/a	Met	No
Black or African American	Met Target	Met Target†	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	**	**	Met Standard	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	**	**	n/a	**	No
Two or More Races	Met Goal	Met Goal	**	**	Not Met	**	n/a	Met	No
Economically Disadvantaged Students	**	**	**	**	**	**	n/a	**	No
Students with Disabilities	Not Met	Not Met	**	**	Not Met	**	n/a	Met	No
English Learners	**	**	**	**	**	**	**	**	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 the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Named one of America's Most Challenging High Schools by the Washington Post. 16th in New Jersey and 508th Nationally.</li> <li>• Named one of the Best High Schools by US News &amp; World Report. 14th in New Jersey and 317th Nationally.</li> <li>• Ranked 30th Best Public School in New Jersey by Niche.com. Teachers were ranked 10th Best in New Jersey.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>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.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>GRHS students consistently distinguish themselves by achieving numerous recognitions and awards, including: • Nationally Recognized by Newsweek Magazine and US News &amp; 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.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>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 &amp; Instruction who collaborates with administrators and teachers to include their input and ensure the curriculum is implemented in the classroom.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Football (Coed), Golf (Coed), Ice Hockey (Coed), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Wrestling (Coed)</p> <p>Glen Ridge offers a wide range of athletic teams which compete on both the JV &amp; 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.</p>
 <p><b>Clubs and Activities:</b></p>	<p>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.</p>





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 <p style="text-align: center;"><b>Staff and Professional Learning:</b></p>	<p>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.</p>
 <p style="text-align: center;"><b>Postsecondary Information:</b></p>	<p>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 of 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.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>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 &amp; 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.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>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.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Our students and staff benefit from generous parent and community support. The Home &amp; 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.</p>



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 <p>Climate Surveys:</p>	<p>Who is surveyed: Parents</p>
--	---------------------------------




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 <p><b>Technology and STEM:</b></p>	<p>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 GRHSI. 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.</p>
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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.



**Linden Avenue School**  
(13-1750-080)  
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2018-2019

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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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



**Linden Avenue School**  
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### School Contact Information

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 Public School District
Principal Name	Mr. Joseph Caravela
Address	205 LINDEN AVE GLEN RIDGE, NJ 07028
Phone Number	973-429-8301
Email Address	<a href="mailto:jcaravela@glenridge.org">jcaravela@glenridge.org</a>
Website	<a href="https://www.glenridge.org/Domain/398">https://www.glenridge.org/Domain/398</a>
Facebook	<a href="https://www.facebook.com/groups/lindenavenuehsa/">https://www.facebook.com/groups/lindenavenuehsa/</a>
Twitter	<a href="https://www.glenridge.org/Domain/398#">https://www.glenridge.org/Domain/398#</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	48	45	52
KG	60	67	66
1	59	63	69
2	68	59	63
Total	235	234	250

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.5%	50.4%	51.2%
Male	48.5%	49.6%	48.8%
Economically Disadvantaged Students	0.0%	0.0%	0.0%
Students with Disabilities	13.2%	12.4%	16.8%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.8%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	67.7%	68.8%	70.8%
Hispanic	12.8%	11.5%	9.6%
Black or African American	7.2%	5.1%	3.6%
Asian	9.8%	13.2%	12.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.4%
American Indian or Alaska Native	0.4%	0.4%	0.4%
Two or More Races	2.1%	0.9%	2.4%

### Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	41	0
PK - Full Day	48	4	52
KG - Half Day	0	0	0
KG - Full Day	60	67	66

### 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	96.4%
Afar	2.4%
Other Languages	1.2%



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## 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	N	N	N

## English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency 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	N	N	N
3-4	N	N	N
5 or more	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. Students with fewer than 45 days in membership are excluded from attendance calculations.

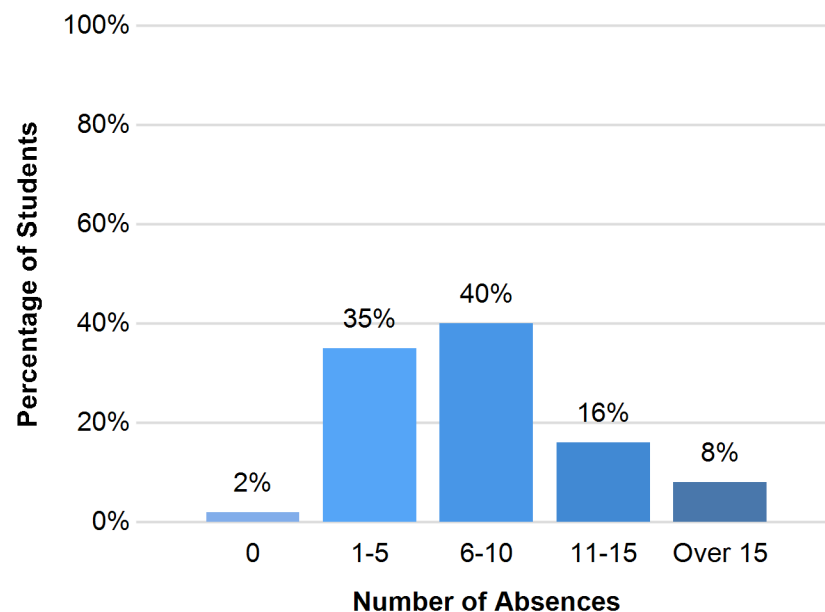
### Chronic Absenteeism

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	7	3.5	10.3	Met
White	5	3.7	10.3	Met
Hispanic	0	0	10.3	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	2	6.9	10.3	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	5	4.8		
Male	2	2.1		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	0	0	10.3	Met
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





**Linden Avenue School**  
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 2018-2019

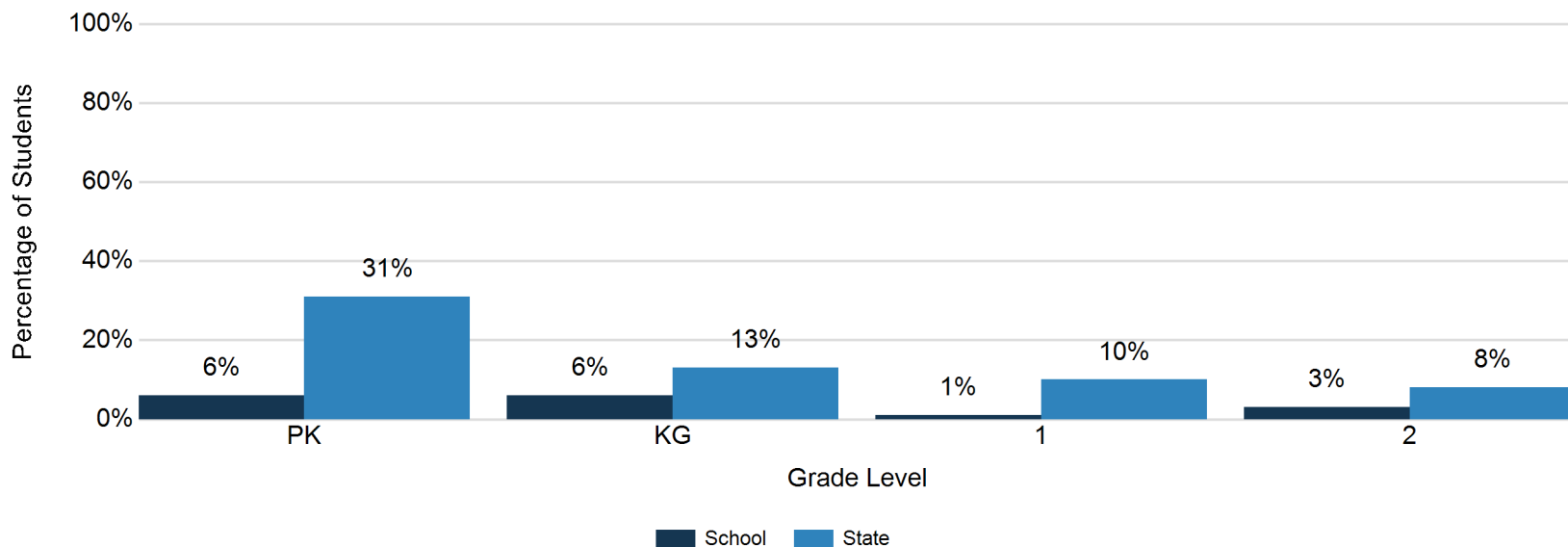
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**Chronic Absenteeism by Grade**

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### 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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

### 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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

### 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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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



**Linden Avenue School**  
(13-1750-080)  
Grades Offered: PK-02  
2018-2019

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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	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	19	118,214
Average years experience in public schools	13.8	12.1
Average years experience in district	11.4	10.8
Percentage of Teachers with 4 or more years experience in the district	78.9%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,530
Average years experience in public schools	21.2	16.0
Average years experience in district	14.5	12.0
Percentage of Administrators with 4 or more years experience in the district	91.7%	76.9%

### 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	12:1
Students to Administrators	250:1	157:1
Teachers to Administrators	19:1	13:1
Students to Librarians/Media Specialists		627:1
Students to Nurses		470:1
Students to Counselors		313:1
Students to Child Study Team Members		235:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.2%	94.7%	0.0%	48.4%	77.1%	54.9%
Male	48.8%	5.3%	100.0%	51.6%	22.9%	45.1%
White	70.8%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	9.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	12.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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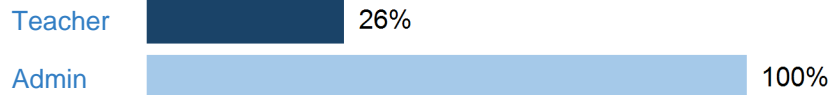
### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.9%	90.5%
2017-18 Administrators: Same district 2018-19	81.8%	87.9%

### 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
2018-19	94.9%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.






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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 the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>The LAS PAWS-Up Program recognizes children for performing random acts of kindness. Children are rewarded with their name posted on a hallway bulletin board, and this program continues to thrive!</li> <li>LAS has developed and expanded the Makerspace/STEAM Program to include Fall and Spring Maker Days and students participate in classroom STEAM projects on all grade levels Prek-2.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The major goals at the Primary School level are for each child to develop a firm foundation in basic skills and a positive attitude about himself or herself. Since growth varies with each child, the school aims to help each pupil achieve at a level which is commensurate with his/her ability and at a rate of speed which is comfortable for him or her. In order to accomplish this goal, whole class instruction as well as small group and individual instruction are employed to meet the diverse developmental levels of the youngsters.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Teachers at Linden Avenue pursue funding for innovative programs. Numerous innovation grants have been awarded to the Linden Avenue staff, some of which recently include: Little Makers - a Traveling makerspace, iRover SmartBoard/Table for PreKindergarten, and Sew STEAMing - Second grade sewing machines, and BrainPop for first graders. Others include: One Book, Two Schools; Unicef KidPower; March Book Madness; and Many Cultures, One School. Exemplary instructional and non-instructional staff have been selected for the annual Glen Ridge Tradition of Excellence Award. Within the school program, children are routinely recognized for doing their best and making positive choices through the PAWS Up for Respect program.</p>





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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The district Pre-K - Grade 2 Curriculum includes Everyday Math, Reading Wonders, hands-on Science and Social Studies activities, and a variety of Related Arts courses.</p>
 <p><b>Clubs and Activities:</b></p>	<p>A variety of after-school programs and activities are available to students. The Discovery Program is an after-school enrichment program which includes classes such as: Keyboarding, Martial Arts, Lego Club, Computer Fun, Mad Science, Puzzling Problem Solvers, Harry Potter World, Kids Yoga, Mindfulness, Chef-it-Up cooking class, Fun with STEM, Hip-Hop, Cheerleading, &amp; Origami. There is also a Title 1 Math Homework Club for the reinforcement of math concepts and skills. In addition to school offerings, other local community organizations offer exciting athletic and club opportunities to residents.</p>





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 <p><b>Before and After School Programs:</b></p>	<p>The Glen Ridge Child Care Program was developed to meet the needs of the families in our community by offering both Before and After School Care as well as Vacation Day Care Programs. The Child Care Program is designed to complement both home and school by providing a safe, nurturing and enriching environment in which children can grow and have fun. Through supervised activities, children can explore such areas as the arts, games, computers and sports. A caring attitude toward home, school and friends is fostered in the Child Care Program by providing time to discuss and resolve problems and by giving attention to individuals as well as groups. Before Care (7:05 AM- 8:30 AM) and After Care programs (Dismissal - 6:00 PM) are available to students in PreK - Grade 2.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>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. One full day and two half-day Professional Development days are built into the school calendar. Staff meetings and grade-level meetings include professional development. Staff are provided a variety of meaningful professional learning opportunities and consultations through each year. Professional Learning Communities (PLCs) include the SciP, STEAM, Character Education/School Safety, Report Card Benchmarks, Literacy, Mindfulness, and more.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>Students at all levels have an opportunity to succeed through a dedicated professional faculty. Support services include a Preschool Disabilities program, K-2 Resource programs, Primary One 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 &amp; Referral Services Committee, Section 504 Committee and Nursing (Health Plans). Pre K - 2 programs include varying levels of Instructional Aide Support. The Reading Specialist &amp; Title 1 Math teacher work with identified students on a pull-out basis. Services are available for students recognized as requiring Basic Skills Instruction and English Language Learners. Support staff work closely to consistently integrate differentiated instructional strategies to meet the individual needs of each student.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Student health and wellness are important elements of the Pre-kindergarten - Grade 2 program. Student health records are maintained for all students. A full-time School Nurse is available during school hours to address student health and safety needs. Accommodations and procedures are established for students with life-threatening allergies and other medical conditions. Students receive instruction in Physical Education and Health. The School Counselor designs and implement programs for character education and positive school climate. Group Counseling and individual student support is provided to students, as needed. Classroom teachers engage the children in daily brain/fitness breaks. Music and movement is also included in the Music program. Various Health and Wellness programs are implemented school-wide, including Mindfulness and Yoga. Students learn about sustainability and healthy foods during programs that utilize the school's Learning Garden.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Strengthening our Linden Family community through fun, social activities. • Coordinating services focused on education, such as the annual Enrichment Programs and after-school classes offered through the Discovery Series. • Communicating issues affecting Linden Avenue students and parents, along with those facing the Glen Ridge District. To that end, the H&amp;SA publishes a regular newsletter, has a webpage dedicated to H&amp;SA issues and events and numerous other forms of communication as outlined in the Linden Avenue Home &amp; School Handbook located on the webpage. • Fundraising to provide goods and services that enrich our children's educational experience. Some events include: Welcome Back Pizza Party social; Book Fair; Mum &amp; Crumb; Harvest Fest; Pumpkin Walk; Author Day; Spring Fling Carnival; Food Drives; After School Enrichment Discovery classes; Hot Lunches; Toys for Tots; Coat/hat/drives.</p>



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Climate Surveys:

Who is surveyed: Parents





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 <p>Technology and STEM:</p>	<p>All K-2 classrooms are equipped with computers and interactive SMART Boards that are used as part of the instructional process. Students regularly use laptops and Chromebooks as part of the instructional process. Students learn to function on their own with the computer and become skilled in accessing and using appropriate software and web-based programs.</p>
 <p>Early Childhood Education:</p>	<p>The Pre-kindergarten program is comprised of half-day and full-day options and provide opportunities for enhancing the development of the whole child in the academic, physical, emotional, and social domain. Our 4 year old children attend classes with an average teacher student ratio of 12:1. Parents pay tuition for the program and there is always a waiting list. The program develops an awareness to many different basic concepts such as counting, colors, shapes, patterning, math, rhymes, sequencing, and environmental print. Learning centers are primarily based on a “letter of the week” and are designed to develop the whole child. Children take the initiative to choose such activities as blocks, puzzles, easel, painting, computers, housekeeping, listening center, writing center, light table, and sensory centers. Imaginative play is coupled with teacher-directed activities during circle or rectangle time, small group, or individualized instruction.</p>



**Ridgewood Avenue School**  
(13-1750-075)  
Grades Offered: 03-06  
2018-2019

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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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

### Notes from the New Jersey Department of Education:

**Ridgewood Avenue School**

(13-1750-075)

Grades Offered: 03-06

2018-2019

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## School Contact Information

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 Public School District
Principal Name	Mr. Michael Donovan
Address	235 RIDGEWOOD AVE GLEN RIDGE, NJ 07028-1019
Phone Number	973-429-8306
Email Address	<a href="mailto:mdonovan@glenridge.org">mdonovan@glenridge.org</a>
Website	<a href="https://www.glenridge.org/Domain/298">https://www.glenridge.org/Domain/298</a>
Facebook	<a href="https://www.facebook.com/groups/224244047666218/">https://www.facebook.com/groups/224244047666218/</a>
Twitter	<a href="https://www.glenridge.org/Domain/298#">https://www.glenridge.org/Domain/298#</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
3	156	137	138
4	146	156	140
5	147	143	158
6	152	154	142
Total	601	590	578

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.8%	49.8%	48.3%
Male	51.2%	50.2%	51.7%
Economically Disadvantaged Students	0.2%	0.2%	0.0%
Students with Disabilities	16.3%	18.1%	20.1%
English Learners	0.5%	0.2%	0.5%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.3%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	75.2%	74.2%	73.0%
Hispanic	6.8%	7.3%	7.4%
Black or African American	2.7%	4.1%	4.5%
Asian	7.5%	8.0%	9.2%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	7.8%	6.3%	5.7%

### 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	96.4%
Afar	1.7%
Other Languages	1.9%



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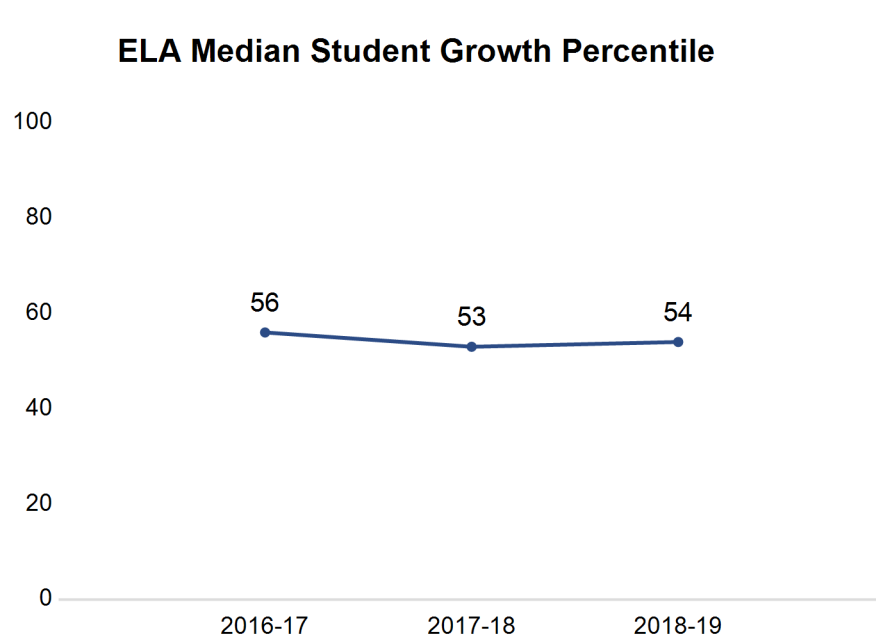
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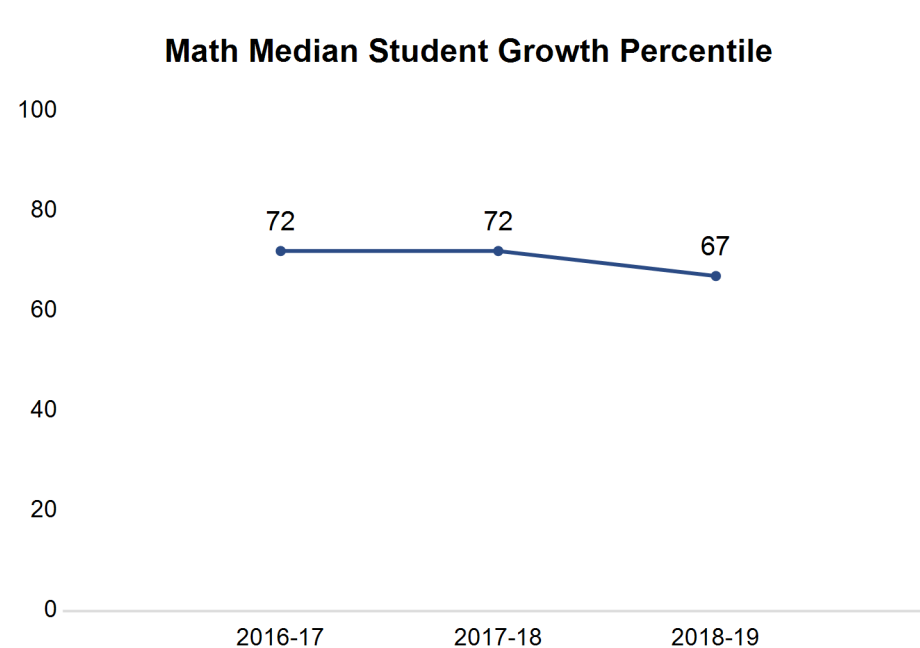
### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	56	53	54	72	72	67
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	54	46	50	Met Standard	67	60	50	Exceeds Standard
White	56	46.5	50	Met Standard	67	59	52	Exceeds Standard
Hispanic	51.5	46	49	Met Standard	69.5	65.5	47	Exceeds Standard
Black or African American	54	36	45	**	77	63	43	**
Asian, Native Hawaiian, or Pacific Islander	49.5	49.5	59	Met Standard	69.5	62	60	Exceeds Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	51	49	49	Met Standard	60	55	52	Exceeds Standard
Female	55	47	53	N	63.5	60	50	N
Male	54	45	47	N	71	61	51	N
Economically Disadvantaged Students	N	*	48	**	N	*	46	**
Students with Disabilities	58	44.5	43	Met Standard	52.5	48	45	Met Standard
English Learners	N	*	52	**	N	*	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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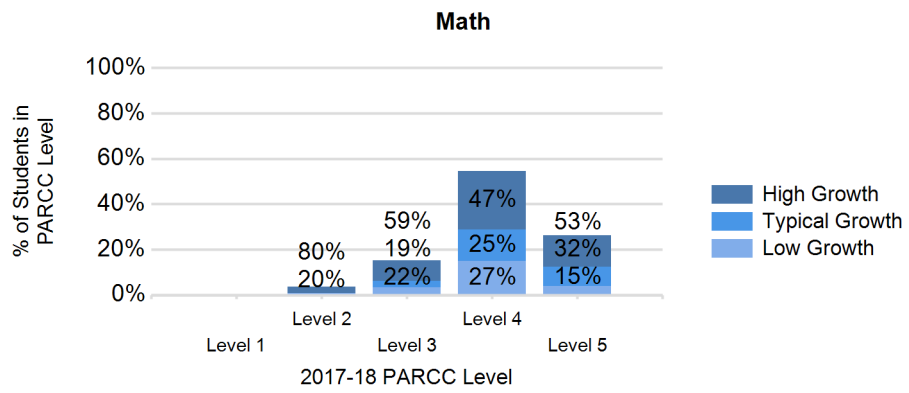
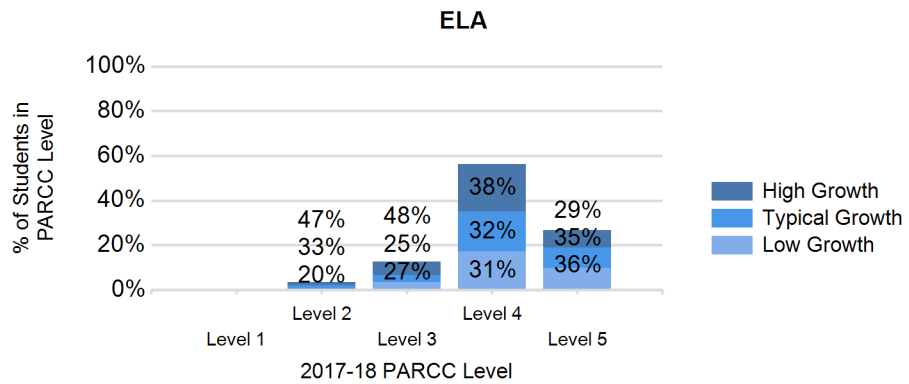
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores 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.

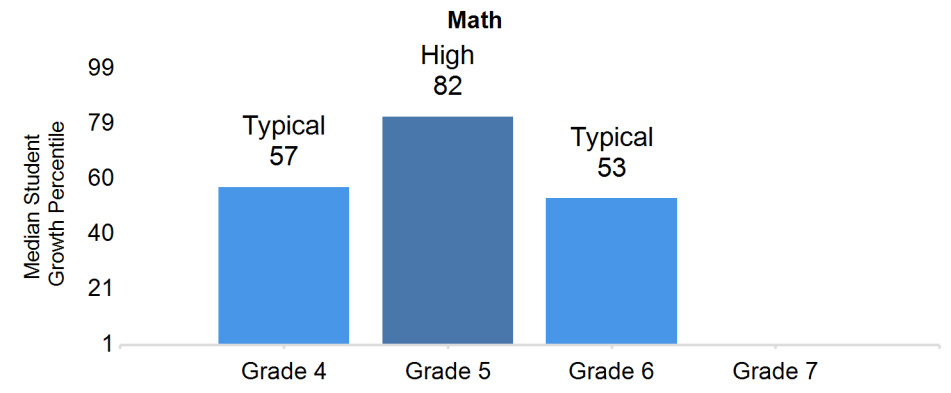
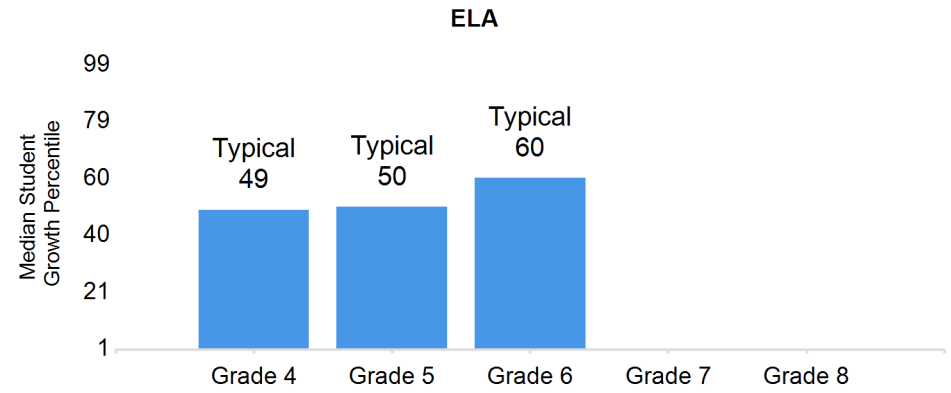
**Student Growth by Performance Level**

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



**Student Growth by Grade**

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





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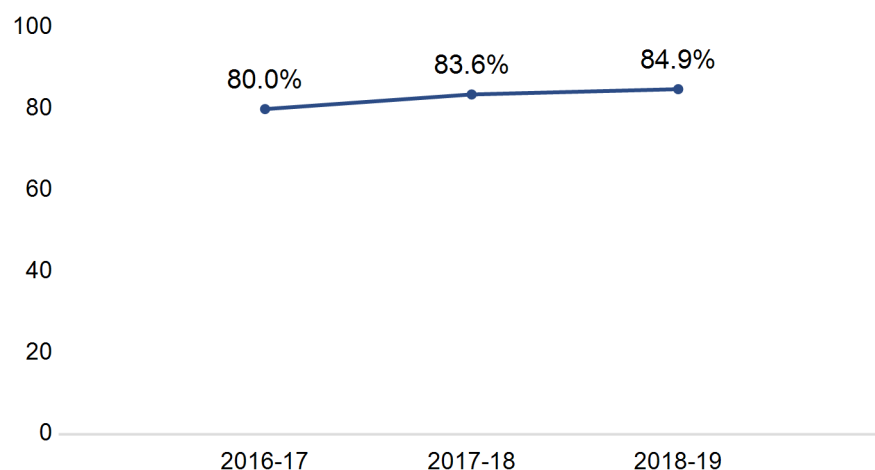
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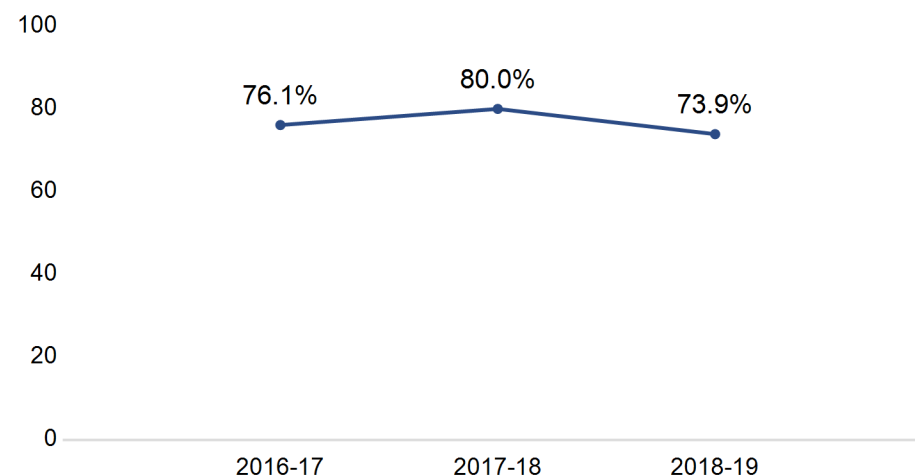
## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.2%	95.5%	98.3%	96.8%	95.6%	98.8%
Proficiency Rate for Federal Accountability	80.0%	83.6%	84.9%	76.1%	80.0%	73.9%
Annual Target	79.3%	79.4%	79.4%	79.1%	79.2%	79.2%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Target†	Met Goal	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	569	98.3	84.9	82.9	57.9	84.9	79.4	Met Goal
White	415	97.9	85.1	83.5	66.9	85.1	78.6	Met Goal
Hispanic	43	100.0	83.7	74.1	43.9	83.7	70.1	Met Goal
Black or African American	26	100.0	69.2	61.2	38.5	69.2	70.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	53	98.1	92.5	93.5	82.9	92.5	80	Met Goal
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	32	100.0	84.4	86.8	64.4	84.4	80	Met Goal
Female	273	98.6	87.5	87.7	64.8	87.5		
Male	296	98.0	82.4	78.3	51.3	82.4		
Economically Disadvantaged Students	N	N	N	*	40.0	N	**	**
Non-Economically Disadvantaged Students	569	98.3	84.9	*	67.9	84.9		
Students with Disabilities	109	95.6	59.6	47.8	22.7	59.6	42.9	Met Target
Students without Disabilities	460	98.9	90.9	90.5	65.1	90.9		
English Learners	N	N	N	*	29.3	N	**	**
Non-English Learners	569	98.3	84.9	*	60.6	84.9		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



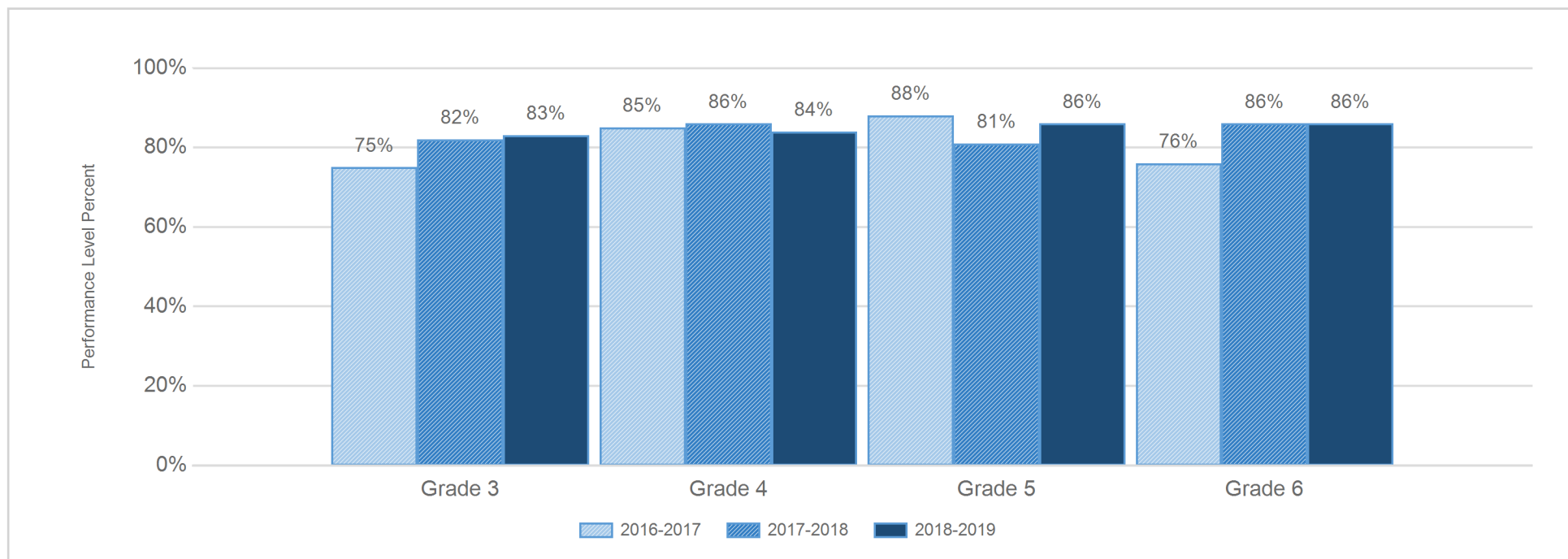
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### English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	137	776	776	748	*	*	11%	69%	14%	83%	50%
White	100	775	775	757	0%	*	12%	*	*	83%	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	18	783	783	773	*	0%	*	*	*	89%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	59	784	784	753	*	*	*	*	*	85%	55%
Male	78	770	770	743	*	*	*	*	*	82%	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	33%
Non-Economically Disadvantaged Students	137	776	776	759	*	*	11%	69%	14%	83%	61%
Students with Disabilities	25	754	754	719	*	*	*	*	*	52%	24%
Students without Disabilities	112	781	781	754	*	*	*	*	*	90%	56%
English Learners	N	N	N	713	N	N	N	N	N	N	17%
Non-English Learners	137	776	776	751	*	*	11%	69%	14%	83%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	138	775	775	755	*	*	12%	52%	32%	84%	57%
White	99	775	775	763	*	*	*	60%	27%	87%	67%
Hispanic	13	775	775	743	0%	0%	*	*	*	85%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	13	786	786	779	0%	0%	*	*	*	92%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	73	776	776	760	*	*	*	51%	34%	85%	62%
Male	65	774	774	750	*	*	*	54%	29%	83%	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	138	775	775	765	*	*	12%	52%	32%	84%	69%
Students with Disabilities	28	758	758	725	*	*	*	*	*	64%	25%
Students without Disabilities	110	780	780	761	*	*	*	*	*	89%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	138	775	775	758	*	*	12%	52%	32%	84%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	157	776	776	756	*	*	9%	66%	20%	86%	58%
White	117	774	774	764	*	*	*	67%	19%	85%	68%
Hispanic	14	777	777	743	0%	0%	*	*	*	86%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	14	784	784	781	0%	0%	*	*	*	93%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	73	778	778	761	*	*	*	71%	19%	90%	64%
Male	84	775	775	750	*	*	*	61%	21%	82%	52%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	157	776	776	766	*	*	9%	66%	20%	86%	69%
Students with Disabilities	29	755	755	724	*	*	*	*	*	62%	23%
Students without Disabilities	128	781	781	762	*	*	*	*	*	91%	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	157	776	776	758	*	*	9%	66%	20%	86%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	139	779	779	754	0%	*	*	53%	33%	86%	56%
White	100	777	777	762	0%	*	*	55%	30%	85%	65%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	14	782	782	760	0%	0%	*	*	*	86%	64%
Female	71	784	784	762	0%	*	*	*	*	90%	64%
Male	68	775	775	748	0%	*	*	*	*	82%	48%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	139	779	779	763	0%	*	*	53%	33%	86%	67%
Students with Disabilities	26	755	755	722	0%	*	*	*	*	58%	19%
Students without Disabilities	113	785	785	761	0%	*	*	*	*	93%	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	139	779	779	756	0%	*	*	53%	33%	86%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	571	98.8	73.9	74.8	44.5	73.9	79.2	Not Met
White	417	98.4	71.7	74.3	54.1	71.7	78.4	Not Met
Hispanic	43	100.0	72.1	66.7	28.8	72.1	62.7	Met Target
Black or African American	26	100.0	65.4	51.0	23.0	65.4	62.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	53	100.0	92.5	94.6	76.5	92.5	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	32	100.0	81.3	80.9	53.3	81.3	80	Met Goal
Female	274	98.9	72.3	73.7	44.9	72.3		
Male	297	98.7	75.4	75.8	44.2	75.4		
Economically Disadvantaged Students	N	N	N	*	26.3	N	**	**
Non-Economically Disadvantaged Students	571	98.8	73.9	*	54.9	73.9		
Students with Disabilities	109	95.6	40.4	32.0	17.4	40.4	45.9	Met Target†
Students without Disabilities	462	99.6	81.8	84.0	50.0	81.8		
English Learners	N	N	N	*	25.0	N	**	**
Non-English Learners	571	98.8	73.9	*	46.5	73.9		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



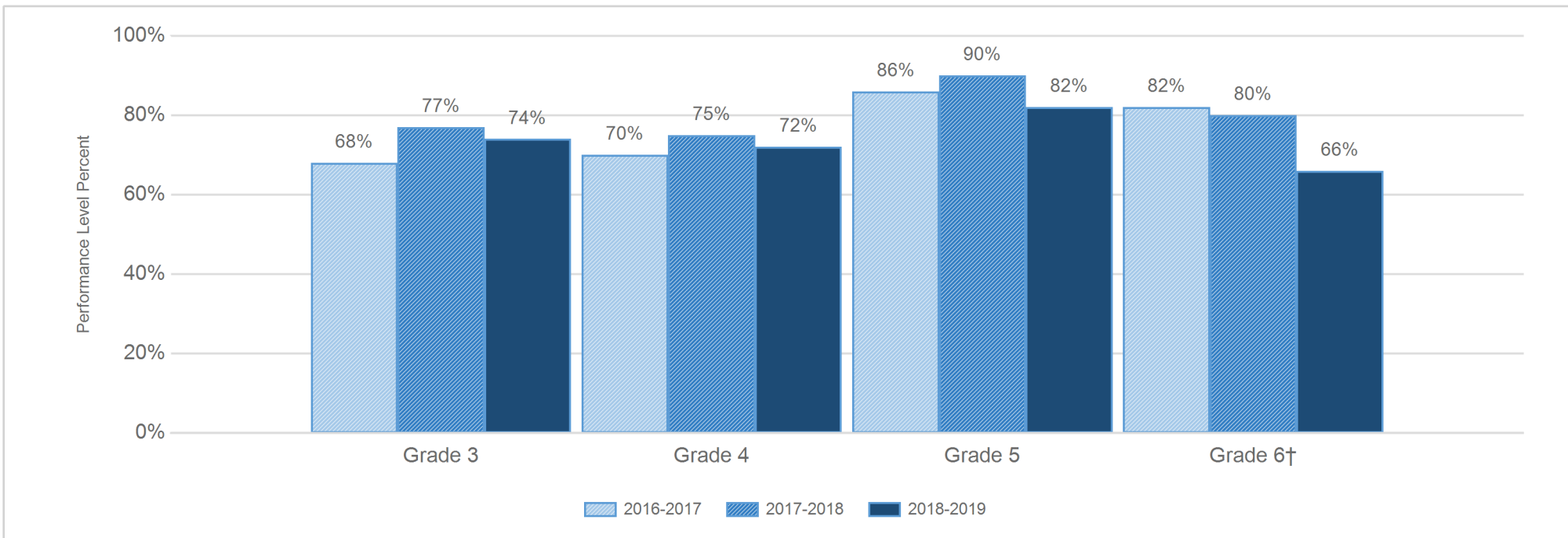
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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	137	767	767	752	*	*	20%	53%	22%	74%	55%
White	100	767	767	760	0%	*	21%	*	*	74%	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	18	780	780	778	*	0%	*	*	*	89%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	59	771	771	751	*	*	*	47%	29%	76%	54%
Male	78	765	765	752	*	*	*	56%	17%	73%	56%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	37%
Non-Economically Disadvantaged Students	137	767	767	761	*	*	20%	53%	22%	74%	67%
Students with Disabilities	25	748	748	731	*	*	*	*	*	44%	31%
Students without Disabilities	112	772	772	756	*	*	*	*	*	81%	60%
English Learners	N	N	N	728	N	N	N	N	N	N	26%
Non-English Learners	137	767	767	754	*	*	20%	53%	22%	74%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	139	768	768	749	*	*	25%	53%	19%	72%	51%
White	99	766	766	757	*	*	29%	52%	17%	69%	62%
Hispanic	13	764	764	737	0%	*	*	*	*	77%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	14	788	788	776	0%	0%	*	*	*	93%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	73	764	764	749	*	*	*	*	*	71%	50%
Male	66	773	773	749	*	*	*	*	*	73%	52%
Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	139	768	768	759	*	*	25%	53%	19%	72%	63%
Students with Disabilities	28	751	751	726	*	*	*	*	*	39%	25%
Students without Disabilities	111	773	773	754	*	*	*	*	*	80%	56%
English Learners	N	N	N	722	N	N	N	N	N	N	18%
Non-English Learners	139	768	768	751	*	*	25%	53%	19%	72%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	*	*	*	717	*	*	*	*	*	*	16%



**Ridgewood Avenue School**  
(13-1750-075)  
Grades Offered: 03-06  
2018-2019

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

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	158	776	776	747	*	*	13%	50%	32%	82%	47%
White	118	772	772	755	*	*	14%	50%	29%	79%	58%
Hispanic	14	780	780	735	0%	0%	*	*	*	86%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	14	793	793	775	0%	0%	0%	*	*	100%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	73	772	772	747	*	*	*	48%	30%	78%	47%
Male	85	779	779	747	*	*	*	52%	34%	86%	47%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	158	776	776	757	*	*	13%	50%	32%	82%	59%
Students with Disabilities	29	752	752	725	*	*	*	*	*	52%	19%
Students without Disabilities	129	781	781	752	*	*	*	*	*	89%	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	158	776	776	749	*	*	13%	50%	32%	82%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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### Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	139	765	765	741	*	*	24%	40%	27%	66%	41%
White	100	762	762	749	*	*	23%	40%	24%	64%	51%
Hispanic	*	*	*	729	*	*	*	*	*	*	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	14	770	770	747	0%	0%	*	*	*	71%	48%
Female	71	762	762	742	*	*	24%	39%	24%	63%	42%
Male	68	768	768	740	*	*	25%	40%	29%	69%	40%
Economically Disadvantaged Students	N	N	N	726	N	N	N	N	N	N	21%
Non-Economically Disadvantaged Students	139	765	765	750	*	*	24%	40%	27%	66%	53%
Students with Disabilities	26	736	736	716	*	*	*	*	*	27%	12%
Students without Disabilities	113	772	772	746	*	*	*	*	*	75%	46%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	139	765	765	743	*	*	24%	40%	27%	66%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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### Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	*	*	777	744	*	*	*	*	*	*	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	N	N	*	728	N	N	N	N	N	N	24%
Black or African American	N	N	*	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	798	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	*	*	*	745	*	*	*	*	*	*	44%
Male	N	N	781	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	733	717	N	N	N	N	N	N	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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## DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	N	N
6	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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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	N	N	N
5 or more	N	N	N



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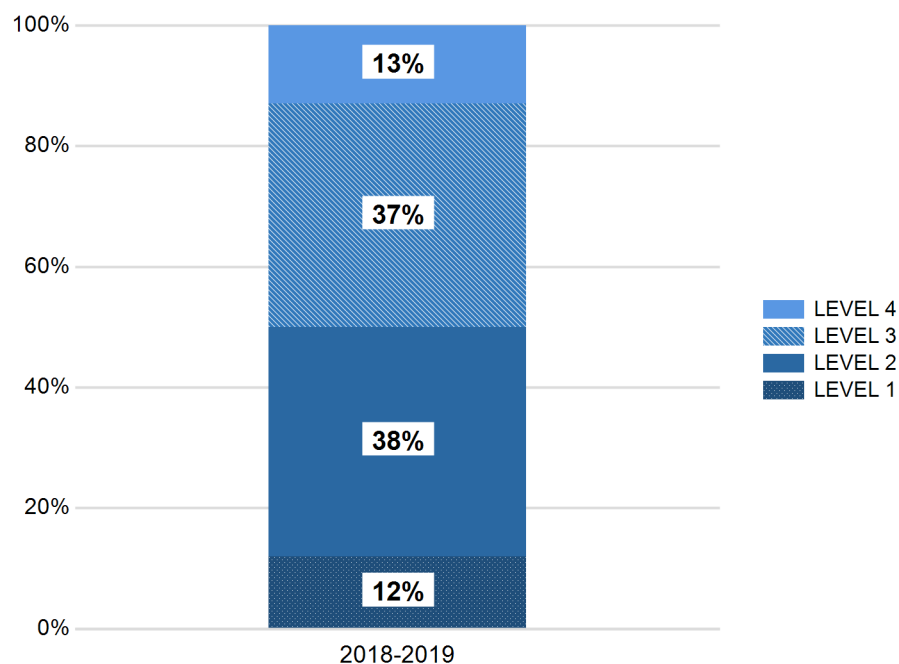
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	12	38	37	13
White	14	38	35	13
Hispanic	0	43	50	7
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	7	21	50	21
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	13	43	36	8
Male	11	33	38	18
Economically Disadvantaged Students	N	N	N	N
Non-Economically Disadvantaged Students	12	38	37	13
Students with Disabilities	26	41	22	11
Students without Disabilities	9	37	40	14
English Learners	N	N	N	N
Non-English Learners	12	38	37	13
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	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. Students with fewer than 45 days in membership are excluded from attendance calculations.

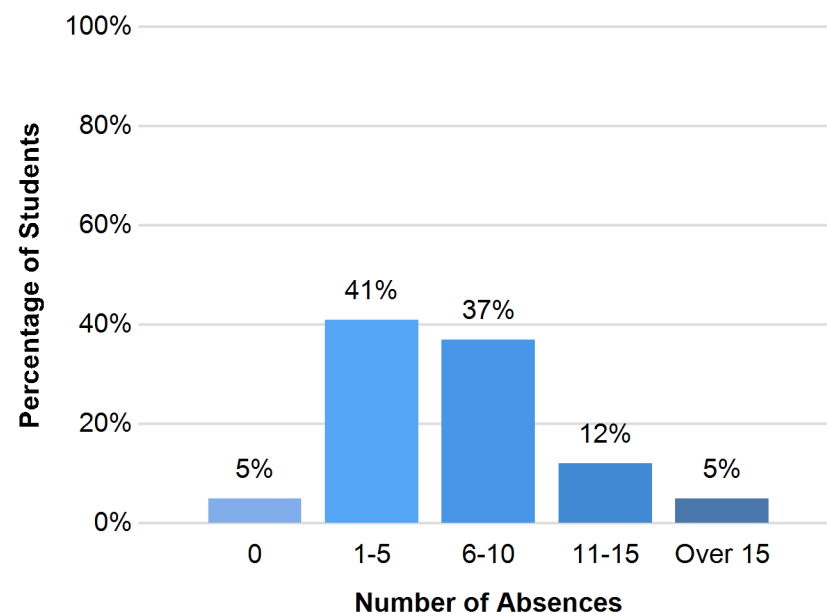
### Chronic Absenteeism

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	3.3	7.7	Met
White	14	3.3	7.7	Met
Hispanic	0	0	7.7	Met
Black or African American	1	3.8	7.7	Met
Asian, Native Hawaiian, or Pacific	3	5.6	7.7	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	3.0	7.7	Met
Female	6	2.1		
Male	13	4.3		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	6	5.0	7.7	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### 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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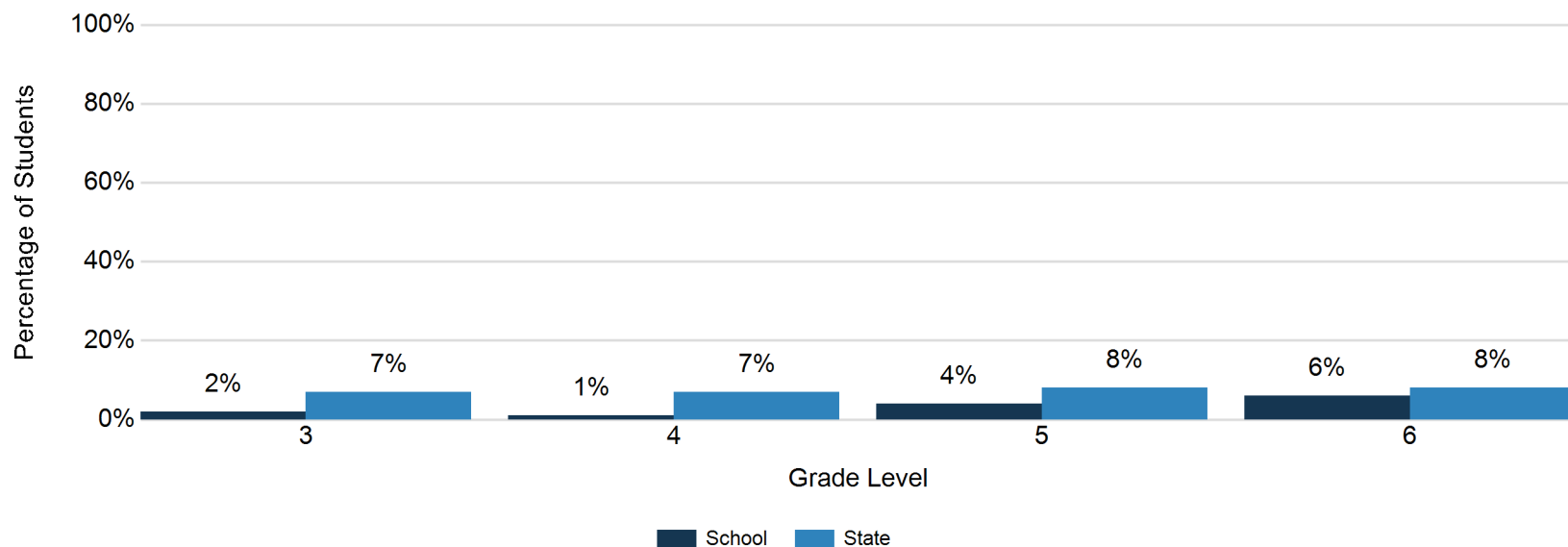
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### Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### 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	1
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.69

### 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

### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	6	1	7
Other	0	0	0
No Identified Nature	0		0

### 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

\*



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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	6 Hrs. 30 Mins.

#### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	2.0:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	45	118,214
Average years experience in public schools	11.9	12.1
Average years experience in district	10.6	10.8
Percentage of Teachers with 4 or more years experience in the district	88.9%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,530
Average years experience in public schools	21.2	16.0
Average years experience in district	14.5	12.0
Percentage of Administrators with 4 or more years experience in the district	91.7%	76.9%

### 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	12:1
Students to Administrators	289:1	157:1
Teachers to Administrators	23:1	13:1
Students to Librarians/Media Specialists		627:1
Students to Nurses		470:1
Students to Counselors		313:1
Students to Child Study Team Members		235:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.3%	77.8%	0.0%	48.4%	77.1%	54.9%
Male	51.7%	22.2%	100.0%	51.6%	22.9%	45.1%
White	73.0%	95.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	7.4%	4.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	9.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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

### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.9%	90.5%
2017-18 Administrators: Same district 2018-19	81.8%	87.9%

### 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
2018-19	96.4%



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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	80.0%	83.6%	84.9%
Math Proficiency	76.1%	80.0%	73.9%
ELA Growth	56	53	54
Math Growth	72	72	67
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	2.0%	3.2%	3.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

### Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Goal	Not Met	Met Standard	Exceeds Standard	**	Met	No
White	Met Goal	Not Met	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Goal	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Black or African American	Met Target†	Met Target	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Goal	Met Goal	Met Standard	Exceeds Standard	n/a	Met	No
Economically Disadvantaged Students	**	**	**	**	n/a	**	No
Students with Disabilities	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	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 the school or district 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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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>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&amp;T Program, Technology courses and Media.</p>
 <p><b>Clubs and Activities:</b></p>	<p>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.</p>



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 <p><b>Before and After School Programs:</b></p>	<p>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.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>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.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>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 &amp; 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.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>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.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Ridgewood Avenue School is successful because of the support of our Home and School Association and other community organizations. The H&amp;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 volunteers 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.</p>



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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.