



State of New Jersey
2014-15

03-4390-050

OVERVIEW

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RIDGEWOOD VILLAGE

GRADE SPAN 09-12

RIDGEWOOD HIGH SCHOOL
627 EAST RIDGEWOOD AVE
RIDGEWOOD, NJ 07451

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

In particular, the School Performance Reports seek to:

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

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

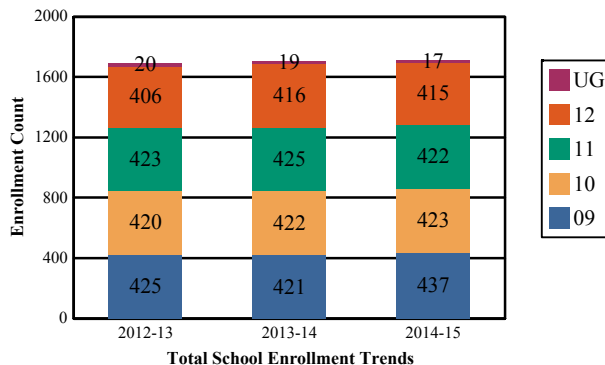
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

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Enrollment by Grade

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



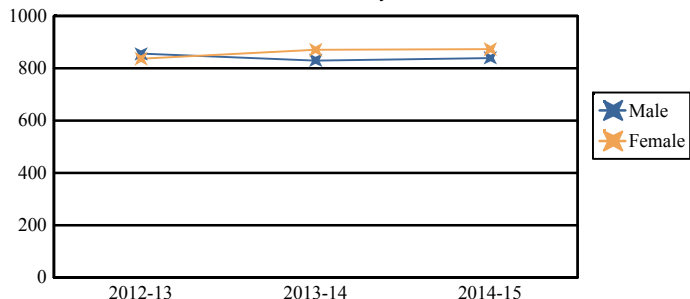
Total School Enrollment Trends

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

Total School Enrollment	
2012-13	1,693
2013-14	1,703
2014-15	1,714

Enrollment by Gender

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

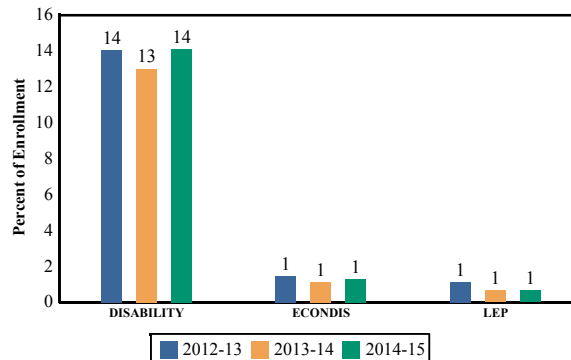


	Male	Female
2012-13	856	837
2013-14	831	872
2014-15	840	874

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Enrollment Trends by Program Participation

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

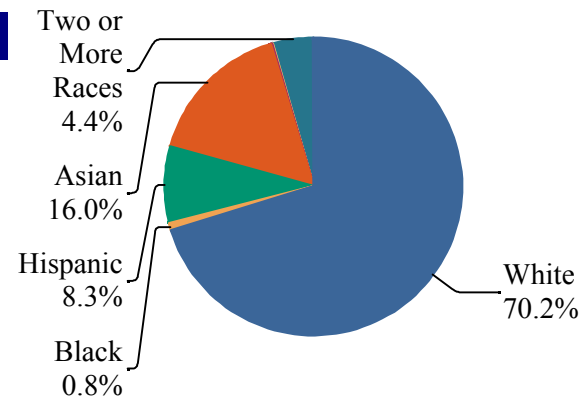


Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	242	14%
Economically Disadvantaged Students	22	1.3%
English Language Learners	11	0.6%

Enrollment by Ethnic/Racial Subgroup

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



White	Black	Hispanic
Asian	American Indian	Pacific Islander
Two or More Races		

Language Diversity

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

2014-15	Percent
English	93.7%
Korean	4.0%
Japanese	0.8%
Spanish	0.7%
Chinese	0.2%
Turkish	0.1%
Other	0.5%

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

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	74%	87	94
Math Met or Exceeded Expectation	63%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	290	73.7%	95%	36.4%	NO
White	203	75.4%	95%	34.9%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	57	82.4%	95%	48.5%	NO
Two or More Races	-	-	--	--	--
Students with Disability	56	42.8%	95%	41.3%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	278	63.3%	95%	35.9%	NO
White	199	60.8%	95%	34.8%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	51	82.4%	95%	47.5%	NO
Two or More Races	-	-	--	--	--
Students with Disability	55	25.5%	95%	40.7%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

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Proficiency Outcomes - Biology

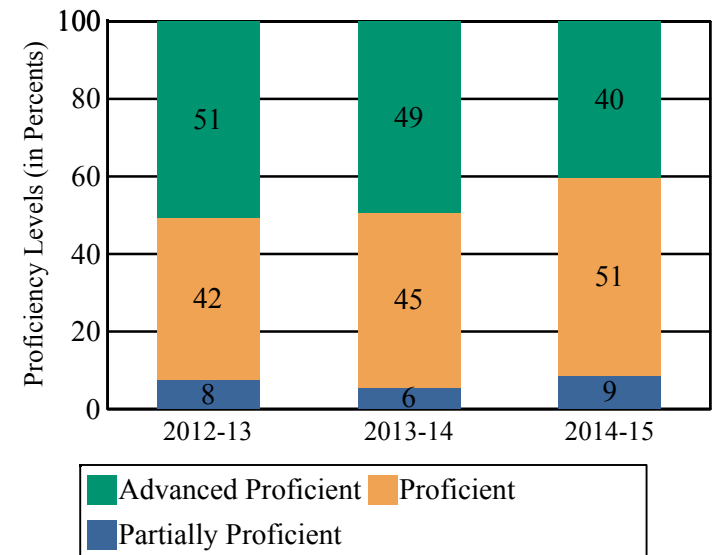
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	40%	51%	9%
White	38%	52%	10%
African American	-	-	-
Hispanic	27%	63%	10%
American Indian	-	-	-
Asian	56%	39%	5%
Two or More Races	-	-	-
Students with Disability	7%	58%	35%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



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PARCC Performance Level

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

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

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

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PARCC ELA Performance Distribution - Grade - 09

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	173	770	739	5%	8%	13%	43%	32%	75%	41%
White	119	770	746	4%	6%	14%	48%	28%	76%	47%
African American	-	-	723	-	-	-	-	-	-	23%
Hispanic	16	743	725	6%	25%	19%	44%	6%	50%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	32	789	765	0%	3%	6%	31%	59%	91%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	35	736	706	17%	26%	17%	37%	3%	40%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

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PARCC ELA Performance Distribution - Grade - 10

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	117	772	735	4%	11%	13%	44%	28%	72%	38%
White	84	772	741	4%	11%	11%	46%	29%	75%	43%
African American	-	-	717	-	-	-	-	-	-	22%
Hispanic	-	-	720	-	-	-	-	-	-	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	25	774	763	8%	8%	12%	44%	28%	72%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	21	756	698	5%	19%	29%	29%	19%	48%	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	23%

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PARCC ELA Performance Distribution - Grade - 11

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	43	764	741	9%	14%	16%	28%	33%	60%	42%
White	31	758	745	10%	13%	19%	32%	26%	58%	46%
African American	-	-	727	-	-	-	-	-	-	27%
Hispanic	-	-	731	-	-	-	-	-	-	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	-	-	765	-	-	-	-	-	-	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	14	739	712	7%	29%	29%	29%	7%	36%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	30%

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PARCC ALGEBRA I - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	54	742	740	9%	20%	28%	43%	0%	43%	40%
White	42	745	746	5%	19%	33%	43%	0%	43%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	24	726	710	17%	42%	21%	21%	0%	21%	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

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PARCC GEOMETRY - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	134	753	728	1%	12%	26%	53%	7%	60%	21%
White	93	752	731	1%	13%	28%	52%	6%	58%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	29	761	751	0%	3%	21%	62%	14%	76%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	21	730	709	5%	33%	43%	19%	0%	19%	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

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PARCC ALGEBRA II - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	107	763	721	7%	7%	15%	64%	7%	71%	24%
White	79	756	725	10%	9%	16%	62%	3%	65%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	24	785	751	0%	0%	8%	75%	17%	92%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	20	726	691	30%	15%	25%	30%	0%	30%	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

COLLEGE AND CAREER READINESS

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	100%	100	100	80%	YES
Percent of Students Participating in PSAT or PLAN	67%	32	36	60%	YES
Percent of Students Scoring Above 1550 on SAT	75%	87	93	40%	YES
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	30%	13	72	35%	NO
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	81%	35	75	75%	YES
Summary		53	75		80%

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg
Participating in SAT	94.7%	89.4%	79.1%
Participating in ACT	61.7%		25.2%
Participating in PSAT or PLAN	67.0%	76.7%	79.6%
Participating in Dual Enrollment	35.0%		14.9%

AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	47.4%	58.7%	36.3%
One or More Test	46.2%	53.9%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	30.1%	44.0%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

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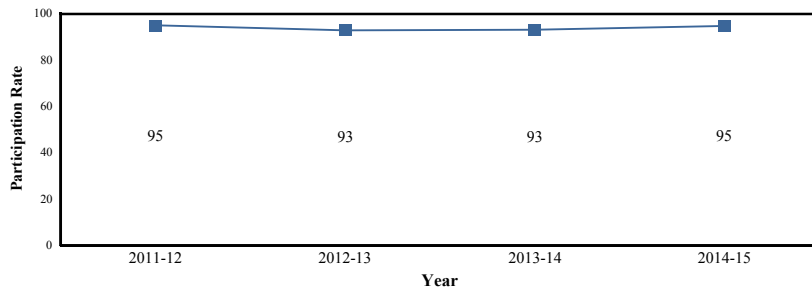
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Participation Trends - SAT Testing

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	74.8%	67.8%	43.8%

Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,759	1,689	1,508
Critical Reading	569	552	496
Mathematics	606	577	518
Writing	584	560	494

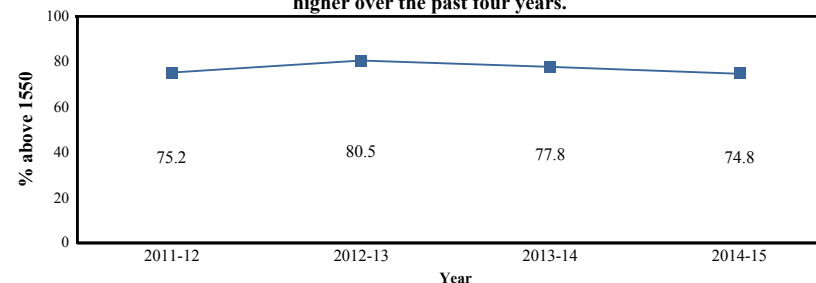
AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	84.5%	84.2%	72.4%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	81.3%	83.2%	69.7%

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	630	680	660
50th Percentile	570	610	580
25th Percentile	500	530	500

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AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP Macroeconomics	125	111
AP Microeconomics	125	109
AP Psychology	103	98
AP Statistics	70	65
AP U.S. Government and Politics	69	62
AP English Literature and Composition	55	51
AP Calculus AB	49	48
AP Art/History of Art	43	35
AP European History	41	35
AP Chemistry	39	34
AP Physics C	35	
AP Physics B	29	
AP U.S. History	28	45
AP Biology	26	25
AP Music Theory	19	17
AP Computer Science A	16	16
AP Latin (Virgil, Catullus and Horace)	15	14
AP French Language	13	13

AP/IB Course Name	Students Enrolled	Students Tested
AP Spanish Language	13	15
AP Studio Art/Two-Dimensional	9	2
AP Physics 2		30
AP Physics 1		29
AP Calculus BC		24
AP Physics C: Electricity and Magnetism		3
AP Physics C: Mechanics		3
AP Studio Art/Drawing Portfolio		2
AP Chinese Language and Culture		1

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**RIDGEWOOD HIGH SCHOOL
627 EAST RIDGEWOOD AVE
RIDGEWOOD, NJ 07451**

Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	3.2%	2.1%
Drama/Theater	1.4%	3.8%
Music	27.5%	17.8%
Visual Arts	32.9%	31.7%
Total: All Visual and Performing Arts	58.8%	49.9%

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	0.0%	18.3%
Structured Learning Experience	6.2%	7.0%

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

BERGEN

GRADE SPAN 09-12

**RIDGEWOOD HIGH SCHOOL
627 EAST RIDGEWOOD AVE
RIDGEWOOD, NJ 07451**

RIDGEWOOD VILLAGE

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	97%	36	82	78%	YES
Dropout Rate	0.2%	39	67	2%	YES
SUMMARY - Graduation & Post-Secondary		38	75		100%

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
Schoolwide	97%	78%
White	97%	
African American	-	
Hispanic	100%	
American Indian	-	
Asian	98%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	84%	
English Language Learners	-	
Economically Disadvantaged Students	-	

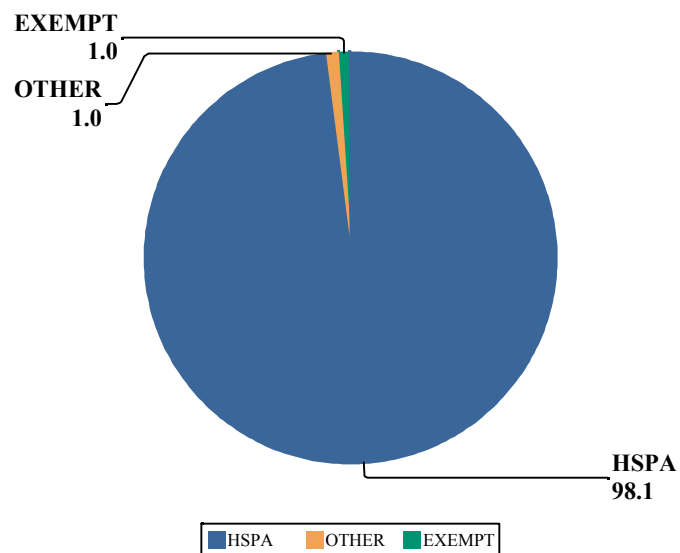
Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
Schoolwide	.2%	2%
White	.2%	
African American	-	
Hispanic	0%	
American Indian	-	
Asian	.4%	
Native Hawaiian	-	
Two or More Races	0%	
Students with Disability	.4%	
English Language Learners	-	
Economically Disadvantaged Students	-	

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	97%	99%
2013	97%	99%
2014	98%	99%
2015	97%	

GRADUATION AND POSTSECONDARY

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN 09-12

**RIDGEWOOD HIGH SCHOOL
627 EAST RIDGEWOOD AVE
RIDGEWOOD, NJ 07451**

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	78.5%	34.3%	64.7%
Schoolwide	87%	6.6%	93.4%
White	87.5%	5.6%	94.4%
African American	-	-	-
Hispanic	89.2%	9.1%	90.9%
Asian	85.1%	6.3%	93.7%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN

GRADE SPAN 09-12

**RIDGEWOOD HIGH SCHOOL
627 EAST RIDGEWOOD AVE
RIDGEWOOD, NJ 07451**

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

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	847	850
75th	796	766
50th	774	739
25th	750	710
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	56

PARCC ALG-1 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	790	821
75th	764	762
50th	744	735
25th	721	711
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	51

WITHIN SCHOOL ACHIEVEMENT GAP

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RIDGEWOOD VILLAGE

Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	845	850
75th	796	766
50th	774	733
25th	744	699
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	67

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	794	768
50th	757	740
25th	713	711
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	81	57

GRADE SPAN 09-12

RIDGEWOOD HIGH SCHOOL
627 EAST RIDGEWOOD AVE
RIDGEWOOD, NJ 07451

PARCC GEO 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	793	793
75th	768	747
50th	757	726
25th	738	710
0th	679	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	37

PARCC ALG-2 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	828	813
75th	787	748
50th	766	718
25th	743	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	56

SCHOOL CLIMATE

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN 09-12

**03-4390-050
RIDGEWOOD HIGH SCHOOL
627 EAST RIDGEWOOD AVE
RIDGEWOOD, NJ 07451**

Length of School Day

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

	School
2014-15	7 Hrs. 11 Mins.

Student Suspension Rate

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

	School
2014-15	2.2%

Instructional Time

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

2014-15	School
Full Time	6 Hrs. 6 Mins.
Shared Time	3 Hrs. 3 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	13
Administrators	571

SCHOOL PEER GROUP

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN 09-12

**RIDGEWOOD HIGH SCHOOL
627 EAST RIDGEWOOD AVE
RIDGEWOOD, NJ 07451**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
BERGEN	GLEN ROCK BORO	GLEN ROCK HIGH SCHOOL	03-1760-050	09-12	0.5%	0.9%	17.1%
BERGEN	NORTHERN HIGHLANDS REG	NORTHERN HIGHLANDS REGIONAL HIGH SCHOOL	03-3700-050	09-12	0.4%	0%	11.6%
BERGEN	NORTHERN VALLEY REGIONAL	NORTHER VALLEY REG OLD TAPPEN HIGH SCHOO	03-3710-060	09-12	1.1%	0.4%	14.4%
BERGEN	NORTHERN VALLEY REGIONAL	NORTHERN VALLEY REGIONAL HIGH SCHOOL AT DEMAREST	03-3710-050	09-12	1.5%	0.9%	21.4%
BERGEN	PASCACK VALLEY REGIONAL	PASCACK HILLS HIGH SCHOOL	03-3960-040	09-12	1.6%	0.1%	16.4%
BERGEN	RAMAPO-INDIAN HILL REG	INDIAN HILLS HIGH SCHOOL	03-4300-030	09-12	2.3%	0%	17.1%
BERGEN	RAMAPO-INDIAN HILL REG	RAMAPO HIGH SCHOOL	03-4300-050	09-12	1.4%	0%	11.3%
BERGEN	RIDGEWOOD VILLAGE	RIDGEWOOD HIGH SCHOOL	03-4390-050	09-12	1.3%	0.6%	13.7%
BERGEN	RIVER DELL REGIONAL	RIVER DELL REGIONAL HIGH SCHOOL	03-4405-050	09-12	1.2%	0.6%	15.2%
BERGEN	RUTHERFORD BORO	RUTHERFORD HIGH SCHOOL	03-4600-050	09-12	3.5%	0.5%	9.4%
CAMDEN	HADDONFIELD BORO	HADDONFIELD MEMORIAL HIGH SCHOOL	07-1900-050	09-12	2.1%	0.4%	15.6%
ESSEX	GLEN RIDGE BORO	GLEN RIDGE HIGH SCHOOL	13-1750-050	07-12	0%	0%	13.6%
ESSEX	LIVINGSTON TWP	LIVINGSTON HIGH SCHOOL	13-2730-050	09-12	1.6%	1%	12.4%
ESSEX	VERONA BORO	VERONA HIGH SCHOOL	13-5370-050	09-12	1.8%	0.6%	11%
ESSEX	WEST ESSEX REGIONAL	WEST ESSEX HIGH SCHOOL	13-5630-050	09-12	3.6%	0.4%	13.9%
HUNTERDON	N HUNT/VOORHEES REGIONAL	NORTH HUNTERDON HIGH SCHOOL	19-3660-050	09-12	3.2%	0.1%	14.9%
MERCER	HOPEWELL VALLEY REGIONAL	HOPEWELL VALLEY CENTRAL HIGH SCHOOL	21-2280-030	09-12	2.5%	0.1%	10%
MONMOUTH	FREEHOLD REGIONAL	MARLBORO HIGH SCHOOL	25-1650-080	09-12	4.3%	0%	12.2%
MONMOUTH	RUMSON-FAIR HAVEN REG	RUMSON-FAIR HAVEN REGIONAL HIGH SCHOOL	25-4580-050	09-12	0.1%	0%	12%
MORRIS	HANOVER PARK REGIONAL	HANOVER PARK HIGH SCHOOL	27-1990-050	09-12	3.4%	0.2%	12%
MORRIS	HANOVER PARK REGIONAL	WHIPPANY PARK HIGH SCHOOL	27-1990-070	09-12	2%	0.7%	12.4%
MORRIS	KINNELON BORO	KINNELON HIGH SCHOOL	27-2460-050	09-12	3.4%	0.2%	18.1%

SCHOOL PEER GROUP

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN 09-12

**RIDGEWOOD HIGH SCHOOL
627 EAST RIDGEWOOD AVE
RIDGEWOOD, NJ 07451**

MORRIS	MOUNTAIN LAKES BORO	MOUNTAIN LAKES HIGH SCHOOL	27-3460-050	09-12	1.2%	0.1%	15.8%
MORRIS	SCH DIST OF THE CHATHAMS	CHATHAM HIGH SCHOOL	27-0785-010	09-12	2.2%	0.7%	13.9%
MORRIS	WEST MORRIS REGIONAL	WEST MORRIS CENTRAL HIGH SCHOOL	27-5660-030	09-12	1.2%	0.2%	16.7%
MORRIS	WEST MORRIS REGIONAL	WEST MORRIS MENDHAM HIGH SCHOOL	27-5660-050	09-12	1.2%	0.4%	14.9%
SOMERSET	BERNARDS TWP	RIDGE HIGH SCHOOL	35-0350-050	09-12	2.3%	0.3%	14%
SOMERSET	WATCHUNG HILLS REGIONAL	WATCHUNG HILLS REGIONAL HIGH SCHOOL	35-5550-050	09-12	2.3%	0.5%	14.2%
SUSSEX	SPARTA TWP	SPARTA HIGH SCHOOL	37-4960-050	09-12	4%	0.2%	12.1%
UNION	BERKELEY HEIGHTS TWP	GOVERNOR LIVINGSTON HIGH SCHOOL	39-0310-005	09-12	1.8%	0.5%	11.8%
UNION	WESTFIELD TOWN	WESTFIELD SENIOR HIGH SCHOOL	39-5730-050	09-12	3.1%	0.2%	16.3%

OVERVIEW

BERGEN
RIDGEWOOD VILLAGE

GRADE SPAN 06-08

BENJAMIN FRANKLIN MIDDLE SCHOOL
335 NORTH VAN DIEN AVE
RIDGEWOOD, NJ 07451

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

In particular, the School Performance Reports seek to:

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

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

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

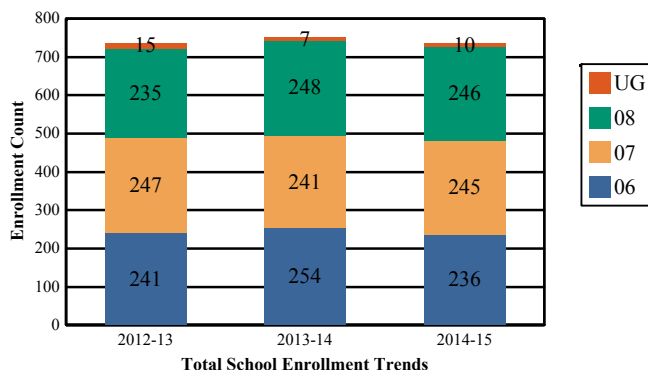
DEMOGRAPHIC INFORMATION

BERGEN

RIDGEWOOD VILLAGE

Enrollment by Grade

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

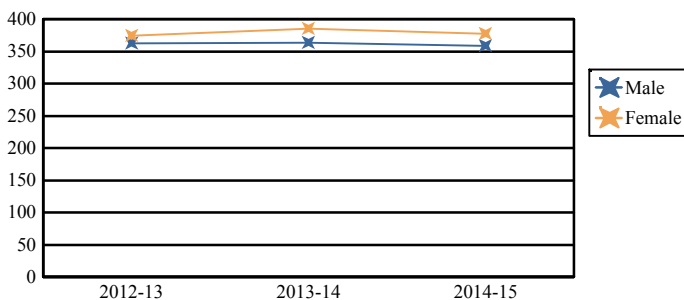


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	738
2013-14	750
2014-15	737

Enrollment by Gender

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

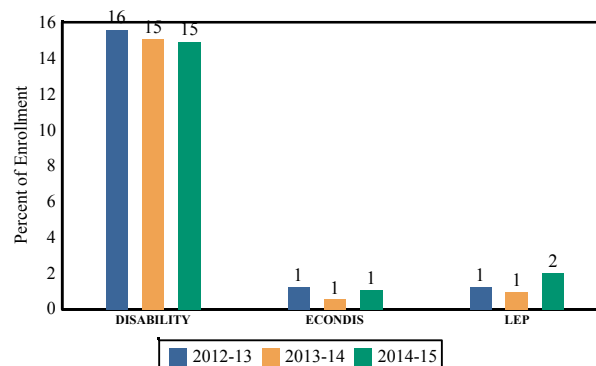


	Male	Female
2012-13	363	375
2013-14	364	386
2014-15	359	378

GRADE SPAN 06-08

Enrollment Trends by Program Participation

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

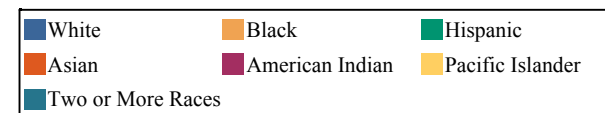
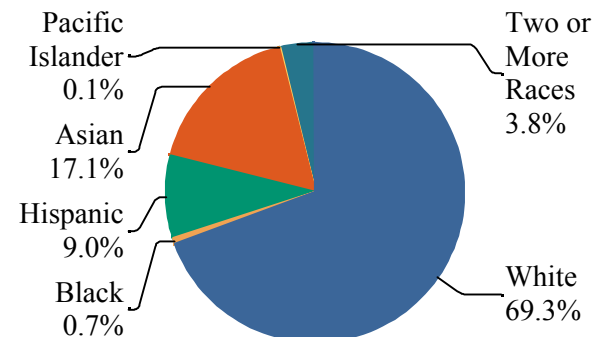


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	110	15%
Economically Disadvantaged Students	8	1.1%
English Language Learners	15	2.0%

03-4390-060
BENJAMIN FRANKLIN MIDDLE SCHOOL
335 NORTH VAN DIEN AVE
RIDGEWOOD, NJ 07451

Enrollment by Ethnic/Racial Subgroup

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



Language Diversity

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

2014-15	Percent
English	91.4%
Korean	4.0%
Japanese	1.2%
Chinese	1.1%
Spanish	0.7%
Russian	0.5%
Other	1.1%

ACADEMIC ACHIEVEMENT

BERGEN
RIDGEWOOD VILLAGE

GRADE SPAN 06-08

BENJAMIN FRANKLIN MIDDLE SCHOOL
335 NORTH VAN DIEN AVE
RIDGEWOOD, NJ 07451

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	80%	78	96
Math Met or Exceeded Expectation	64%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	552	79.9%	95%	76.1%	NO
White	378	79.3%	95%	75.3%	NO
African American	-	-	--	--	--
Hispanic	41	82.9%	95%	62.1%	NO
American Indian	-	-	--	--	--
Asian	108	81.5%	95%	86.6%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	77	39%	95%	68.1%	NO
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN 06-08

BENJAMIN FRANKLIN MIDDLE SCHOOL

335 NORTH VAN DIEN AVE

RIDGEWOOD, NJ 07451

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	552	64%	95%	76%	NO
White	377	61.3%	95%	75%	NO
African American	-	-	--	--	--
Hispanic	39	51.3%	95%	59.1%	NO
American Indian	-	-	--	--	--
Asian	111	80.2%	95%	89%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	75	26.7%	95%	66.4%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN 06-08

BENJAMIN FRANKLIN MIDDLE SCHOOL

335 NORTH VAN DIEN AVE

RIDGEWOOD, NJ 07451

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN 06-08

**BENJAMIN FRANKLIN MIDDLE SCHOOL
335 NORTH VAN DIEN AVE
RIDGEWOOD, NJ 07451**

PARCC ELA Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	189	772	749	1%	5%	17%	51%	26%	77%	50%
White	132	771	755	1%	4%	18%	55%	23%	77%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	16	773	736	0%	6%	13%	50%	31%	81%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	33	775	770	0%	6%	18%	42%	33%	76%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	32	739	718	3%	22%	41%	34%	0%	34%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	30%

ACADEMIC ACHIEVEMENT

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN 06-08

**BENJAMIN FRANKLIN MIDDLE SCHOOL
335 NORTH VAN DIEN AVE
RIDGEWOOD, NJ 07451**

PARCC ELA Performance Distribution - Grade - 07

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	191	778	750	2%	6%	12%	35%	47%	81%	53%
White	128	775	757	2%	7%	13%	33%	45%	78%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	12	768	736	0%	17%	0%	58%	25%	83%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	40	787	777	3%	0%	8%	33%	58%	90%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	24	739	713	8%	29%	21%	38%	4%	42%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	33%

ACADEMIC ACHIEVEMENT

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN 06-08

**BENJAMIN FRANKLIN MIDDLE SCHOOL
335 NORTH VAN DIEN AVE
RIDGEWOOD, NJ 07451**

PARCC ELA Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	172	777	750	1%	6%	12%	51%	31%	81%	53%
White	118	775	757	1%	3%	13%	56%	27%	83%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	13	773	735	0%	8%	8%	69%	15%	85%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	35	786	778	3%	11%	9%	29%	49%	77%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	21	741	713	5%	14%	38%	43%	0%	43%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	-	-	732	-	-	-	-	-	-	34%

ACADEMIC ACHIEVEMENT

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN 06-08

**BENJAMIN FRANKLIN MIDDLE SCHOOL
335 NORTH VAN DIEN AVE
RIDGEWOOD, NJ 07451**

PARCC MATH - Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	188	758	743	1%	8%	26%	57%	8%	65%	42%
White	131	756	749	1%	10%	27%	56%	6%	63%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	16	754	731	0%	6%	38%	56%	0%	56%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	33	766	768	0%	3%	15%	61%	21%	82%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	32	733	718	3%	28%	47%	22%	0%	22%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	-	-	729	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN 06-08

BENJAMIN FRANKLIN MIDDLE SCHOOL

335 NORTH VAN DIEN AVE

RIDGEWOOD, NJ 07451

PARCC MATH - Performance Distribution - Grade - 07

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	153	753	740	2%	7%	35%	54%	3%	56%	38%
White	111	751	745	3%	7%	34%	54%	2%	56%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	-	-	730	-	-	-	-	-	-	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	24	764	760	0%	4%	21%	67%	8%	75%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	23	731	715	13%	26%	26%	35%	0%	35%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	728	-	-	-	-	-	-	21%

ACADEMIC ACHIEVEMENT

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN 06-08

**BENJAMIN FRANKLIN MIDDLE SCHOOL
335 NORTH VAN DIEN AVE
RIDGEWOOD, NJ 07451**

PARCC MATH - Performance Distribution - Grade - 08

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	726	-	-	-	-	-	-	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

ACADEMIC ACHIEVEMENT

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN 06-08

BENJAMIN FRANKLIN MIDDLE SCHOOL

335 NORTH VAN DIEN AVE

RIDGEWOOD, NJ 07451

PARCC ALGEBRA I - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	158	763	740	1%	6%	21%	67%	5%	72%	40%
White	101	761	746	0%	4%	23%	70%	3%	73%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	13	757	725	0%	8%	23%	69%	0%	69%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	36	776	769	0%	8%	17%	61%	14%	75%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

ACADEMIC ACHIEVEMENT

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN 06-08

BENJAMIN FRANKLIN MIDDLE SCHOOL

335 NORTH VAN DIEN AVE

RIDGEWOOD, NJ 07451

PARCC GEOMETRY - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	27	774	728	0%	0%	0%	74%	26%	100%	21%
White	11	771	731	0%	0%	0%	91%	9%	100%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	16	776	751	0%	0%	0%	63%	38%	100%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

ACADEMIC ACHIEVEMENT

BERGEN

RIDGEWOOD VILLAGE

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BENJAMIN FRANKLIN MIDDLE SCHOOL

335 NORTH VAN DIEN AVE

RIDGEWOOD, NJ 07451

PARCC ALGEBRA II - Performance Distribution

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	721	-	-	-	-	-	-	24%
White	-	-	725	-	-	-	-	-	-	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	-	-	751	-	-	-	-	-	-	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN 06-08

**BENJAMIN FRANKLIN MIDDLE SCHOOL
335 NORTH VAN DIEN AVE
RIDGEWOOD, NJ 07451**

NJASK Results - Science Grade Level - 08

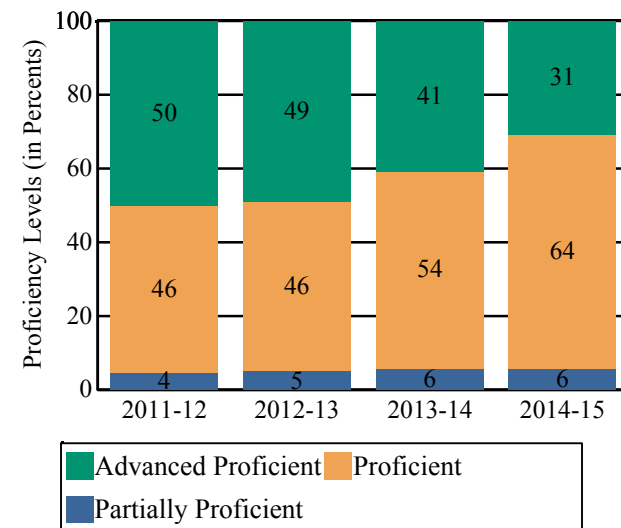
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	31%	64%	6%
White	31%	66%	3%
African American	-	-	-
Hispanic	10%	80%	10%
American Indian	-	-	-
Asian	43%	48%	10%
Two or More Races	-	-	-
Students with Disability	8%	78%	14%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Proficiency Trends - Science - Grade Level - 08

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



COLLEGE AND CAREER READINESS

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN 06-08

**BENJAMIN FRANKLIN MIDDLE SCHOOL
335 NORTH VAN DIEN AVE
RIDGEWOOD, NJ 07451**

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

Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
248	158

Algebra I Test Taking

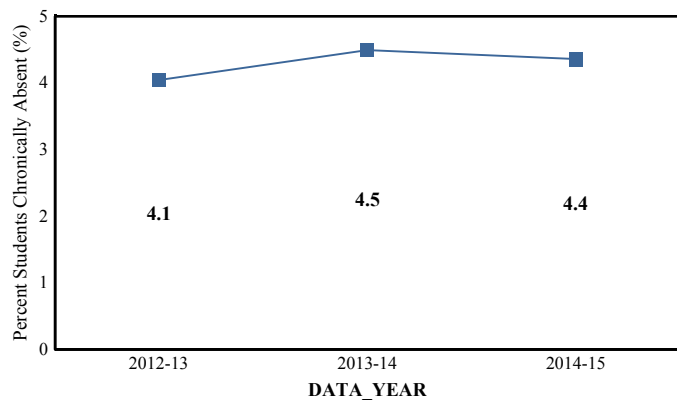
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
86.3%	72.2%

- Data Suppressed to protect the confidentiality of students

Chronic Absenteeism Trend

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

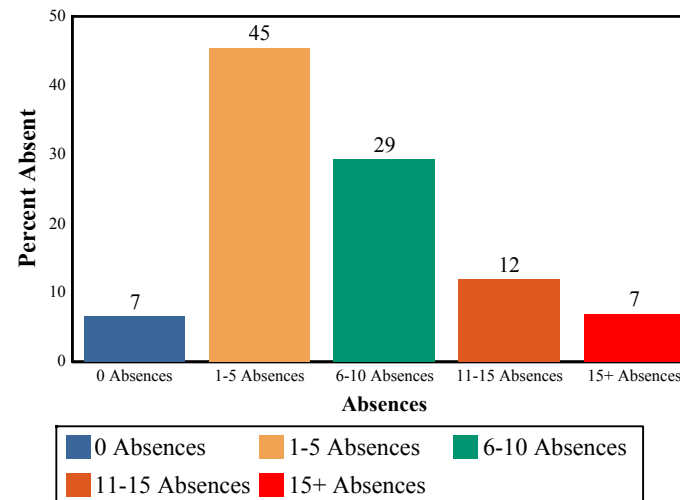


Chronic Absenteeism for 2014-15

4.36%

Absenteeism

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



Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	13.8%	3.9%
Music	95.7%	66.0%
Visual Arts	81.0%	71.1%
Total: All Visual and Performing Arts	100.0%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN 06-08

**BENJAMIN FRANKLIN MIDDLE SCHOOL
335 NORTH VAN DIEN AVE
RIDGEWOOD, NJ 07451**

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	55	55	67	35	YES
Student Growth on Math	35	7	13	35	YES
		31	40		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	0%	0%
Partially Met	4%	1%	0%
Approached	9%	3%	2%
Met	14%	15%	16%
Exceeded	3%	9%	23%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	0%	0%
Partially Met	6%	2%	1%
Approached	19%	7%	4%
Met	22%	14%	17%
Exceeded	0%	1%	4%

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

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN 06-08

BENJAMIN FRANKLIN MIDDLE SCHOOL

335 NORTH VAN DIEN AVE

RIDGEWOOD, NJ 07451

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

Grade Level - 06

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

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

Percentile	School Scale Score	State Scale Score
99th	834	850
75th	790	770
50th	773	749
25th	755	726
0th	699	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	44

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	810	850
75th	773	763
50th	759	742
25th	742	721
0th	697	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	42

WITHIN SCHOOL ACHIEVEMENT GAP

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN 06-08

**03-4390-060
BENJAMIN FRANKLIN MIDDLE SCHOOL
335 NORTH VAN DIEN AVE
RIDGEWOOD, NJ 07451**

Grade Level - 07

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

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

Percentile	School Scale Score	State Scale Score
99th	843	850
75th	800	776
50th	781	751
25th	757	724
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	52

Grade Level - 08

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

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

Percentile	School Scale Score	State Scale Score
99th	843	850
75th	797	777
50th	781	751
25th	757	723
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	54

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	792	850
75th	768	759
50th	754	740
25th	741	720
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	39

Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	N/A	850
75th	N/A	748
50th	N/A	726
25th	N/A	704
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	44

SCHOOL CLIMATE

BERGEN

RIDGEWOOD VILLAGE

Length of School Day

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

	School
2014-15	6 Hrs. 53 Mins.

Student Suspension Rate

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

	School
2014-15	0.5%

State of New Jersey 2014-15

GRADE SPAN 06-08

03-4390-060
BENJAMIN FRANKLIN MIDDLE SCHOOL
335 NORTH VAN DIEN AVE
RIDGEWOOD, NJ 07451

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 42 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	15
Administrators	246

SCHOOL PEER GROUP

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN 06-08

**BENJAMIN FRANKLIN MIDDLE SCHOOL
335 NORTH VAN DIEN AVE
RIDGEWOOD, NJ 07451**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	ALLENDALE BORO	BROOKSIDE	03-0040-010	04-08	0.7%	0.5%	10%
BERGEN	ALPINE BORO	ALPINE ELEMENTARY SCHOOL	03-0080-010	KG-08	0%	2.6%	14.8%
BERGEN	DEMAREST BORO	DEMAREST MIDDLE SCHOOL	03-1070-040	05-08	1.6%	0.9%	15.5%
BERGEN	NORWOOD BORO	NORWOOD PUBLIC SCHOOL	03-3740-020	KG-08	0.2%	2.1%	11.4%
BERGEN	PARAMUS BORO	WEST BROOK MIDDLE SCHOOL	03-3930-060	05-08	6.4%	0.3%	20.6%
BERGEN	RIDGEWOOD VILLAGE	BENJAMIN FRANKLIN MIDDLE SCHOOL	03-4390-060	06-08	1.1%	2%	14.8%
BERGEN	WOODCLIFF LAKE BORO	WOODCLIFF MIDDLE SCHOOL	03-5880-050	06-08	1.5%	0%	12.6%
ESSEX	CEDAR GROVE TWP	MEMORIAL MIDDLE SCHOOL	13-0760-058	05-08	2%	0.5%	11.2%
ESSEX	WEST ESSEX REGIONAL	WEST ESSEX MIDDLE SCHOOL	13-5630-070	07-08	3.6%	0%	13.6%
HUNTERDON	ALEXANDRIA TWP	ALEXANDRIA MIDDLE SCHOOL	19-0020-005	04-08	3.4%	0%	16.6%
HUNTERDON	CALIFON BORO	CALIFON ELEMENTARY	19-0670-030	PK-08	4.6%	0%	16.3%
HUNTERDON	CLINTON TWP	CLINTON TOWNSHIP MIDDLE SCHOOL	19-0920-050	07-08	4.1%	0.2%	17.2%
HUNTERDON	LEBANON TWP	WOODGLEN SCHOOL	19-2600-050	05-08	4.1%	0.6%	19.2%
HUNTERDON	TEWKSBURY TWP	OLD TURNPIKE SCHOOL	19-5180-030	PK-08	2%	0%	13%
MERCER	HOPEWELL VALLEY REGIONAL	TIMBERLANE MIDDLE SCHOOL	21-2280-075	06-08	2.7%	0.2%	13.4%
MIDDLESEX	CRANBURY TWP	CRANBURY SCHOOL	23-0970-030	PK-08	3.7%	0.2%	14.1%
MONMOUTH	MIDDLETOWN TWP	THOMPSON MIDDLE SCHOOL	25-3160-057	06-08	4.1%	0%	15.7%
MONMOUTH	UPPER FREEHOLD REGIONAL	STONEBRIDGE MIDDLE SCHOOL	25-5310-070	05-08	7%	0.2%	20.7%
MORRIS	HARDING TOWNSHIP	HARDING TOWNSHIP SCHOOL	27-2010-050	PK-08	2.6%	0%	14.2%
MORRIS	KINNELON BORO	PEARL R. MILLER MIDDLE SCHOOL	27-2460-065	06-08	3.5%	0.4%	16.9%
MORRIS	LONG HILL TWP	CENTRAL MIDDLE SCHOOL	27-4000-030	06-08	1.9%	1%	15.9%
MORRIS	MENDHAM BORO	MOUNTAIN VIEW	27-3090-060	05-08	1.4%	0%	11.6%
MORRIS	MORRIS PLAINS BORO	MORRIS PLAINS BOROUGH SCHOOL	27-3380-020	03-08	3.2%	1%	16.1%
MORRIS	SCH DIST OF THE CHATHAMS	CHATHAM MIDDLE SCHOOL	27-0785-030	06-08	2.4%	0.3%	15.7%

SCHOOL PEER GROUP

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN 06-08

**BENJAMIN FRANKLIN MIDDLE SCHOOL
335 NORTH VAN DIEN AVE
RIDGEWOOD, NJ 07451**

MORRIS	WASHINGTON TWP	LONG VALLEY MIDDLE SCHOOL	27-5520-035	06-08	4.2%	0.2%	19.4%
OCEAN	BAY HEAD BORO	BAY HEAD ELEMENTARY	29-0210-020	KG-08	0%	0%	5.4%
SOMERSET	BERNARDS TWP	WILLIAM ANNIN MIDDLE SCHOOL	35-0350-055	06-08	2.2%	0.5%	14.1%
UNION	BERKELEY HEIGHTS TWP	COLUMBIA MIDDLE SCHOOL	39-0310-030	06-08	2.2%	0.3%	11.7%
UNION	CRANFORD TWP	HILLSIDE AVENUE SCHOOL	39-0980-033	KG-08	6.9%	0.5%	25.2%
UNION	SCOTCH PLAINS-FANWOOD REG	TERRILL MIDDLE SCHOOL	39-4670-065	05-08	3.9%	0%	14.1%
UNION	WESTFIELD TOWN	THOMAS EDISON INTERMEDIATE SCHOOL	39-5730-070	06-08	4.2%	1.2%	18.4%



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2014-2015 School Performance Reports

[George Washington Middle School](#) (RIDGEWOOD VILLAGE)

155 WASHINGTON PL

RIDGEWOOD, NJ 07451

[School Narrative](#)

[District Narrative](#)



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DEMOGRAPHIC INFORMATION

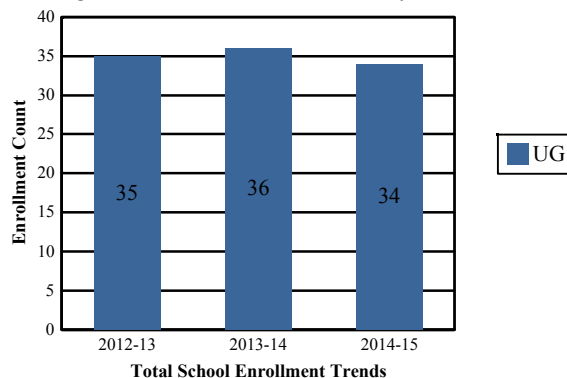
BERGEN
RIDGEWOOD VILLAGE

GRADE SPAN PK

03-4390-080
GLEN SCHOOL
865 EAST GLEN AVENUE
RIDGEWOOD, NJ 07451

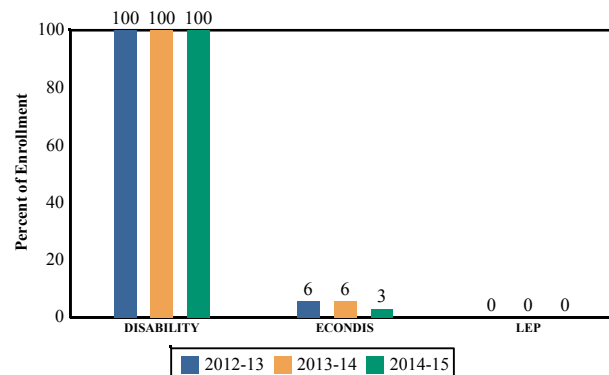
Enrollment by Grade

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



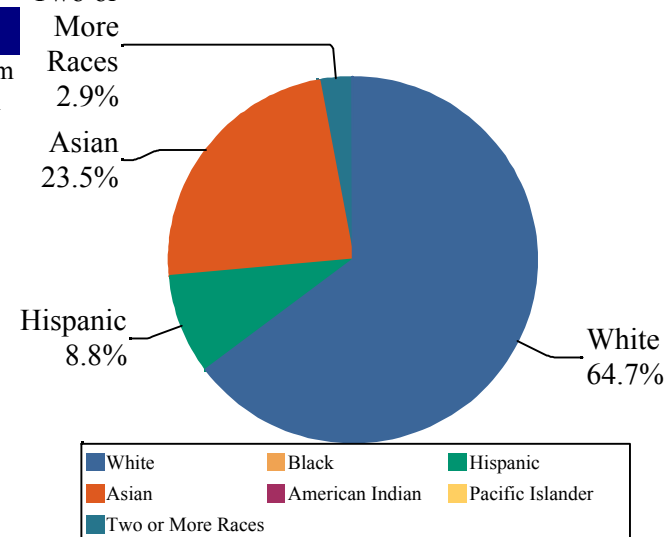
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

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



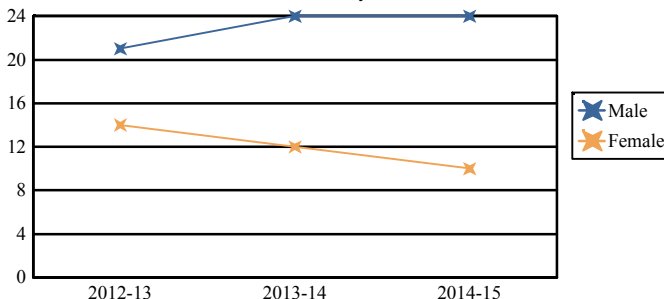
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

Total School Enrollment

2012-13	35
2013-14	36
2014-15	34

Enrollment by Gender

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



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	34	100%
Economically Disadvantaged Students	1	2.9%
English Language Learners	0	0.0%

Language Diversity

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

2014-15	Percent
English	85.1%
Korean	6.4%
Spanish	4.3%
Telugu	2.1%
Chinese	2.1%

	Male	Female
2012-13	21	14
2013-14	24	12
2014-15	24	10

SCHOOL CLIMATE
BERGEN
RIDGEWOOD VILLAGE

State of New Jersey
2014-15

GRADE SPAN PK

03-4390-080
GLEN SCHOOL
865 EAST GLEN AVENUE
RIDGEWOOD, NJ 07451

Length of School Day

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

	School
2014-15	Hrs. Mins.

Student Suspension Rate

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

	School
2014-15	

Instructional Time

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

2014-15	School
Full Time	Hrs. Mins.
Shared Time	Hrs. Mins.

Student Expulsions

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

	School
2014-15	

Student to Staff Ratio

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

2014-15	School
Faculty	5
Administrators	0

N/R - Data Not Reported



State of New Jersey

2014-15

03-4390-085

OVERVIEW

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

HAWES ELEMENTARY SCHOOL

531 STEVENS AVENUE

RIDGEWOOD, NJ 07451

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

In particular, the School Performance Reports seek to:

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

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

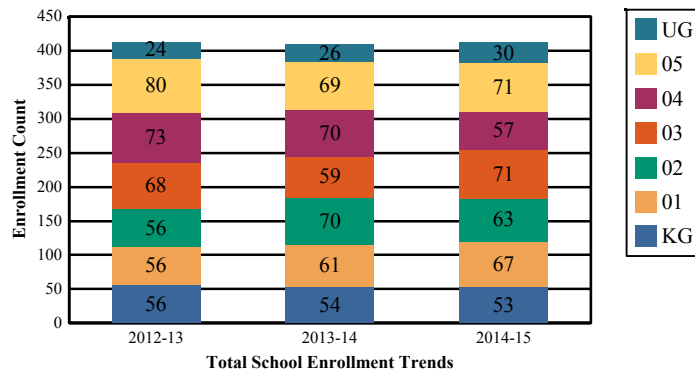
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

BERGEN
RIDGEWOOD VILLAGE

Enrollment by Grade

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

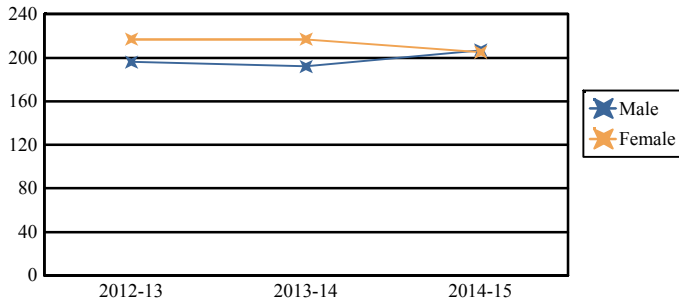


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	413
2013-14	409
2014-15	412

Enrollment by Gender

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

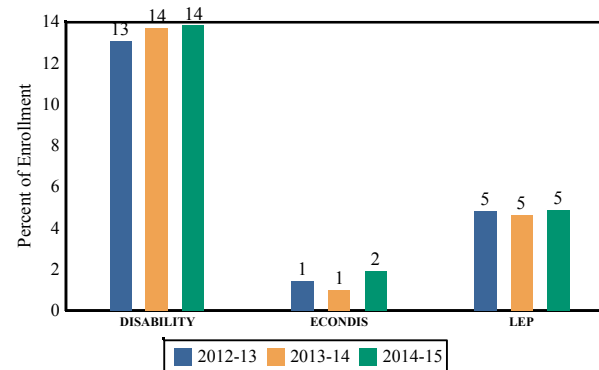


	Male	Female
2012-13	196	217
2013-14	192	217
2014-15	207	205

GRADE SPAN KG-05

Enrollment Trends by Program Participation

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

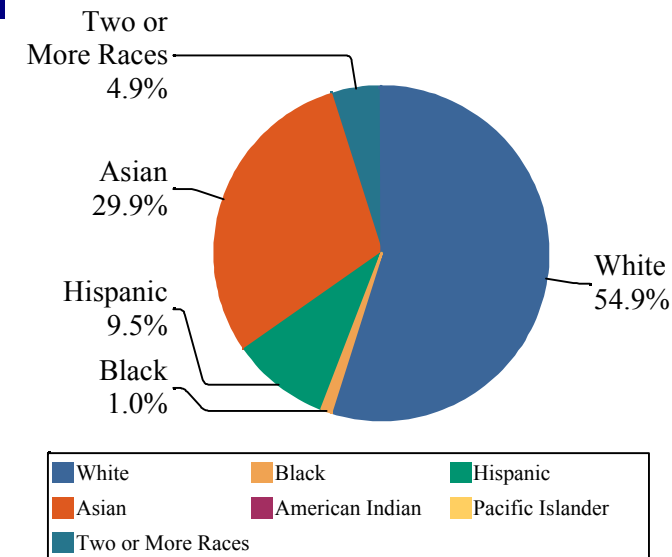


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	57	14%
Economically Disadvantaged Students	8	1.9%
English Language Learners	20	4.9%

03-4390-085
HAWES ELEMENTARY SCHOOL
531 STEVENS AVENUE
RIDGEWOOD, NJ 07451

Enrollment by Ethnic/Racial Subgroup

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



Language Diversity

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

2014-15	Percent
English	85.9%
Korean	8.1%
Japanese	1.7%
Chinese	1.7%
Spanish	1.2%
Russian	1.0%
Other	0.5%

ACADEMIC ACHIEVEMENT

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

HAWES ELEMENTARY SCHOOL

531 STEVENS AVENUE

RIDGEWOOD, NJ 07451

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	87%	94	100
Math Met or Exceeded Expectation	78%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	193	86.5%	95%	94.4%	YES*
White	103	82.5%	95%	90.6%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	57	91.3%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

HAWES ELEMENTARY SCHOOL

531 STEVENS AVENUE

RIDGEWOOD, NJ 07451

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	193	78.3%	95%	94.4%	YES*
White	103	71.9%	95%	90.6%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	57	91.2%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN KG-05

**03-4390-085
HAWES ELEMENTARY SCHOOL
531 STEVENS AVENUE
RIDGEWOOD, NJ 07451**

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	68	780	744	4%	1%	10%	60%	24%	84%	44%
White	34	779	753	3%	0%	15%	68%	15%	82%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	17	784	769	6%	0%	6%	53%	35%	88%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	785	751	2%	0%	7%	50%	41%	91%	52%
White	31	776	758	3%	0%	10%	61%	26%	87%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	18	800	773	0%	0%	6%	28%	67%	94%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	67	776	751	0%	4%	10%	61%	24%	85%	53%
White	38	769	757	0%	5%	16%	66%	13%	79%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	22	788	771	0%	5%	5%	50%	41%	91%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN KG-05

**03-4390-085
HAWES ELEMENTARY SCHOOL
531 STEVENS AVENUE
RIDGEWOOD, NJ 07451**

PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	68	771	746	1%	0%	16%	60%	22%	82%	46%
White	34	772	752	0%	0%	12%	71%	18%	88%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	17	776	772	0%	0%	12%	59%	29%	88%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

HAWES ELEMENTARY SCHOOL

531 STEVENS AVENUE

RIDGEWOOD, NJ 07451

PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	769	744	0%	3%	21%	59%	17%	76%	42%
White	31	758	749	0%	6%	32%	52%	10%	61%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	18	786	769	0%	0%	6%	61%	33%	94%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

HAWES ELEMENTARY SCHOOL

531 STEVENS AVENUE

RIDGEWOOD, NJ 07451

PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	67	772	744	0%	3%	21%	49%	27%	76%	42%
White	38	762	749	0%	5%	29%	50%	16%	66%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	22	792	768	0%	0%	9%	41%	50%	91%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN KG-05

**03-4390-085
HAWES ELEMENTARY SCHOOL
531 STEVENS AVENUE
RIDGEWOOD, NJ 07451**

NJASK Results - Science Grade Level - 04

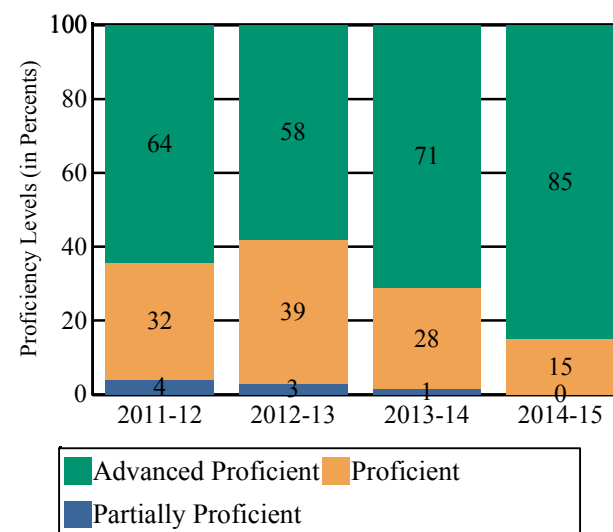
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	85%	15%	0%
White	78%	22%	0%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	89%	11%	0%
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



COLLEGE AND CAREER READINESS

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

HAWES ELEMENTARY SCHOOL

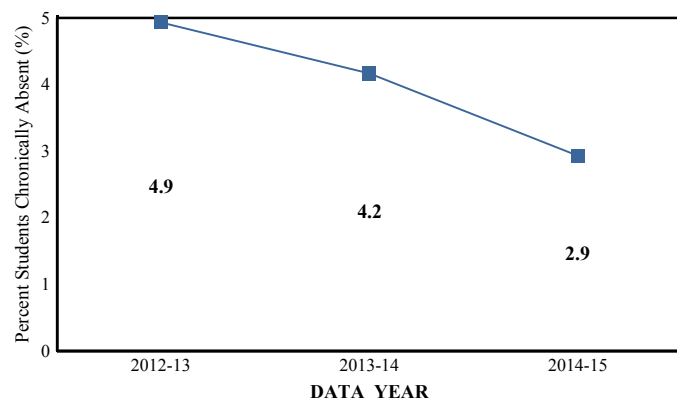
531 STEVENS AVENUE

RIDGEWOOD, NJ 07451

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

Chronic Absenteeism Trend

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

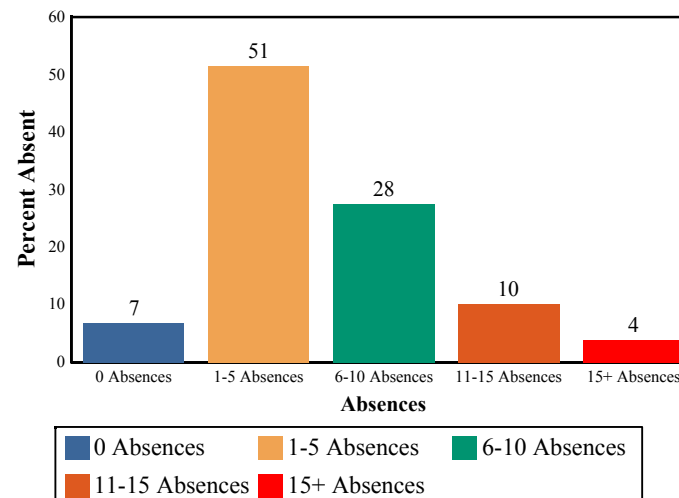


Chronic Absenteeism for 2014-15

2.93%

Absenteeism

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



STUDENT GROWTH

BERGEN

RIDGEWOOD VILLAGE

HAWES ELEMENTARY SCHOOL

531 STEVENS AVENUE

RIDGEWOOD, NJ 07451

GRADE SPAN KG-05

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	63	73	85	35	YES
Student Growth on Math	57	45	66	35	YES
		59	76		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	1%	1%	0%
Approached	4%	3%	2%
Met	17%	22%	16%
Exceeded	1%	2%	30%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	1%	0%
Partially Met	2%	1%	0%
Approached	8%	7%	4%
Met	11%	28%	16%
Exceeded	0%	2%	20%

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

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

HAWES ELEMENTARY SCHOOL

531 STEVENS AVENUE

RIDGEWOOD, NJ 07451

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	849	850
75th	808	770
50th	778	743
25th	756	715
0th	690	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	818	850
75th	786	767
50th	771	745
25th	756	722
0th	695	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	45

WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

HAWES ELEMENTARY SCHOOL

531 STEVENS AVENUE

RIDGEWOOD, NJ 07451

Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	843	850
75th	805	773
50th	786	750
25th	765	728
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	45

Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	832	850
75th	799	773
50th	779	751
25th	754	728
0th	715	650

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

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	815	850
75th	789	764
50th	766	742
25th	750	721
0th	698	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	834	850
75th	791	763
50th	773	743
25th	750	723
0th	706	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	40

SCHOOL CLIMATE
BERGEN
RIDGEWOOD VILLAGE

State of New Jersey
2014-15

GRADE SPAN KG-05

03-4390-085
HAWES ELEMENTARY SCHOOL
531 STEVENS AVENUE
RIDGEWOOD, NJ 07451

Length of School Day

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

	School
2014-15	6 Hrs. 15 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	15
Administrators	412

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	DEMAREST BORO	LUTHER LEE EMERSON SCHOOL	03-1070-050	02-04	1.3%	2.6%	18%
BERGEN	FRANKLIN LAKES BORO	COLONIAL ROAD SCHOOL	03-1580-040	PK-05	0.4%	2.3%	20%
BERGEN	FRANKLIN LAKES BORO	HIGH MOUNTAIN ROAD SCHOOL	03-1580-020	PK-05	0%	0.9%	13.2%
BERGEN	FRANKLIN LAKES BORO	WOODSIDE AVENUE SCHOOL	03-1580-030	KG-05	0%	3.3%	19.9%
BERGEN	GLEN ROCK BORO	CLARA E COLEMAN SCHOOL	03-1760-090	KG-05	0.4%	4.1%	15.5%
BERGEN	GLEN ROCK BORO	RICHARD E BYRD	03-1760-070	KG-05	0%	2.4%	14.3%
BERGEN	MONTVALE BORO	MEMORIAL ELEMENTARY SCHOOL	03-3330-030	PK-04	0.9%	2.3%	10.8%
BERGEN	OLD TAPPAN BORO	T. BALDWIN DEMAREST ELEMENTARY SCHOOL	03-3850-060	KG-04	0%	3.1%	6.6%
BERGEN	ORADELL BORO	ORADELL PUBLIC SCHOOL	03-3870-050	PK-06	0.8%	4.2%	13.8%
BERGEN	RIDGEWOOD VILLAGE	HAWES ELEMENTARY SCHOOL	03-4390-085	KG-05	1.9%	4.9%	10.7%
BERGEN	RIDGEWOOD VILLAGE	SOMERVILLE ELEMENTARY SCHOOL	03-4390-100	KG-05	0.7%	2.4%	10.1%
BERGEN	RIVER EDGE BORO	ROOSEVELT SCHOOL	03-4410-050	KG-06	0%	3.7%	10.8%
BERGEN	RIVER VALE TWP	ROBERGE ELEMENTARY SCHOOL	03-4430-060	KG-05	0.8%	4.8%	10.3%
BERGEN	RIVER VALE TWP	WOODSIDE ELEMENTARY SCHOOL	03-4430-070	PK-05	0%	1.6%	10.8%
BERGEN	TENAFLY BORO	MALCOLM S MACKAY SCHOOL	03-5160-080	KG-05	2.5%	6.9%	9.1%
BERGEN	TENAFLY BORO	WALTER STILLMAN SCHOOL	03-5160-100	PK-05	1.5%	6.7%	14.5%
BERGEN	WYCKOFF TWP	ABRAHAM LINCOLN ELEMENTARY SCHOOL	03-5920-010	KG-05	0%	1%	14.6%
BERGEN	WYCKOFF TWP	CALVIN COOLIDGE ELEMENTARY SCHOOL	03-5920-020	KG-05	0.6%	2.4%	12.3%
ESSEX	LIVINGSTON TWP	COLLINS ELEMENTARY SCHOOL	13-2730-080	KG-05	1.1%	4.7%	12.9%
ESSEX	LIVINGSTON TWP	RIKER HILL ELEMENTARY SCHOOL	13-2730-118	KG-05	1%	2.5%	11.9%
ESSEX	MILLBURN TWP	DEERFIELD SCHOOL	13-3190-065	KG-05	0%	1.2%	11.2%
ESSEX	MILLBURN TWP	GLENWOOD SCHOOL	13-3190-070	KG-05	0.6%	3.6%	8.4%
MERCER	W WINDSOR-PLAINSBORO REG	J.V.B. WICOFF ELEMENTARY SCHOOL	21-5715-050	PK-03	4.6%	8.7%	5.4%

SCHOOL PEER GROUP

BERGEN

RIDGEWOOD VILLAGE

**HAWES ELEMENTARY SCHOOL
531 STEVENS AVENUE
RIDGEWOOD, NJ 07451**

GRADE SPAN KG-05

MORRIS	EAST HANOVER TWP	CENTRAL ELEMENTARY SCHOOL	27-1190-030	03-05	0.6%	2.2%	14.2%
MORRIS	HANOVER TWP	BEE MEADOW SCHOOL	27-2000-025	KG-05	4.2%	7.5%	13.6%
MORRIS	HANOVER TWP	SALEM DRIVE SCHOOL	27-2000-060	KG-05	1.2%	3.5%	10.8%
MORRIS	PARSIPPANY-TROY HILLS TWP	LITTLETON ELEMENTARY SCHOOL	27-3950-090	PK-05	3.8%	10.1%	11.6%
MORRIS	SCH DIST OF THE CHATHAMS	SOUTHERN BOULEVARD SCHOOL	27-0785-080	KG-03	0.4%	2%	15.6%
SOMERSET	BERNARDS TWP	MOUNT PROSPECT ELEMENTARY SCHOOL	35-0350-100	PK-05	0.9%	3.6%	10.2%
SOMERSET	WARREN TWP	ANGELO L. TOMASO SCHOOL	35-5470-040	KG-05	2%	4.7%	15.8%
SOMERSET	WARREN TWP	WOODLAND SCHOOL	35-5470-050	KG-05	0%	3.5%	16.8%



State of New Jersey

2014-15

03-4390-090

OVERVIEW

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

RIDGE ELEMENTARY SCHOOL

325 WEST RIDGEWOOD AVE

RIDGEWOOD, NJ 07450-3624

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

In particular, the School Performance Reports seek to:

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

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

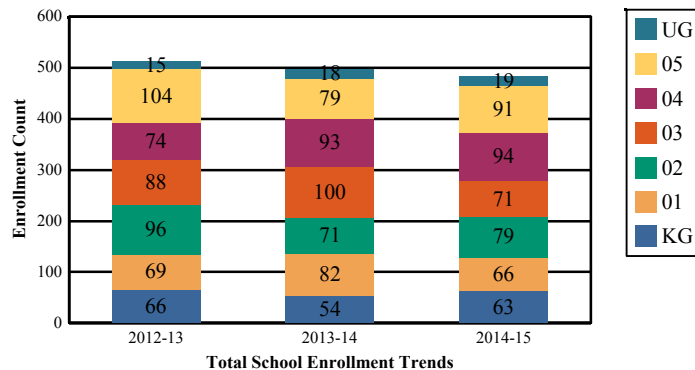
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

BERGEN
RIDGEWOOD VILLAGE

Enrollment by Grade

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

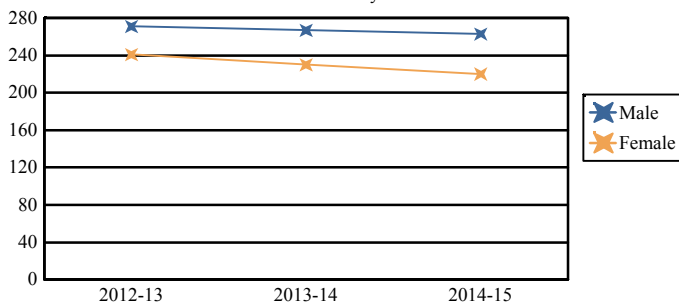


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	512
2013-14	497
2014-15	483

Enrollment by Gender

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

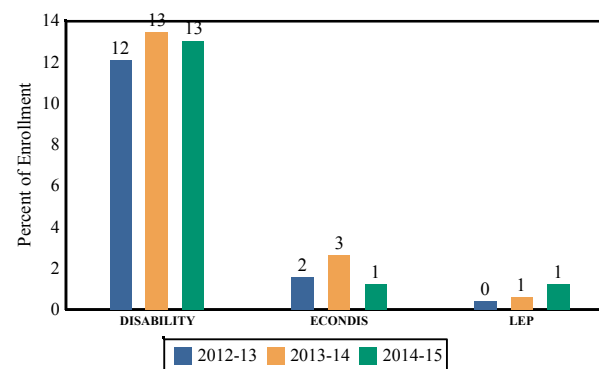


	Male	Female
2012-13	271	241
2013-14	267	230
2014-15	263	220

GRADE SPAN KG-05

Enrollment Trends by Program Participation

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

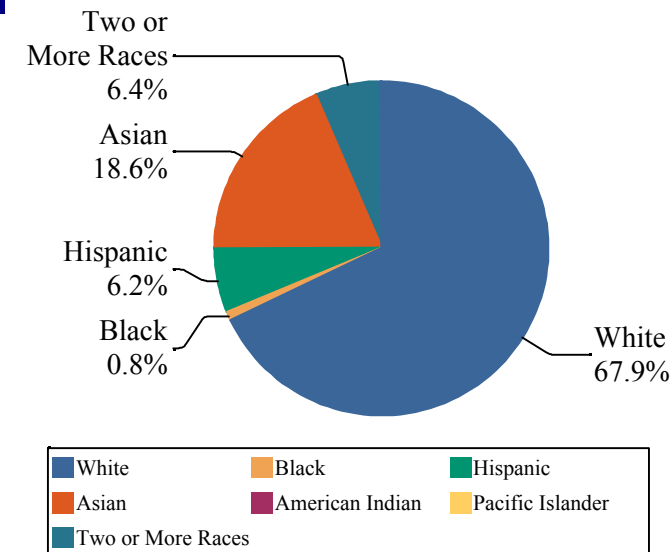


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	63	13%
Economically Disadvantaged Students	6	1.2%
English Language Learners	6	1.2%

03-4390-090
RIDGE ELEMENTARY SCHOOL
325 WEST RIDGEWOOD AVE
RIDGEWOOD, NJ 07450-3624

Enrollment by Ethnic/Racial Subgroup

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



Language Diversity	
This table presents the percentage of students who primarily speak each language in their home.	
2014-15	Percent
English	89.1%
Korean	2.9%
Japanese	2.1%
Hindi	1.6%
Chinese	1.0%
Russian	1.0%
Other	2.3%

ACADEMIC ACHIEVEMENT

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

RIDGE ELEMENTARY SCHOOL

325 WEST RIDGEWOOD AVE

RIDGEWOOD, NJ 07450-3624

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	85%	100	99
Math Met or Exceeded Expectation	70%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	248	85.1%	95%	94.2%	YES*
White	169	84.7%	95%	93.4%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	47	93.6%	95%	94.8%	YES
Two or More Races	-	-	--	--	--
Students with Disability	42	47.7%	95%	88.5%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

RIDGE ELEMENTARY SCHOOL

325 WEST RIDGEWOOD AVE

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	248	70.2%	95%	94.2%	YES*
White	169	69.2%	95%	93.4%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	47	78.8%	95%	94.8%	YES
Two or More Races	-	-	--	--	--
Students with Disability	42	38.1%	95%	88.5%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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



State of New Jersey
2014-15

ACADEMIC ACHIEVEMENT

BERGEN
RIDGEWOOD VILLAGE

GRADE SPAN KG-05

03-4390-090
RIDGE ELEMENTARY SCHOOL
325 WEST RIDGEWOOD AVE
RIDGEWOOD, NJ 07450-3624

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN KG-05

**03-4390-090
RIDGE ELEMENTARY SCHOOL
325 WEST RIDGEWOOD AVE
RIDGEWOOD, NJ 07450-3624**

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	769	744	1%	7%	19%	57%	16%	72%	44%
White	51	772	753	0%	6%	22%	57%	16%	73%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	15	738	718	7%	13%	47%	33%	0%	33%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

ACADEMIC ACHIEVEMENT

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN KG-05

**03-4390-090
RIDGE ELEMENTARY SCHOOL
325 WEST RIDGEWOOD AVE
RIDGEWOOD, NJ 07450-3624**

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	95	786	751	1%	1%	7%	38%	53%	91%	52%
White	62	787	758	0%	0%	8%	44%	48%	92%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	19	795	773	0%	0%	5%	26%	68%	95%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	11	747	725	9%	9%	36%	36%	9%	45%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN KG-05

**03-4390-090
RIDGE ELEMENTARY SCHOOL
325 WEST RIDGEWOOD AVE
RIDGEWOOD, NJ 07450-3624**

PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	84	784	751	0%	1%	10%	63%	26%	89%	53%
White	56	784	757	0%	0%	13%	61%	27%	88%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	18	790	771	0%	0%	0%	67%	33%	100%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	16	767	723	0%	6%	31%	56%	6%	63%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN KG-05

**03-4390-090
RIDGE ELEMENTARY SCHOOL
325 WEST RIDGEWOOD AVE
RIDGEWOOD, NJ 07450-3624**

PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	765	746	0%	7%	25%	46%	22%	68%	46%
White	51	765	752	0%	8%	25%	45%	22%	67%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	15	744	727	0%	20%	40%	33%	7%	40%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

RIDGE ELEMENTARY SCHOOL
325 WEST RIDGEWOOD AVE
RIDGEWOOD, NJ 07450-3624

PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	95	766	744	2%	2%	21%	62%	13%	75%	42%
White	62	766	749	0%	0%	24%	68%	8%	76%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	19	782	769	0%	5%	11%	47%	37%	84%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	11	733	724	18%	18%	36%	18%	9%	27%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

**RIDGE ELEMENTARY SCHOOL
325 WEST RIDGEWOOD AVE
RIDGEWOOD, NJ 07450-3624**

PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	84	760	744	0%	4%	30%	60%	7%	67%	42%
White	56	759	749	0%	4%	32%	59%	5%	64%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	18	766	768	0%	6%	22%	61%	11%	72%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	16	754	724	0%	13%	44%	31%	13%	44%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN KG-05

**03-4390-090
RIDGE ELEMENTARY SCHOOL
325 WEST RIDGEWOOD AVE
RIDGEWOOD, NJ 07450-3624**

NJASK Results - Science Grade Level - 04

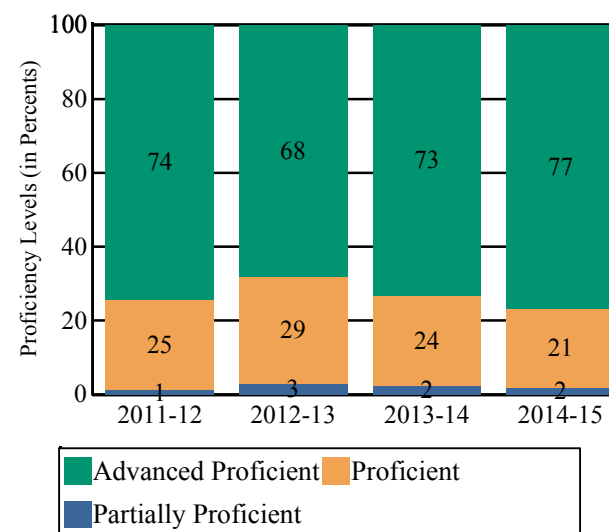
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	77%	21%	2%
White	72%	28%	0%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	89%	5%	5%
Two or More Races	-	-	-
Students with Disability	54%	31%	15%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



COLLEGE AND CAREER READINESS

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

RIDGE ELEMENTARY SCHOOL

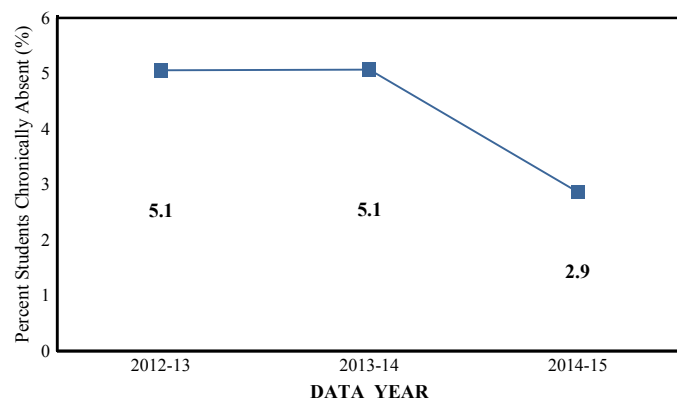
325 WEST RIDGEWOOD AVE

RIDGEWOOD, NJ 07450-3624

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

Chronic Absenteeism Trend

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

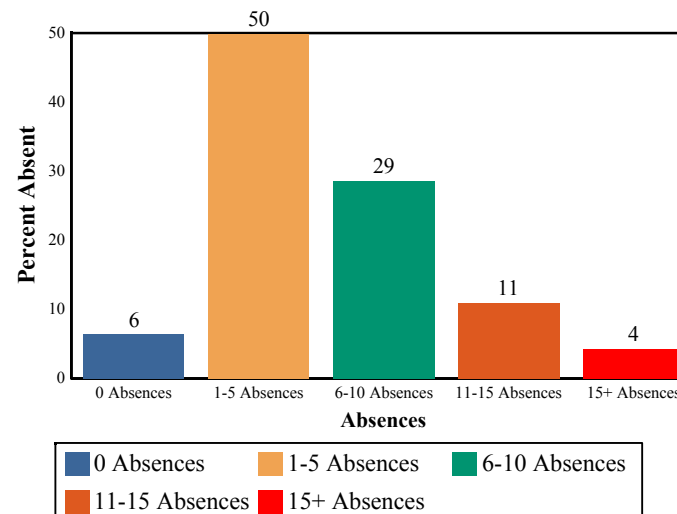


Chronic Absenteeism for 2014-15

2.87%

Absenteeism

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



STUDENT GROWTH

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

RIDGE ELEMENTARY SCHOOL

325 WEST RIDGEWOOD AVE

RIDGEWOOD, NJ 07450-3624

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	69	89	94	35	YES
Student Growth on Math	51	39	47	35	YES
		64	71		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	1%	0%	0%
Approached	6%	1%	2%
Met	12%	18%	22%
Exceeded	2%	8%	30%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	3%	0%	0%
Approached	15%	7%	2%
Met	15%	24%	23%
Exceeded	0%	1%	9%

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

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

RIDGE ELEMENTARY SCHOOL

325 WEST RIDGEWOOD AVE

RIDGEWOOD, NJ 07450-3624

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	843	850
75th	793	770
50th	769	743
25th	740	715
0th	669	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	824	850
75th	786	767
50th	762	745
25th	746	722
0th	685	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	45

WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

RIDGE ELEMENTARY SCHOOL

325 WEST RIDGEWOOD AVE

RIDGEWOOD, NJ 07450-3624

Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	837	850
75th	806	773
50th	791	750
25th	769	728
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	45

Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	834	850
75th	800	773
50th	787	751
25th	770	728
0th	725	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	812	850
75th	788	764
50th	768	742
25th	750	721
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	805	850
75th	777	763
50th	758	743
25th	747	723
0th	720	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	40

SCHOOL CLIMATE
BERGEN
RIDGEWOOD VILLAGE

State of New Jersey
2014-15

GRADE SPAN KG-05

03-4390-090
RIDGE ELEMENTARY SCHOOL
325 WEST RIDGEWOOD AVE
RIDGEWOOD, NJ 07450-3624

Length of School Day

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

	School
2014-15	6 Hrs. 15 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	14
Administrators	483

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	GLEN ROCK BORO	CENTRAL SCHOOL	03-1760-080	KG-05	0.7%	0.3%	16.2%
BERGEN	MAHWAH TWP	BETSY ROSS ELEMENTARY	03-2900-060	KG-03	3.8%	5.6%	6.8%
BERGEN	PARAMUS BORO	MEMORIAL ELEMENTARY SCHOOL	03-3930-080	KG-04	5%	7.6%	12.4%
BERGEN	PARAMUS BORO	RIDGE RANCH ELEMENTARY SCHOOL	03-3930-110	PK-04	4.8%	6.1%	15.6%
BERGEN	RIDGEWOOD VILLAGE	RIDGE ELEMENTARY SCHOOL	03-4390-090	KG-05	1.2%	1.2%	11.8%
BERGEN	RIDGEWOOD VILLAGE	WILLARD ELEMENTARY SCHOOL	03-4390-130	KG-05	1%	1.4%	12.9%
BERGEN	TENAFLY BORO	RALPH S MAUGHAM SCHOOL	03-5160-090	KG-05	4.3%	5.8%	16.3%
BERGEN	WOODCLIFF LAKE BORO	DORCHESTER ELEMENTARY SCHOOL	03-5880-030	PK-05	0.6%	0.6%	14.4%
BERGEN	WYCKOFF TWP	GEORGE WASHINGTON ELEMENTARY SCHOOL	03-5920-030	KG-05	1.1%	0%	13.8%
CAMDEN	HADDONFIELD BORO	ELIZABETH HADDON SCHOOL	07-1900-080	PK-05	0.3%	0%	13.8%
CAPE MAY	STONE HARBOR BORO	STONE HARBOR ELEMENTARY SCHOOL	09-5060-050	KG-04	0%	0%	7.4%
ESSEX	FAIRFIELD TWP	ADLAI E. STEVENSON	13-1465-005	PK-03	1.5%	1.2%	10%
ESSEX	LIVINGSTON TWP	BURNET HILL ELEMENTARY SCHOOL	13-2730-070	PK-05	1.4%	0.5%	11%
ESSEX	LIVINGSTON TWP	HILLSIDE ELEMENTARY SCHOOL	13-2730-100	KG-05	3%	4.2%	11.8%
ESSEX	NORTH CALDWELL BORO	GRANDVIEW ELEMENTARY SCHOOL	13-3630-060	PK-03	0%	0%	8%
ESSEX	VERONA BORO	LANING AVENUE SCHOOL	13-5370-100	PK-04	0.4%	0%	12.1%
HUNTERDON	TEWKSBURY TWP	TEWKSBURY ELEMENTARY SCHOOL	19-5180-055	KG-04	1%	0%	13.9%
MORRIS	FLORHAM PARK BORO	BROOKLAKE SCHOOL	27-1530-020	03-05	1%	0.7%	12.8%
MORRIS	HANOVER TWP	MOUNTVIEW ROAD SCHOOL	27-2000-050	KG-05	2.4%	2.6%	14.1%
MORRIS	MADISON BORO	KINGS ROAD SCHOOL	27-2870-080	KG-05	1.8%	0.7%	21.7%
MORRIS	MONTVILLE TWP	WOODMONT SCHOOL	27-3340-070	KG-05	8.2%	11.2%	17.2%
MORRIS	PEQUANNOCK TWP	STEPHEN J. GERACE SCHOOL	27-4080-100	KG-05	3.3%	4.3%	8.6%
MORRIS	RANDOLPH TWP	SHONGUM SCHOOL	27-4330-080	KG-05	0.8%	0.6%	13.5%

SCHOOL PEER GROUP

BERGEN

RIDGEWOOD VILLAGE

**RIDGE ELEMENTARY SCHOOL
325 WEST RIDGEWOOD AVE
RIDGEWOOD, NJ 07450-3624**

GRADE SPAN KG-05

MORRIS	SCH DIST OF THE CHATHAMS	MILTON AVENUE SCHOOL	27-0785-060	PK-03	1.1%	0%	8%
MORRIS	SCH DIST OF THE CHATHAMS	WASHINGTON AVENUE SCHOOL	27-0785-070	PK-03	1.4%	0.5%	14.1%
PASSAIC	WAYNE TWP	PACKANACK ELEMENTARY SCHOOL	31-5570-110	KG-05	1.2%	0%	15.6%
SOMERSET	WARREN TWP	CENTRAL SCHOOL	35-5470-030	KG-05	2.2%	3.2%	10.5%
UNION	BERKELEY HEIGHTS TWP	MOUNTAIN PARK SCHOOL	39-0310-040	02-05	0.4%	0%	12.8%
UNION	BERKELEY HEIGHTS TWP	THOMAS P. HUGHES SCHOOL	39-0310-020	02-05	1.2%	1.2%	9.4%
UNION	WESTFIELD TOWN	JEFFERSON ELEMENTARY SCHOOL	39-5730-120	01-05	0.4%	0.2%	11.8%
UNION	WESTFIELD TOWN	WASHINGTON ELEMENTARY SCHOOL	39-5730-150	01-05	1.2%	0.3%	13.9%



State of New Jersey

2014-15

03-4390-100

OVERVIEW

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GRADE SPAN KG-05

SOMERVILLE ELEMENTARY SCHOOL

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RIDGEWOOD, NJ 07451

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

In particular, the School Performance Reports seek to:

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

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

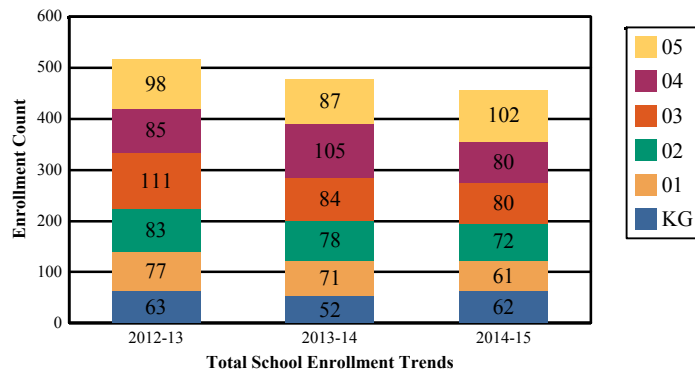
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

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Enrollment by Grade

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



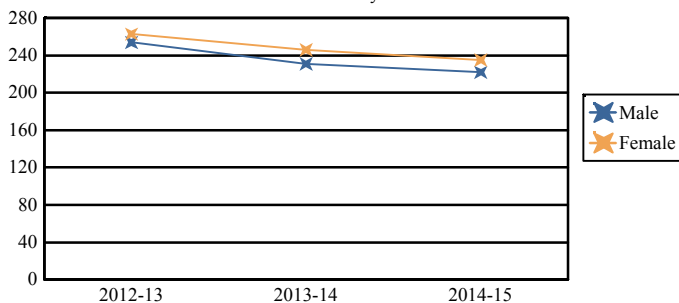
Total School Enrollment Trends

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

Total School Enrollment	
2012-13	517
2013-14	477
2014-15	457

Enrollment by Gender

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

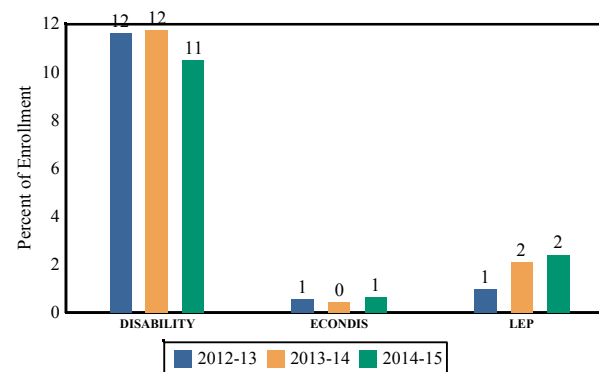


	Male	Female
2012-13	254	263
2013-14	231	246
2014-15	222	235

GRADE SPAN KG-05

Enrollment Trends by Program Participation

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



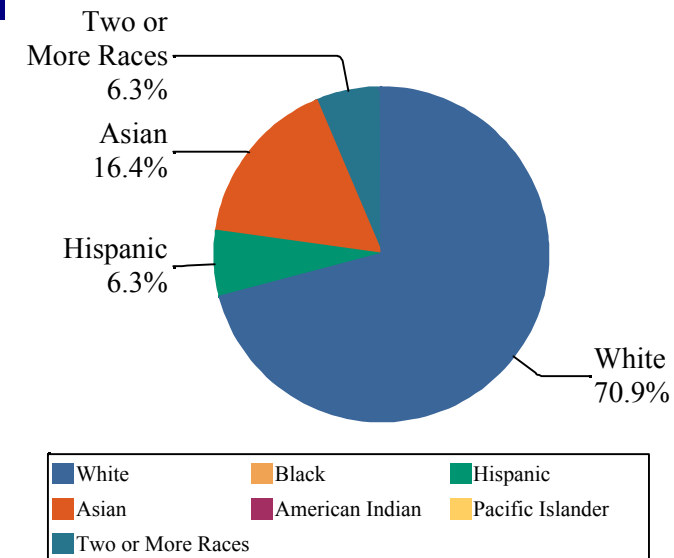
Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	48	11%
Economically Disadvantaged Students	3	0.7%
English Language Learners	11	2.4%

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Enrollment by Ethnic/Racial Subgroup

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



Language Diversity

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

2014-15	Percent
English	92.7%
Korean	2.4%
Chinese	1.8%
Danish	0.7%
Polish	0.4%
Tamil	0.4%
Other	1.6%

ACADEMIC ACHIEVEMENT

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	82%	68	97
Math Met or Exceeded Expectation	78%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	222	81.6%	95%	86.9%	YES*
White	156	80.8%	95%	84.6%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	40	85%	95%	95.5%	YES
Two or More Races	-	-	--	--	--
Students with Disability	33	48.5%	95%	79.1%	NO
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	221	77.8%	95%	86.2%	YES*
White	155	74.2%	95%	83.6%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	40	90%	95%	95.5%	YES
Two or More Races	-	-	--	--	--
Students with Disability	33	39.4%	95%	79.1%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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



State of New Jersey
2014-15

ACADEMIC ACHIEVEMENT

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PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

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PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	71	768	744	1%	6%	28%	58%	7%	65%	44%
White	52	768	753	0%	8%	29%	58%	6%	63%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	11	732	718	9%	36%	36%	18%	0%	18%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	70	783	751	0%	0%	7%	53%	40%	93%	52%
White	51	779	758	0%	0%	8%	59%	33%	92%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	13	792	773	0%	0%	8%	38%	54%	92%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	81	780	751	1%	4%	9%	59%	27%	86%	53%
White	53	780	757	0%	6%	8%	60%	26%	87%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	19	777	771	5%	0%	16%	47%	32%	79%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	12	750	723	0%	17%	33%	42%	8%	50%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	71	768	746	1%	6%	18%	55%	20%	75%	46%
White	52	766	752	2%	4%	23%	54%	17%	71%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	11	749	727	9%	9%	36%	36%	9%	45%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

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PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	70	765	744	0%	1%	23%	67%	9%	76%	42%
White	51	761	749	0%	2%	29%	61%	8%	69%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	13	777	769	0%	0%	0%	85%	15%	100%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

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PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	80	769	744	1%	8%	9%	59%	24%	83%	42%
White	52	770	749	2%	6%	10%	56%	27%	83%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	19	766	768	0%	16%	5%	58%	21%	79%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	12	733	724	8%	42%	25%	17%	8%	25%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

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NJASK Results - Science Grade Level - 04

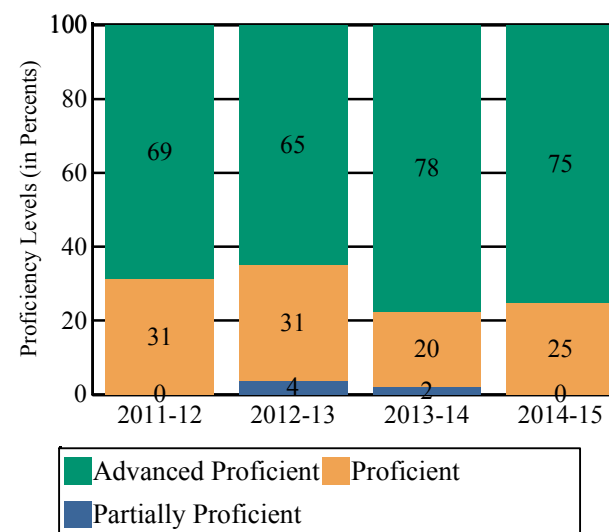
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	75%	25%	0%
White	77%	23%	0%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	77%	23%	0%
Two or More Races	-	-	-
Students with Disability	46%	54%	0%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



COLLEGE AND CAREER READINESS

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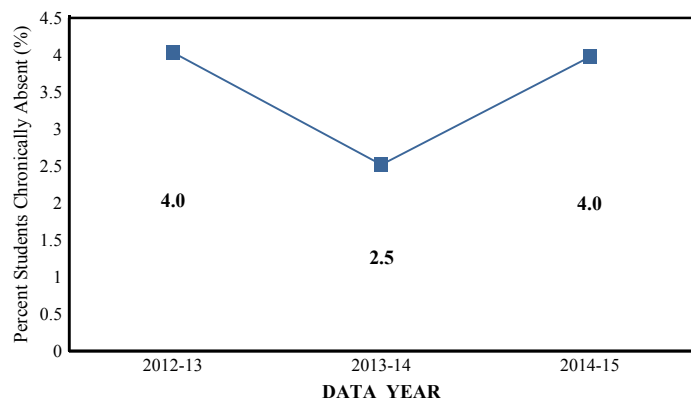
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly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

Chronic Absenteeism Trend

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

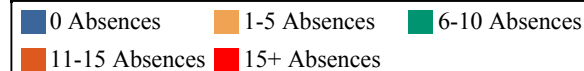
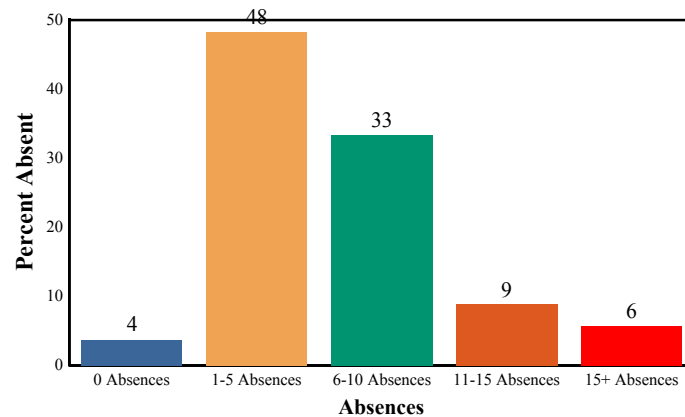


Chronic Absenteeism for 2014-15

3.98%

Absenteeism

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



STUDENT GROWTH

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	52	33	53	35	YES
Student Growth on Math	42	18	26	35	YES
		26	40		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	1%	0%	1%
Approached	5%	3%	1%
Met	20%	24%	12%
Exceeded	0%	10%	23%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	3%	1%	1%
Approached	11%	3%	2%
Met	26%	24%	13%
Exceeded	0%	4%	13%

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

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	842	850
75th	791	770
50th	772	743
25th	742	715
0th	664	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	833	850
75th	786	767
50th	768	745
25th	753	722
0th	697	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	45

WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

SOMERVILLE ELEMENTARY SCHOOL

45 SOUTH PLEASANT AVE

RIDGEWOOD, NJ 07451

Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	837	850
75th	803	773
50th	781	750
25th	762	728
0th	728	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	45

Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	837	850
75th	799	773
50th	784	751
25th	761	728
0th	697	650

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

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	816	850
75th	776	764
50th	762	742
25th	751	721
0th	709	650

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

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	812	850
75th	788	763
50th	771	743
25th	755	723
0th	689	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	40

SCHOOL CLIMATE
BERGEN
RIDGEWOOD VILLAGE

State of New Jersey
2014-15

GRADE SPAN KG-05

03-4390-100
SOMERVILLE ELEMENTARY SCHOOL
45 SOUTH PLEASANT AVE
RIDGEWOOD, NJ 07451

Length of School Day

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

	School
2014-15	6 Hrs. 15 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	14
Administrators	457

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	DEMAREST BORO	LUTHER LEE EMERSON SCHOOL	03-1070-050	02-04	1.3%	2.6%	18%
BERGEN	FRANKLIN LAKES BORO	COLONIAL ROAD SCHOOL	03-1580-040	PK-05	0.4%	2.3%	20%
BERGEN	FRANKLIN LAKES BORO	HIGH MOUNTAIN ROAD SCHOOL	03-1580-020	PK-05	0%	0.9%	13.2%
BERGEN	GLEN ROCK BORO	RICHARD E BYRD	03-1760-070	KG-05	0%	2.4%	14.3%
BERGEN	MONTVALE BORO	MEMORIAL ELEMENTARY SCHOOL	03-3330-030	PK-04	0.9%	2.3%	10.8%
BERGEN	OLD TAPPAN BORO	T. BALDWIN DEMAREST ELEMENTARY SCHOOL	03-3850-060	KG-04	0%	3.1%	6.6%
BERGEN	RIDGEWOOD VILLAGE	HAWES ELEMENTARY SCHOOL	03-4390-085	KG-05	1.9%	4.9%	10.7%
BERGEN	RIDGEWOOD VILLAGE	SOMERVILLE ELEMENTARY SCHOOL	03-4390-100	KG-05	0.7%	2.4%	10.1%
BERGEN	RIDGEWOOD VILLAGE	TRAVELL ELEMENTARY SCHOOL	03-4390-110	KG-05	1.1%	2.4%	13.8%
BERGEN	RIVER VALE TWP	WOODSIDE ELEMENTARY SCHOOL	03-4430-070	PK-05	0%	1.6%	10.8%
BERGEN	TENAFLY BORO	MALCOLM S MACKAY SCHOOL	03-5160-080	KG-05	2.5%	6.9%	9.1%
BERGEN	UPPER SADDLE RIVER BORO	EDITH A. BOGERT ELEMENTARY SCHOOL	03-5330-060	03-05	0%	0.2%	20.3%
BERGEN	WALDWICK BORO	CRESCENT ELEMENTARY SCHOOL	03-5410-040	KG-05	2.4%	4.6%	12.7%
BERGEN	WYCKOFF TWP	ABRAHAM LINCOLN ELEMENTARY SCHOOL	03-5920-010	KG-05	0%	1%	14.6%
BERGEN	WYCKOFF TWP	CALVIN COOLIDGE ELEMENTARY SCHOOL	03-5920-020	KG-05	0.6%	2.4%	12.3%
ESSEX	ESSEX FELS BORO	ESSEX FELS ELEMENTARY SCHOOL	13-1400-050	PK-06	0%	0.5%	15.8%
ESSEX	LIVINGSTON TWP	COLLINS ELEMENTARY SCHOOL	13-2730-080	KG-05	1.1%	4.7%	12.9%
ESSEX	LIVINGSTON TWP	HARRISON ELEMENTARY SCHOOL	13-2730-090	KG-05	0.6%	1.8%	9.9%
ESSEX	LIVINGSTON TWP	MOUNT PLEASANT ELEMENTARY SCHOOL	13-2730-110	KG-05	0.9%	2%	8%
ESSEX	LIVINGSTON TWP	RIKER HILL ELEMENTARY SCHOOL	13-2730-118	KG-05	1%	2.5%	11.9%
ESSEX	MILLBURN TWP	DEERFIELD SCHOOL	13-3190-065	KG-05	0%	1.2%	11.2%
ESSEX	MILLBURN TWP	GLENWOOD SCHOOL	13-3190-070	KG-05	0.6%	3.6%	8.4%

SCHOOL PEER GROUP

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RIDGEWOOD VILLAGE

SOMERVILLE ELEMENTARY SCHOOL
45 SOUTH PLEASANT AVE
RIDGEWOOD, NJ 07451

GRADE SPAN KG-05

HUNTERDON	UNION TWP	UNION TOWNSHIP ELEMENTARY SCHOOL	19-5270-060	PK-04	0.4%	1.3%	16.7%
MERCER	W WINDSOR-PLAINSBORO REG	DUTCH NECK ELEMENTARY SCHOOL	21-5715-030	KG-03	2.1%	4%	5.2%
MERCER	W WINDSOR-PLAINSBORO REG	J.V.B. WICOFF ELEMENTARY SCHOOL	21-5715-050	PK-03	4.6%	8.7%	5.4%
MORRIS	EAST HANOVER TWP	CENTRAL ELEMENTARY SCHOOL	27-1190-030	03-05	0.6%	2.2%	14.2%
MORRIS	HANOVER TWP	BEE MEADOW SCHOOL	27-2000-025	KG-05	4.2%	7.5%	13.6%
MORRIS	HANOVER TWP	SALEM DRIVE SCHOOL	27-2000-060	KG-05	1.2%	3.5%	10.8%
MORRIS	SCH DIST OF THE CHATHAMS	SOUTHERN BOULEVARD SCHOOL	27-0785-080	KG-03	0.4%	2%	15.6%
SOMERSET	BERNARDS TWP	MOUNT PROSPECT ELEMENTARY SCHOOL	35-0350-100	PK-05	0.9%	3.6%	10.2%
SOMERSET	WARREN TWP	ANGELO L. TOMASO SCHOOL	35-5470-040	KG-05	2%	4.7%	15.8%



State of New Jersey

2014-15

03-4390-110

TRAVELL ELEMENTARY SCHOOL

340 BOGERT AVE

RIDGEWOOD, NJ 07451

OVERVIEW

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

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

In particular, the School Performance Reports seek to:

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

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

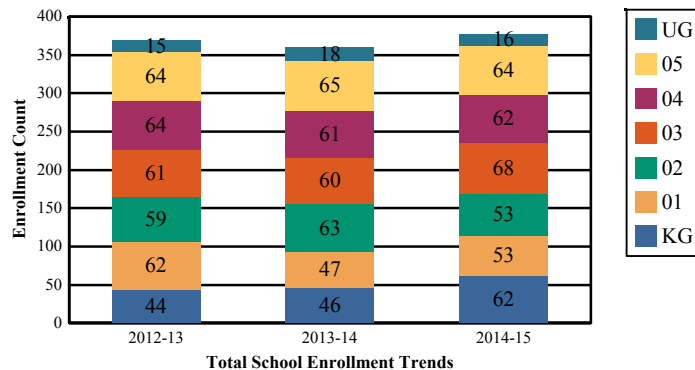
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

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RIDGEWOOD VILLAGE

Enrollment by Grade

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

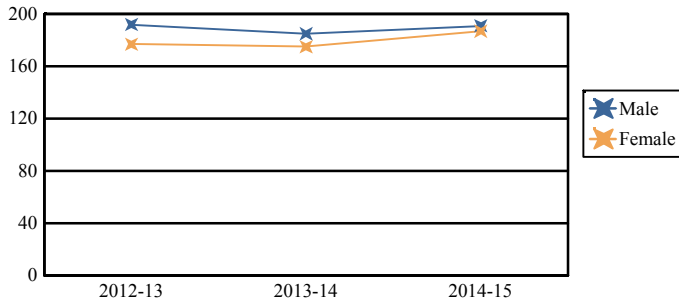


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	369
2013-14	360
2014-15	378

Enrollment by Gender

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

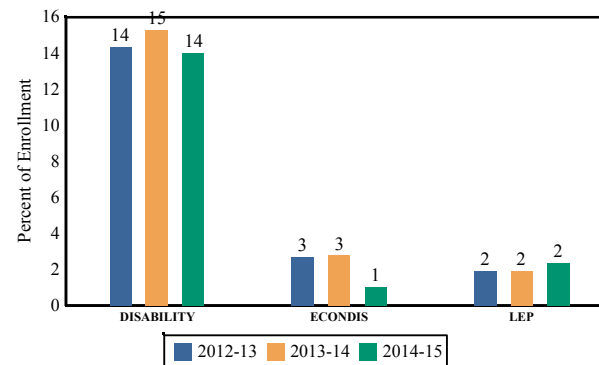


	Male	Female
2012-13	192	177
2013-14	185	175
2014-15	191	187

GRADE SPAN KG-05

Enrollment Trends by Program Participation

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

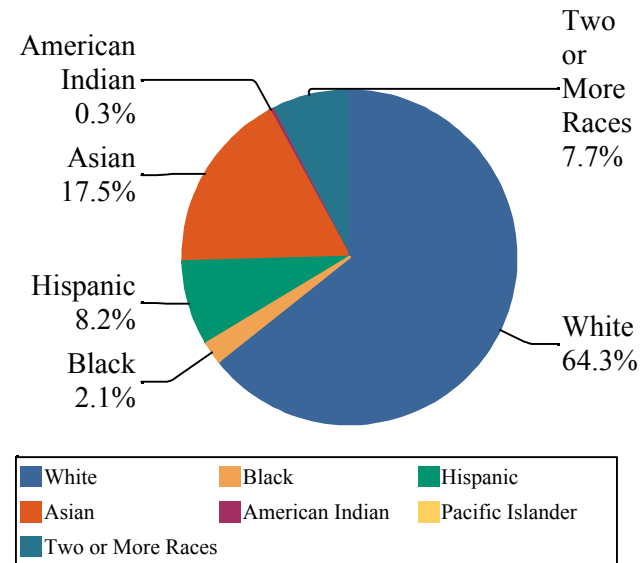


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	53	14%
Economically Disadvantaged Students	4	1.1%
English Language Learners	9	2.4%

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Enrollment by Ethnic/Racial Subgroup

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



Language Diversity

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

2014-15	Percent
English	92.6%
Korean	2.7%
Japanese	1.9%
Flemish	1.1%
Chinese	0.8%
Spanish	0.5%
Other	0.5%

ACADEMIC ACHIEVEMENT

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

TRAVELL ELEMENTARY SCHOOL

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	80%	52	95
Math Met or Exceeded Expectation	72%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	156	79.5%	95%	89.6%	YES*
White	106	78.3%	95%	87.4%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	30	90%	95%	95%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

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RIDGEWOOD VILLAGE

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	155	72.3%	95%	89.1%	YES*
White	105	70.4%	95%	86.6%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	30	80%	95%	95%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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



State of New Jersey
2014-15

ACADEMIC ACHIEVEMENT

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PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN KG-05

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TRAVELL ELEMENTARY SCHOOL
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PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	56	783	744	0%	0%	16%	68%	16%	84%	44%
White	41	787	753	0%	0%	15%	68%	17%	85%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	47	781	751	0%	4%	9%	51%	36%	87%	52%
White	29	777	758	0%	3%	10%	52%	34%	86%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	53	773	751	0%	8%	25%	49%	19%	68%	53%
White	36	769	757	0%	8%	28%	50%	14%	64%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	11	783	771	0%	9%	9%	55%	27%	82%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	12	745	723	0%	25%	50%	17%	8%	25%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN KG-05

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TRAVELL ELEMENTARY SCHOOL
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PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	56	779	746	0%	0%	11%	54%	36%	89%	46%
White	41	777	752	0%	0%	10%	63%	27%	90%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

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RIDGEWOOD VILLAGE

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TRAVELL ELEMENTARY SCHOOL

340 BOGERT AVE

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PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	47	768	744	0%	4%	19%	66%	11%	77%	42%
White	29	765	749	0%	3%	28%	55%	14%	69%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

**BERGEN
RIDGEWOOD VILLAGE**

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TRAVELL ELEMENTARY SCHOOL
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PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	52	753	744	2%	6%	42%	40%	10%	50%	42%
White	35	752	749	3%	6%	43%	40%	9%	49%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	11	758	768	0%	9%	45%	27%	18%	45%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	11	742	724	9%	18%	27%	45%	0%	45%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN KG-05

**03-4390-110
TRAVELL ELEMENTARY SCHOOL
340 BOGERT AVE
RIDGEWOOD, NJ 07451**

NJASK Results - Science Grade Level - 04

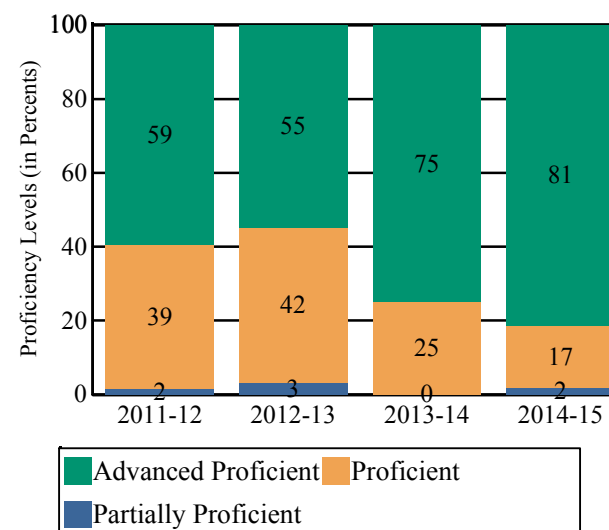
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	81%	17%	2%
White	81%	16%	3%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	92%	8%	0%
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



COLLEGE AND CAREER READINESS

BERGEN

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TRAVELL ELEMENTARY SCHOOL

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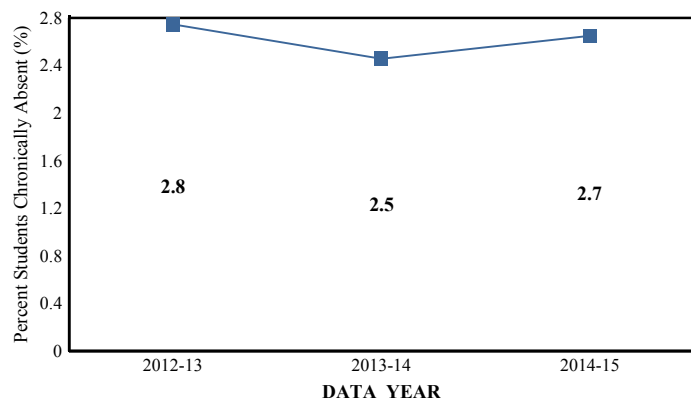
RIDGEWOOD, NJ 07451

GRADE SPAN KG-05

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

Chronic Absenteeism Trend

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

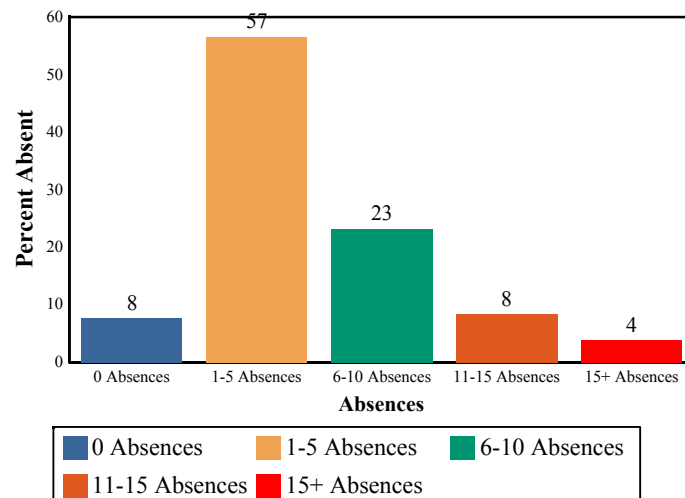


Chronic Absenteeism for 2014-15

2.65%

Absenteeism

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



STUDENT GROWTH

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GRADE SPAN KG-05

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	46	15	32	35	YES
Student Growth on Math	34	4	9	35	NO
		10	21		50%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	6%	0%	0%
Approached	11%	5%	0%
Met	18%	21%	10%
Exceeded	3%	5%	21%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	3%	1%	1%
Approached	21%	8%	1%
Met	25%	13%	13%
Exceeded	0%	4%	8%

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

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	802	770
50th	785	743
25th	758	715
0th	726	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	827	850
75th	796	767
50th	777	745
25th	762	722
0th	738	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	45

WITHIN SCHOOL ACHIEVEMENT GAP

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Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	845	850
75th	798	773
50th	780	750
25th	760	728
0th	687	650

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

Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	826	850
75th	795	773
50th	777	751
25th	749	728
0th	716	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	829	850
75th	780	764
50th	768	742
25th	751	721
0th	678	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	809	850
75th	771	763
50th	754	743
25th	740	723
0th	692	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	40

SCHOOL CLIMATE
BERGEN
RIDGEWOOD VILLAGE

State of New Jersey
2014-15

GRADE SPAN KG-05

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Length of School Day

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

	School
2014-15	6 Hrs. 15 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	14
Administrators	378

SCHOOL PEER GROUP

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

TRAVELL ELEMENTARY SCHOOL

340 BOGERT AVE

RIDGEWOOD, NJ 07451

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	DEMAREST BORO	LUTHER LEE EMERSON SCHOOL	03-1070-050	02-04	1.3%	2.6%	18%
BERGEN	FRANKLIN LAKES BORO	HIGH MOUNTAIN ROAD SCHOOL	03-1580-020	PK-05	0%	0.9%	13.2%
BERGEN	MONTVALE BORO	MEMORIAL ELEMENTARY SCHOOL	03-3330-030	PK-04	0.9%	2.3%	10.8%
BERGEN	PARAMUS BORO	STONY LANE ELEMENTARY SCHOOL	03-3930-130	KG-04	2.6%	4.2%	17.6%
BERGEN	RIDGEWOOD VILLAGE	SOMERVILLE ELEMENTARY SCHOOL	03-4390-100	KG-05	0.7%	2.4%	10.1%
BERGEN	RIDGEWOOD VILLAGE	TRAVELL ELEMENTARY SCHOOL	03-4390-110	KG-05	1.1%	2.4%	13.8%
BERGEN	RIVER VALE TWP	WOODSIDE ELEMENTARY SCHOOL	03-4430-070	PK-05	0%	1.6%	10.8%
BERGEN	SADDLE RIVER BORO	WANDELL SCHOOL	03-4620-050	PK-05	0%	0%	15.6%
BERGEN	UPPER SADDLE RIVER BORO	EDITH A. BOGERT ELEMENTARY SCHOOL	03-5330-060	03-05	0%	0.2%	20.3%
BERGEN	WALDWICK BORO	CRESCENT ELEMENTARY SCHOOL	03-5410-040	KG-05	2.4%	4.6%	12.7%
BERGEN	WYCKOFF TWP	ABRAHAM LINCOLN ELEMENTARY SCHOOL	03-5920-010	KG-05	0%	1%	14.6%
BERGEN	WYCKOFF TWP	CALVIN COOLIDGE ELEMENTARY SCHOOL	03-5920-020	KG-05	0.6%	2.4%	12.3%
BERGEN	WYCKOFF TWP	SICOMAC ELEMENTARY SCHOOL	03-5920-050	PK-05	0%	0%	20.7%
ESSEX	ESSEX FELS BORO	ESSEX FELS ELEMENTARY SCHOOL	13-1400-050	PK-06	0%	0.5%	15.8%
ESSEX	LIVINGSTON TWP	HARRISON ELEMENTARY SCHOOL	13-2730-090	KG-05	0.6%	1.8%	9.9%
ESSEX	LIVINGSTON TWP	MOUNT PLEASANT ELEMENTARY SCHOOL	13-2730-110	KG-05	0.9%	2%	8%
ESSEX	LIVINGSTON TWP	RIKER HILL ELEMENTARY SCHOOL	13-2730-118	KG-05	1%	2.5%	11.9%
ESSEX	MILLBURN TWP	DEERFIELD SCHOOL	13-3190-065	KG-05	0%	1.2%	11.2%
ESSEX	MILLBURN TWP	HARTSHORN SCHOOL	13-3190-080	KG-05	0%	0.6%	8.4%
ESSEX	NORTH CALDWELL BORO	GOULD/MOUNTAIN ELEMENTARY SCHOOL	13-3630-050	04-06	0%	0%	19.8%
ESSEX	VERONA BORO	FOREST AVENUE SCHOOL	13-5370-090	KG-04	0%	0%	14.6%
HUNTERDON	UNION TWP	UNION TOWNSHIP ELEMENTARY SCHOOL	19-5270-060	PK-04	0.4%	1.3%	16.7%

SCHOOL PEER GROUP

**BERGEN
RIDGEWOOD VILLAGE**

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		GRADE SPAN	KG-05					
MERCER	W WINDSOR-PLAINSBORO REG	DUTCH NECK ELEMENTARY SCHOOL	21-5715-030	KG-03	2.1%	4%	5.2%	
MERCER	W WINDSOR-PLAINSBORO REG	J.V.B. WICOFF ELEMENTARY SCHOOL	21-5715-050	PK-03	4.6%	8.7%	5.4%	
MONMOUTH	RUMSON BORO	DEANE-PORTER ELEMENTARY SCHOOL	25-4570-040	PK-03	0%	0.2%	10.7%	
MORRIS	EAST HANOVER TWP	CENTRAL ELEMENTARY SCHOOL	27-1190-030	03-05	0.6%	2.2%	14.2%	
MORRIS	HANOVER TWP	BEE MEADOW SCHOOL	27-2000-025	KG-05	4.2%	7.5%	13.6%	
MORRIS	MENDHAM TWP	MENDHAM TOWNSHIP ELEMENTARY SCHOOL	27-3100-050	PK-04	0%	0.3%	14.8%	
MORRIS	MOUNTAIN LAKES BORO	WILDWOOD ELEMENTARY SCHOOL	27-3460-080	KG-05	0%	0%	13.9%	
MORRIS	SCH DIST OF THE CHATHAMS	SOUTHERN BOULEVARD SCHOOL	27-0785-080	KG-03	0.4%	2%	15.6%	
UNION	WESTFIELD TOWN	FRANKLIN ELEMENTARY SCHOOL	39-5730-100	01-05	0.2%	0.5%	14.8%	



OVERVIEW

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

ORCHARD ELEMENTARY SCHOOL

230 DEMAREST ST

RIDGEWOOD, NJ 07451

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

In particular, the School Performance Reports seek to:

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

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

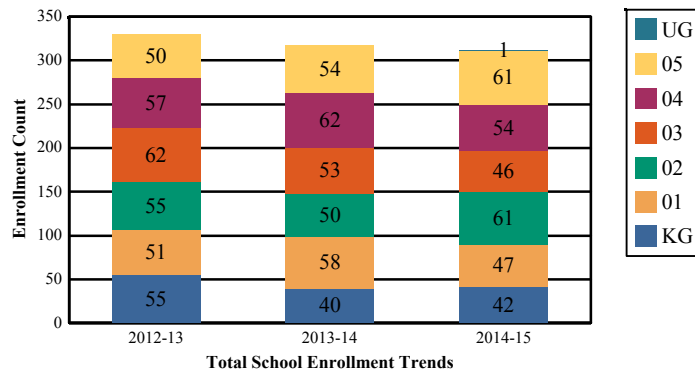
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

BERGEN
RIDGEWOOD VILLAGE

Enrollment by Grade

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

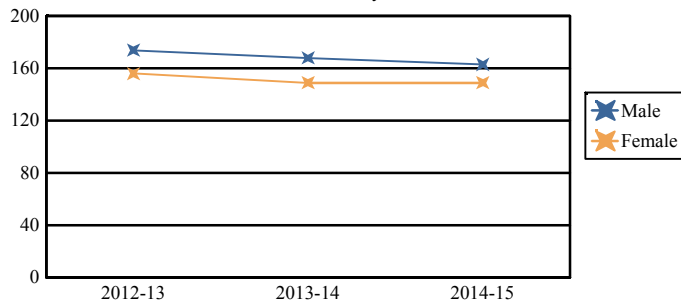


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	330
2013-14	317
2014-15	312

Enrollment by Gender

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

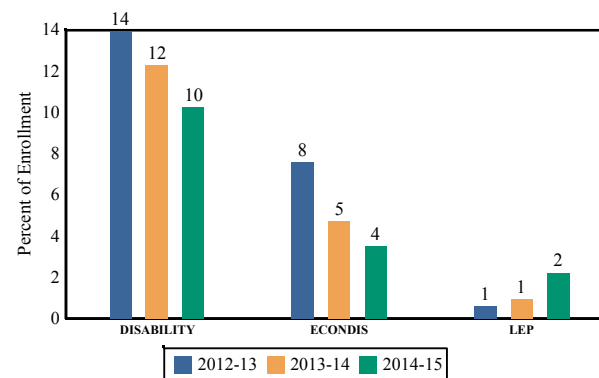


	Male	Female
2012-13	174	156
2013-14	168	149
2014-15	163	149

GRADE SPAN KG-05

Enrollment Trends by Program Participation

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

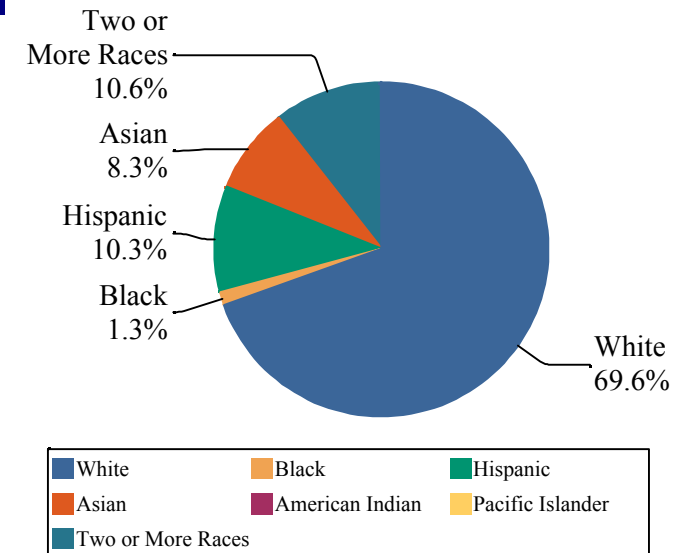


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	32	10%
Economically Disadvantaged Students	11	3.5%
English Language Learners	7	2.2%

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Enrollment by Ethnic/Racial Subgroup

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



Language Diversity

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

2014-15	Percent
English	93.6%
Spanish	3.6%
Korean	1.0%
Japanese	1.0%
Albanian	0.3%
Polish	0.3%

ACADEMIC ACHIEVEMENT

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

ORCHARD ELEMENTARY SCHOOL

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	87%	97	100
Math Met or Exceeded Expectation	81%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	140	87.2%	95%	94.4%	YES*
White	92	91.3%	95%	95.3%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	140	81.4%	95%	94.4%	YES*
White	92	84.8%	95%	95.3%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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



State of New Jersey
2014-15

ACADEMIC ACHIEVEMENT

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RIDGEWOOD VILLAGE

GRADE SPAN KG-05

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PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN KG-05

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PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	42	783	744	2%	7%	2%	69%	19%	88%	44%
White	22	795	753	0%	5%	0%	73%	23%	95%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	47	781	751	2%	9%	9%	38%	43%	81%	52%
White	33	785	758	0%	3%	6%	48%	42%	91%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	51	787	751	0%	0%	8%	57%	35%	92%	53%
White	37	785	757	0%	0%	11%	54%	35%	89%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN KG-05

**03-4390-120
ORCHARD ELEMENTARY SCHOOL
230 DEMAREST ST
RIDGEWOOD, NJ 07451**

PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	42	775	746	2%	5%	7%	60%	26%	86%	46%
White	22	778	752	0%	5%	0%	73%	23%	95%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN KG-05

**03-4390-120
ORCHARD ELEMENTARY SCHOOL
230 DEMAREST ST
RIDGEWOOD, NJ 07451**

PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	47	764	744	2%	6%	21%	60%	11%	70%	42%
White	33	767	749	0%	3%	24%	64%	9%	73%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN KG-05

**03-4390-120
ORCHARD ELEMENTARY SCHOOL
230 DEMAREST ST
RIDGEWOOD, NJ 07451**

PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	51	773	744	0%	0%	12%	63%	25%	88%	42%
White	37	769	749	0%	0%	11%	70%	19%	89%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

**BERGEN
RIDGEWOOD VILLAGE**

GRADE SPAN KG-05

**03-4390-120
ORCHARD ELEMENTARY SCHOOL
230 DEMAREST ST
RIDGEWOOD, NJ 07451**

NJASK Results - Science Grade Level - 04

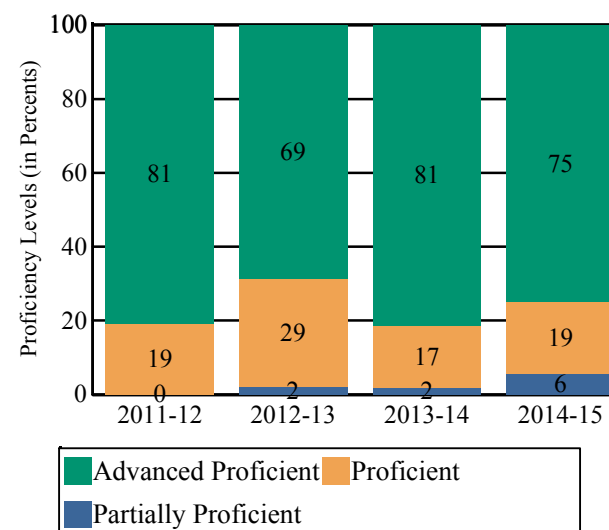
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	75%	19%	6%
White	78%	22%	0%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



COLLEGE AND CAREER READINESS

BERGEN

RIDGEWOOD VILLAGE

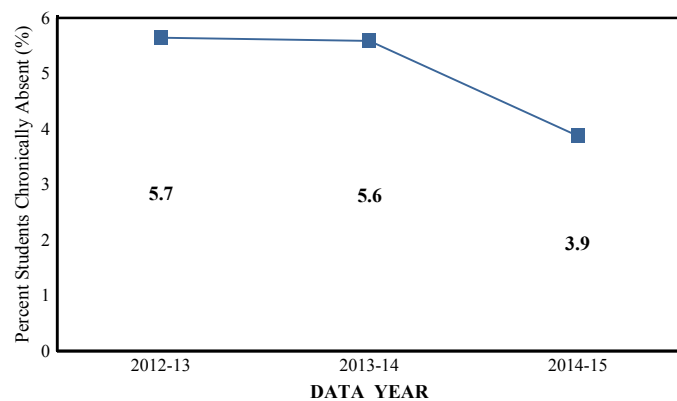
GRADE SPAN KG-05

03-4390-120
ORCHARD ELEMENTARY SCHOOL
230 DEMAREST ST
RIDGEWOOD, NJ 07451

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

Chronic Absenteeism Trend

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

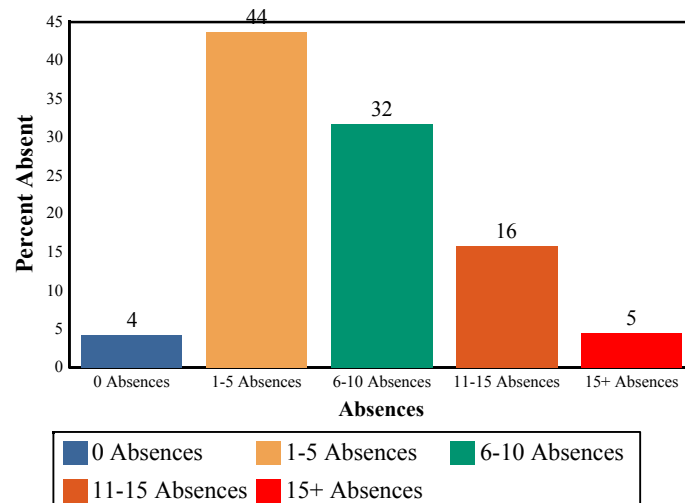


Chronic Absenteeism for 2014-15

3.88%

Absenteeism

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



STUDENT GROWTH

BERGEN

RIDGEWOOD VILLAGE

ORCHARD ELEMENTARY SCHOOL

230 DEMAREST ST

RIDGEWOOD, NJ 07451

GRADE SPAN KG-05

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	66	87	90	35	YES
Student Growth on Math	56	66	63	35	YES
		77	77		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	2%	0%	0%
Approached	5%	2%	1%
Met	10%	19%	20%
Exceeded	2%	8%	29%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	0%	0%	0%
Partially Met	2%	0%	1%
Approached	8%	5%	3%
Met	13%	33%	16%
Exceeded	0%	1%	17%

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

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN

RIDGEWOOD VILLAGE

ORCHARD ELEMENTARY SCHOOL

230 DEMAREST ST

RIDGEWOOD, NJ 07451

GRADE SPAN KG-05

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	803	770
50th	782	743
25th	759	715
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	825	850
75th	788	767
50th	775	745
25th	755	722
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	45

WITHIN SCHOOL ACHIEVEMENT GAP

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	844	850
75th	805	773
50th	784	750
25th	764	728
0th	687	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	45

Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	841	850
75th	802	773
50th	788	751
25th	770	728
0th	726	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	822	850
75th	783	764
50th	766	742
25th	745	721
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	822	850
75th	788	763
50th	765	743
25th	757	723
0th	734	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	40

SCHOOL CLIMATE
BERGEN
RIDGEWOOD VILLAGE

State of New Jersey
2014-15

GRADE SPAN KG-05

03-4390-120
ORCHARD ELEMENTARY SCHOOL
230 DEMAREST ST
RIDGEWOOD, NJ 07451

Length of School Day

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

	School
2014-15	6 Hrs. 15 Mins.

Student Suspension Rate

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

	School
2014-15	0.3%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	14
Administrators	312

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	RAMSEY BORO	JOHN Y DATER ELEMENTARY SCHOOL	03-4310-060	04-05	3.2%	1.1%	12.4%
BERGEN	RIDGEWOOD VILLAGE	ORCHARD ELEMENTARY SCHOOL	03-4390-120	KG-05	3.5%	2.2%	9.9%
ESSEX	LIVINGSTON TWP	MOUNT PLEASANT MIDDLE SCHOOL	13-2730-060	06	2.6%	0.6%	15.5%
ESSEX	MILLBURN TWP	WYOMING SCHOOL	13-3190-120	KG-05	4.3%	2.8%	11.1%
ESSEX	NUTLEY TOWN	SPRING GARDEN SCHOOL	13-3750-090	PK-06	2.9%	1.8%	11.7%
ESSEX	NUTLEY TOWN	YANTACAW SCHOOL	13-3750-110	KG-06	2.9%	1%	12.1%
ESSEX	VERONA BORO	FREDERIC N. BROWN ELEMENTARY SCHOOL	13-5370-080	KG-04	4.9%	4.4%	13.2%
HUNTERDON	BETHLEHEM TWP	THOMAS B. CONLEY ELEMENTARY SCHOOL	19-0370-070	PK-05	2.6%	0%	17.3%
HUNTERDON	CLINTON TWP	ROUND VALLEY	19-0920-040	04-06	2.4%	0.2%	20%
HUNTERDON	FLEMINGTON-RARITAN REG	BARLEY SHEAF ELEMENTARY SCHOOL	19-1510-030	KG-04	2.3%	0%	13%
MERCER	HOPEWELL VALLEY REGIONAL	HOPEWELL ELEMENTARY SCHOOL	21-2280-055	PK-05	2.4%	0.5%	13.9%
MERCER	PRINCETON REGIONAL	LITTLEBROOK SCHOOL	21-4255-080	PK-05	7.7%	8%	13.6%
MERCER	W WINDSOR-PLAINSBORO REG	MAURICE HAWK ELEMENTARY SCHOOL	21-5715-040	KG-03	4.3%	3.8%	5.3%
MIDDLESEX	SOUTH BRUNSWICK TWP	MONMOUTH JUNCTION ELEMENTARY SCHOOL	23-4860-110	KG-05	2.1%	0.6%	6.7%
MONMOUTH	COLTS NECK TWP	CONOVER ROAD ELEMENTARY SCHOOL	25-0945-050	03-05	3.4%	1.9%	16.2%
MONMOUTH	HOLMDEL TWP	VILLAGE SCHOOL	25-2230-080	PK-03	2.8%	1.5%	11.1%
MONMOUTH	MARLBORO TWP	ASHER HOLMES ELEMENTARY SCHOOL	25-3030-070	01-05	4.4%	3.7%	15.9%
MONMOUTH	MARLBORO TWP	FRANK J. DUGAN ELEMENTARY SCHOOL	25-3030-040	01-05	4.1%	2.6%	19.8%
MONMOUTH	MIDDLETOWN TWP	LINCROFT ELEMENTARY SCHOOL	25-3160-120	KG-05	2.2%	0%	9.6%
MORRIS	DENVILLE TWP	RIVERVIEW ELEMENTARY SCHOOL	27-1090-070	KG-05	2.6%	0%	17.8%
MORRIS	MENDHAM BORO	HILLTOP SCHOOL	27-3090-050	PK-04	2.3%	0.3%	12.2%



State of New Jersey
2014-15

SCHOOL PEER GROUP

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

03-4390-120
ORCHARD ELEMENTARY SCHOOL
230 DEMAREST ST
RIDGEWOOD, NJ 07451

MORRIS	MONTVILLE TWP	CEDAR HILL SCHOOL	27-3340-025	KG-05	3.9%	3%	20.2%
MORRIS	MONTVILLE TWP	HILDALE SCHOOL	27-3340-050	KG-05	3%	1.4%	8.8%
MORRIS	MONTVILLE TWP	WILLIAM MASON SCHOOL	27-3340-065	KG-05	1.9%	0%	17.9%
MORRIS	WASHINGTON TWP	OLD FARMERS ROAD SCHOOL	27-5520-040	KG-05	3.9%	2.2%	15.6%
SOMERSET	BERNARDS TWP	CEDAR HILL SCHOOL	35-0350-070	KG-05	2.6%	0.3%	14.6%
SOMERSET	BERNARDS TWP	LIBERTY CORNER SCHOOL	35-0350-080	PK-05	2.3%	0.2%	14.8%
SOMERSET	BRIDGEWATER-RARITAN REG	HAMILTON ELEMENTARY SCHOOL	35-0555-063	KG-04	2.3%	0%	6.7%
SOMERSET	HILLSBOROUGH TWP	AMSTERDAM ELEMENTARY SCHOOL	35-2170-033	KG-04	3.1%	2.2%	12.5%
UNION	CRANFORD TWP	BROOKSIDE PLACE SCHOOL	39-0980-050	KG-05	2.2%	0%	14.9%
UNION	WESTFIELD TOWN	TAMAQUES ELEMENTARY SCHOOL	39-5730-145	01-05	4.3%	2.7%	17.8%



State of New Jersey

2014-15

03-4390-130

OVERVIEW

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

WILLARD ELEMENTARY SCHOOL

601 MORNINGSIDE RD

RIDGEWOOD, NJ 07451

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

In particular, the School Performance Reports seek to:

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

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

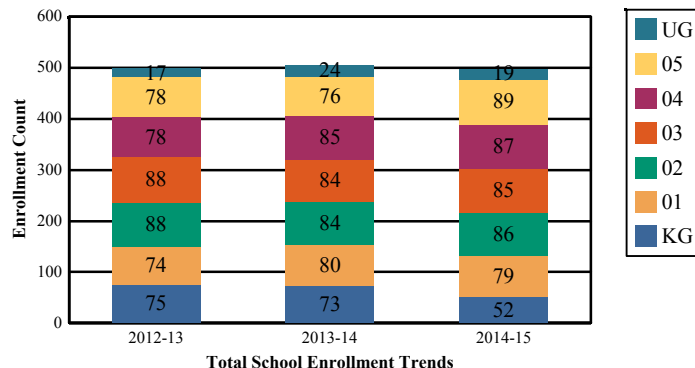
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

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Enrollment by Grade

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

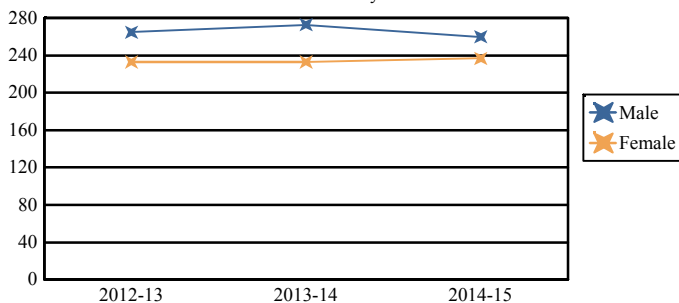


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	498
2013-14	506
2014-15	497

Enrollment by Gender

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

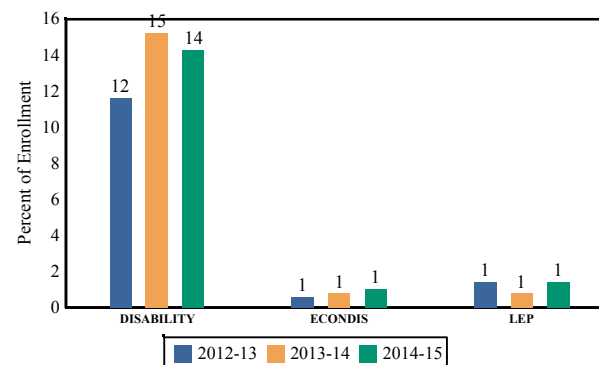


	Male	Female
2012-13	265	233
2013-14	273	233
2014-15	260	237

GRADE SPAN KG-05

Enrollment Trends by Program Participation

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

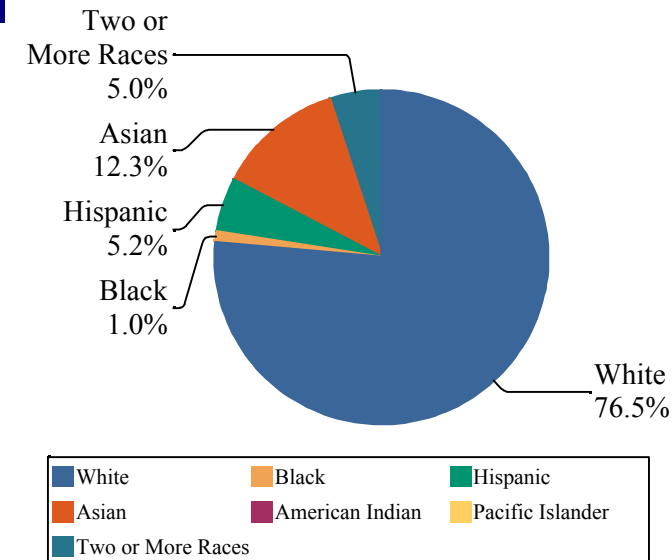


Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	71	14%
Economically Disadvantaged Students	5	1.0%
English Language Learners	7	1.4%

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Enrollment by Ethnic/Racial Subgroup

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



Language Diversity

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

2014-15	Percent
English	91.2%
Korean	2.6%
Russian	1.8%
Spanish	1.0%
Arabic	0.6%
Portuguese	0.6%
Other	2.2%

ACADEMIC ACHIEVEMENT

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	81%	88	96
Math Met or Exceeded Expectation	73%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	240	81.3%	95%	96.6%	YES
White	187	78.6%	95%	95.6%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	40	62.5%	95%	85.1%	NO
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	240	73.4%	95%	96.6%	YES
White	187	70.6%	95%	95.6%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	40	50%	95%	85.1%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	78	766	744	3%	8%	17%	62%	12%	73%	44%
White	61	763	753	3%	8%	20%	59%	10%	69%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	15	746	718	13%	7%	13%	67%	0%	67%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

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PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	81	783	751	0%	0%	14%	47%	40%	86%	52%
White	64	781	758	0%	0%	16%	48%	36%	84%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

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PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	81	776	751	1%	4%	11%	63%	21%	84%	53%
White	62	774	757	2%	3%	13%	65%	18%	82%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	15	755	723	7%	13%	20%	53%	7%	60%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

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PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	78	767	746	1%	6%	12%	68%	13%	81%	46%
White	61	764	752	2%	5%	15%	69%	10%	79%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	15	746	727	7%	20%	13%	60%	0%	60%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

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PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	81	765	744	0%	7%	20%	56%	17%	73%	42%
White	64	761	749	0%	9%	22%	55%	14%	69%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

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PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	81	760	744	2%	7%	23%	54%	12%	67%	42%
White	62	758	749	3%	6%	26%	55%	10%	65%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	15	742	724	13%	20%	27%	33%	7%	40%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

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NJASK Results - Science Grade Level - 04

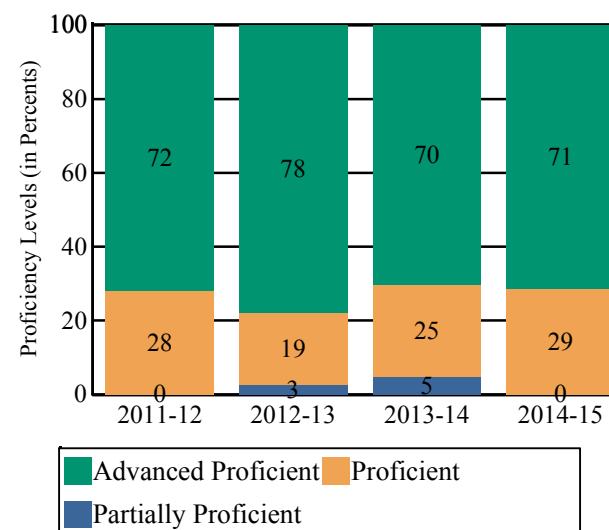
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	71%	29%	0%
White	70%	30%	0%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	55%	45%	0%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



COLLEGE AND CAREER READINESS

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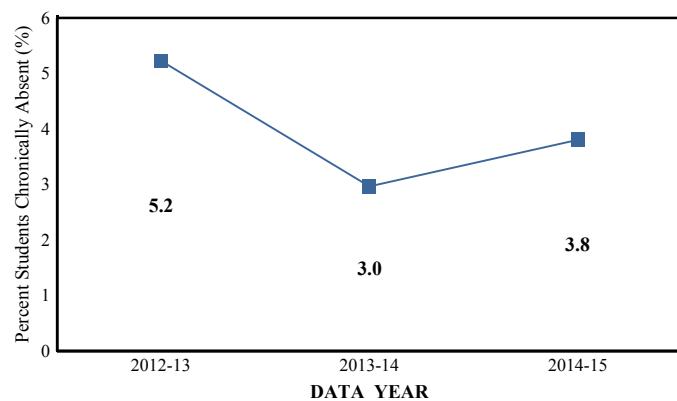
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly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

Chronic Absenteeism Trend

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

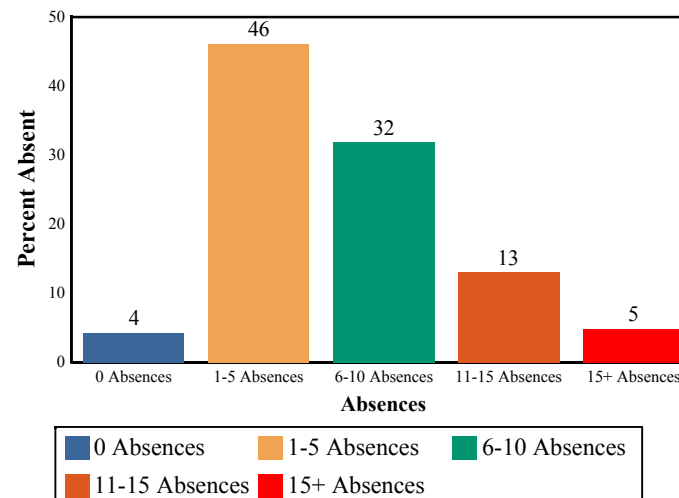


Chronic Absenteeism for 2014-15

3.81%

Absenteeism

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



STUDENT GROWTH

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	60	58	77	35	YES
Student Growth on Math	60	66	75	35	YES
		62	76		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	1%	1%	0%
Approached	8%	3%	1%
Met	11%	23%	20%
Exceeded	1%	6%	23%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	4%	2%	1%
Approached	9%	7%	5%
Met	7%	23%	25%
Exceeded	0%	1%	13%

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

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	835	850
75th	782	770
50th	769	743
25th	746	715
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	838	850
75th	780	767
50th	767	745
25th	754	722
0th	695	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	26	45

WITHIN SCHOOL ACHIEVEMENT GAP

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Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	803	773
50th	781	750
25th	758	728
0th	690	650

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

Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	830	850
75th	795	773
50th	775	751
25th	757	728
0th	692	650

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

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	823	850
75th	783	764
50th	762	742
25th	748	721
0th	705	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	815	850
75th	781	763
50th	760	743
25th	745	723
0th	659	650

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

SCHOOL CLIMATE
BERGEN
RIDGEWOOD VILLAGE

State of New Jersey
2014-15

GRADE SPAN KG-05

03-4390-130
WILLARD ELEMENTARY SCHOOL
601 MORNINGSIDE RD
RIDGEWOOD, NJ 07451

Length of School Day

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

	School
2014-15	6 Hrs. 15 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	14
Administrators	497

SCHOOL PEER GROUP

BERGEN

RIDGEWOOD VILLAGE

GRADE SPAN KG-05

WILLARD ELEMENTARY SCHOOL

601 MORNINGSIDE RD

RIDGEWOOD, NJ 07451

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	ALLENDALE BORO	HILLSIDE ELEMENTARY SCHOOL	03-0040-020	PK-03	0.6%	1.1%	6.9%
BERGEN	GLEN ROCK BORO	CENTRAL SCHOOL	03-1760-080	KG-05	0.7%	0.3%	16.2%
BERGEN	MAHWAH TWP	BETSY ROSS ELEMENTARY	03-2900-060	KG-03	3.8%	5.6%	6.8%
BERGEN	PARAMUS BORO	MEMORIAL ELEMENTARY SCHOOL	03-3930-080	KG-04	5%	7.6%	12.4%
BERGEN	PARAMUS BORO	STONY LANE ELEMENTARY SCHOOL	03-3930-130	KG-04	2.6%	4.2%	17.6%
BERGEN	RIDGEWOOD VILLAGE	RIDGE ELEMENTARY SCHOOL	03-4390-090	KG-05	1.2%	1.2%	11.8%
BERGEN	RIDGEWOOD VILLAGE	WILLARD ELEMENTARY SCHOOL	03-4390-130	KG-05	1%	1.4%	12.9%
BERGEN	SADDLE RIVER BORO	WANDELL SCHOOL	03-4620-050	PK-05	0%	0%	15.6%
BERGEN	TENAFLY BORO	RALPH S MAUGHAM SCHOOL	03-5160-090	KG-05	4.3%	5.8%	16.3%
BERGEN	WOODCLIFF LAKE BORO	DORCHESTER ELEMENTARY SCHOOL	03-5880-030	PK-05	0.6%	0.6%	14.4%
BERGEN	WYCKOFF TWP	SICOMAC ELEMENTARY SCHOOL	03-5920-050	PK-05	0%	0%	20.7%
CAMDEN	HADDONFIELD BORO	ELIZABETH HADDON SCHOOL	07-1900-080	PK-05	0.3%	0%	13.8%
CAPE MAY	STONE HARBOR BORO	STONE HARBOR ELEMENTARY SCHOOL	09-5060-050	KG-04	0%	0%	7.4%
ESSEX	GLEN RIDGE BORO	RIDGEWOOD AVENUE SCHOOL	13-1750-075	03-06	0.2%	0%	17.3%
ESSEX	LIVINGSTON TWP	HILLSIDE ELEMENTARY SCHOOL	13-2730-100	KG-05	3%	4.2%	11.8%
ESSEX	NORTH CALDWELL BORO	GOULD/MOUNTAIN ELEMENTARY SCHOOL	13-3630-050	04-06	0%	0%	19.8%
ESSEX	NORTH CALDWELL BORO	GRANDVIEW ELEMENTARY SCHOOL	13-3630-060	PK-03	0%	0%	8%
ESSEX	VERONA BORO	FOREST AVENUE SCHOOL	13-5370-090	KG-04	0%	0%	14.6%
ESSEX	VERONA BORO	LANING AVENUE SCHOOL	13-5370-100	PK-04	0.4%	0%	12.1%
MONMOUTH	FAIR HAVEN BORO	VIOLA L SICKLES SCHOOL	25-1440-060	PK-03	0%	0%	9.3%
MONMOUTH	ROOSEVELT BORO	ROOSEVELT PUBLIC SCHOOL	25-4520-050	PK-06	0%	0%	11.4%
MONMOUTH	RUMSON BORO	DEANE-PORTER ELEMENTARY SCHOOL	25-4570-040	PK-03	0%	0.2%	10.7%
MORRIS	LONG HILL TWP	MILLINGTON ELEMENTARY SCHOOL	27-4000-060	02-05	3%	4.2%	22.9%

SCHOOL PEER GROUP

BERGEN

RIDGEWOOD VILLAGE

WILLARD ELEMENTARY SCHOOL
601 MORNINGSIDE RD
RIDGEWOOD, NJ 07451

GRADE SPAN KG-05

MORRIS	MOUNTAIN LAKES BORO	WILDWOOD ELEMENTARY SCHOOL	27-3460-080	KG-05	0%	0%	13.9%
MORRIS	RANDOLPH TWP	SHONGUM SCHOOL	27-4330-080	KG-05	0.8%	0.6%	13.5%
PASSAIC	WAYNE TWP	PINES LAKE ELEMENTARY SCHOOL	31-5570-120	KG-05	6%	9%	21%
SOMERSET	WARREN TWP	CENTRAL SCHOOL	35-5470-030	KG-05	2.2%	3.2%	10.5%
UNION	BERKELEY HEIGHTS TWP	MOUNTAIN PARK SCHOOL	39-0310-040	02-05	0.4%	0%	12.8%
UNION	BERKELEY HEIGHTS TWP	THOMAS P. HUGHES SCHOOL	39-0310-020	02-05	1.2%	1.2%	9.4%
UNION	WESTFIELD TOWN	JEFFERSON ELEMENTARY SCHOOL	39-5730-120	01-05	0.4%	0.2%	11.8%
UNION	WESTFIELD TOWN	WILSON ELEMENTARY SCHOOL	39-5730-160	01-05	0.3%	0%	22.1%