NJ SCHOOL PERFORMANCE REPORT

RIDGEFIELD PARK JR SR HIGH SCHOOL
(03-4380-050)
Grades Offered: 07-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	RIDGEFIELD PARK TWP
Principal Name	MR. KOENIG
Address	1 OZZIE NELSON DRIVE RIDGEFIELD PARK, NJ 07660
Phone Number	(201)440-1440
Email Address	EKOENIG@RPSCHOOLS.NET
Website	http://rpps.net
Twitter	http://@rpscarletsprincipal

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
7	137	151	155
8	164	129	156
9	238	232	186
10	260	240	222
11	223	261	239
12	234	224	258
Total	1,256	1,237	1,216

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.5%	51.2%	51.3%
Male	51.5%	48.8%	48.7%
Economically Disadvantaged Students	37.6%	39.0%	36.6%
Students with Disabilities	12.3%	12.1%	12.3%
English Learners	4.4%	4.8%	4.8%
Homeless Students		0.1%	0.2%
Students in Foster Care		0.3%	0.2%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	28.3%	28.4%	27.8%
Hispanic	52.7%	53.5%	53.9%
Black or African American	5.7%	5.2%	5.4%
Asian	13.1%	12.4%	11.9%
Native Hawaiian or Pacific Islander	0.1%	0.3%	0.8%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.1%	0.1%	0.1%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,245	1,226	1,207
Shared Time Students	20	20	17
Full Time Equivalent	1,255	1,236	1,216

Enrollment by Home Language

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

Home Language	% of Students
English	58.2%
Spanish	28.4%
Arabic	3.0%
Korean	2.3%
Tagalog	2.1%
Other Languages	5.8%

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

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	44	51	50	Met Standard	50	46	50	Met Standard
White	46	47	50	Met Standard	51	48	51	Met Standard
Hispanic	41	49.5	49	Met Standard	43	41	48	Met Standard
Black or African American	35	66	44	**	*	45	44	**
Asian, Native Hawaiian, or Pacific Islander	75	69	61	Exceeds Standard	83	72.5	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	N	49	**	N	N	51	**
Economically Disadvantaged	43	50	48	Met Standard	46	43	47	Met Standard
Students with Disabilities	44.5	41.5	41	Met Standard	50	33	43	**
English Learners	*	53	54	**	*	39	51	**

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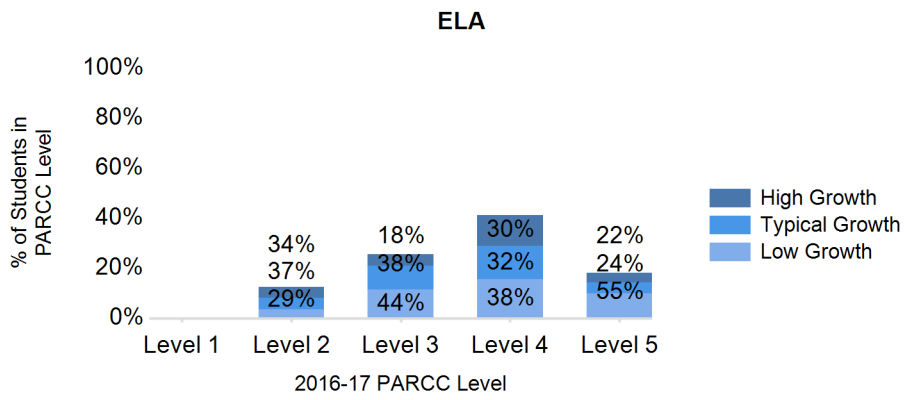
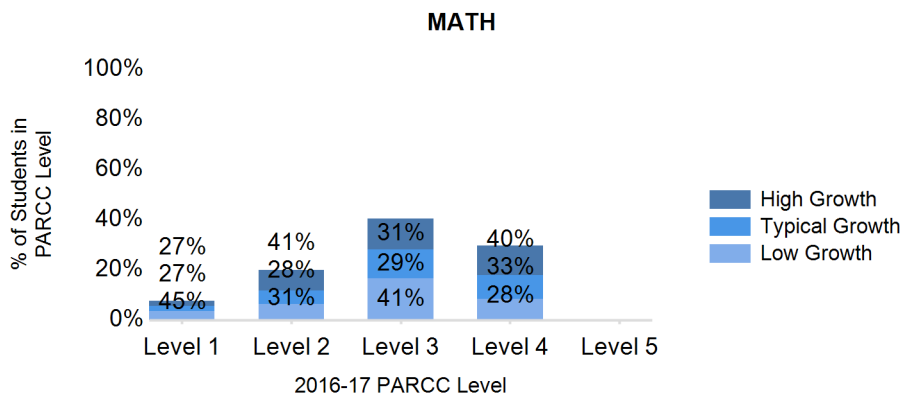
Student Growth by Performance Level

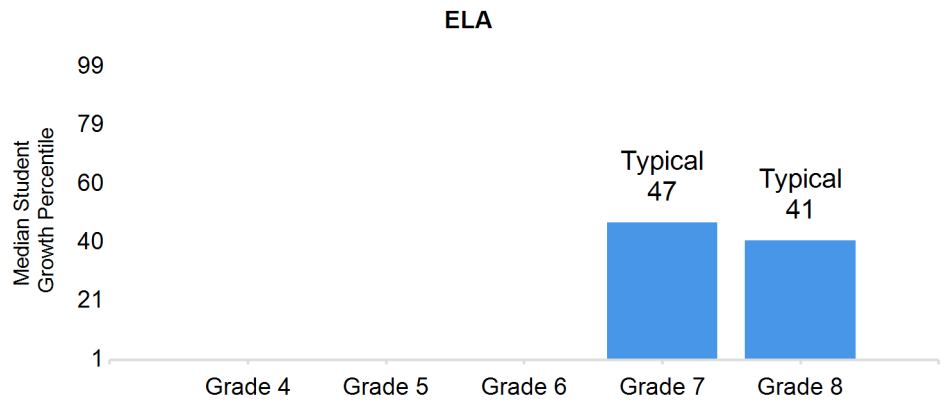
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

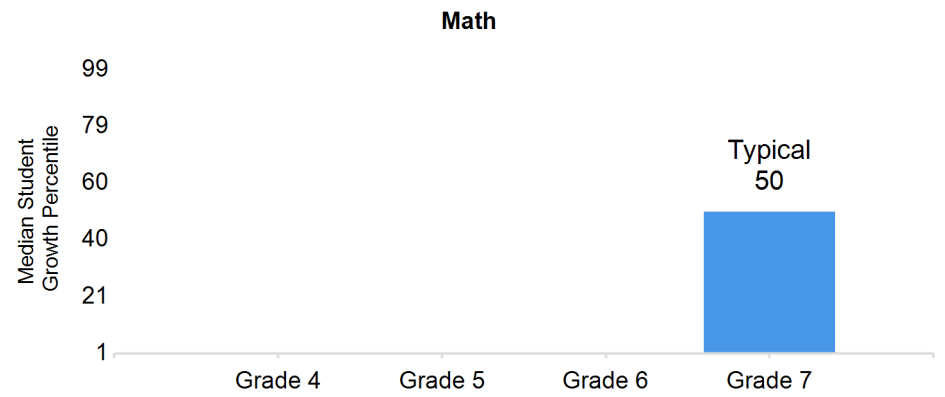




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	703	99.4	56.2	57.0	56.7	56.2	58.5	Met Target†
White	200	99.0	57.5	57.1	65.6	57.5	58.7	Met Target†
Hispanic	388	99.5	52.5	53.9	42.5	52.5	57.1	Not Met
Black or African American	35	100.0	45.7	53.5	37.3	45.7	46.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	80	100.0	75.1	74.3	82.3	75.1	72.3	Met Target
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	N	63.4	N	**	**
Female	352	99.4	66.8	64.5	64.5	66.8		
Male	351	99.4	45.6	50.2	49.4	45.6		
Economically Disadvantaged Students	246	99.6	53.7	51.2	38.5	53.7	53.7	Met Target
Non-Economically Disadvantaged Students	457	99.4	57.5	60.7	67.5	57.5		
Students with Disabilities	106	98.2	17.9	24.3	21.6	17.9	18.6	Met Target†
Students without Disabilities	597	99.7	63.0	62.7	63.9	63.0		
English Learners	47	98.1	17.0	26.9	27.3	17.0	22.4	Met Target†
Non-English Learners	656	99.6	59.0	59.2	59.4	59.0		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	153	762	762	760	*	*	23%	35%	28%	63%	63%
White	39	761	761	768	*	*	33%	26%	31%	56%	72%
Hispanic	89	758	758	746	*	*	22%	37%	24%	61%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	69	766	766	769	*	*	*	33%	32%	65%	72%
Male	84	758	758	752	*	*	*	37%	25%	62%	54%
Economically Disadvantaged Students	50	759	759	742	*	*	20%	42%	24%	66%	44%
Non-Economically Disadvantaged Students	103	763	763	771	*	*	24%	32%	30%	62%	73%
Students with Disabilities	17	732	732	721	*	*	*	*	*	29%	22%
Students without Disabilities	136	765	765	768	*	*	*	*	*	68%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	149	756	756	759	*	17%	20%	*	*	58%	60%
White	43	765	765	767	*	*	*	*	*	77%	70%
Hispanic	91	748	748	744	*	22%	23%	*	*	48%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	70	765	765	768	*	*	19%	*	*	67%	69%
Male	79	748	748	751	*	*	22%	*	*	51%	52%
Economically Disadvantaged Students	51	747	747	740	*	*	25%	*	*	49%	42%
Non-Economically Disadvantaged Students	98	761	761	769	*	*	17%	*	*	63%	71%
Students with Disabilities	22	724	724	719	*	*	*	*	*	18%	19%
Students without Disabilities	127	761	761	766	*	*	*	*	*	65%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	184	749	749	752	7%	13%	31%	41%	8%	49%	55%
White	51	739	739	760	*	*	25%	*	*	45%	64%
Hispanic	98	750	750	735	*	12%	37%	*	*	48%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	98	762	762	759	0%	*	31%	*	*	64%	63%
Male	86	734	734	744	14%	*	31%	*	*	33%	46%
Economically Disadvantaged Students	65	746	746	733	*	17%	28%	*	*	48%	34%
Non-Economically Disadvantaged Students	119	751	751	761	*	11%	33%	*	*	50%	65%
Students with Disabilities	29	723	723	716	*	*	*	*	*	*	15%
Students without Disabilities	155	754	754	758	*	*	*	*	*	*	62%
English Learners	16	721	721	691	*	*	*	*	*	19%	*
Non-English Learners	168	751	751	755	*	*	*	*	*	52%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	220	749	749	749	14%	10%	22%	40%	14%	54%	51%
White	70	752	752	756	*	*	29%	31%	19%	50%	58%
Hispanic	107	743	743	733	18%	11%	18%	42%	11%	53%	38%
Black or African American	15	744	744	728	*	*	*	*	*	47%	32%
Asian, Native Hawaiian, or Pacific Islander	28	766	766	782	*	*	*	*	*	68%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	116	761	761	759	*	*	20%	51%	16%	67%	60%
Male	104	736	736	739	*	*	25%	27%	12%	38%	42%
Economically Disadvantaged Students	79	741	741	730	19%	*	18%	*	*	52%	34%
Non-Economically Disadvantaged Students	141	754	754	758	11%	*	25%	*	*	55%	59%
Students with Disabilities	26	697	697	707	50%	*	*	*	*	15%	15%
Students without Disabilities	194	756	756	756	9%	*	*	*	*	59%	57%
English Learners	15	681	681	684	80%	*	0%	*	*	13%	*
Non-English Learners	205	754	754	752	9%	*	24%	*	*	57%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	242	746	746	736	14%	11%	24%	39%	11%	50%	39%
White	70	748	748	737	*	14%	31%	*	*	46%	41%
Hispanic	124	740	740	731	20%	11%	23%	*	*	46%	35%
Black or African American	10	745	745	729	*	0%	*	*	*	60%	31%
Asian, Native Hawaiian, or Pacific Islander	38	765	765	759	*	*	*	*	*	71%	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	126	755	755	745	8%	10%	27%	*	*	56%	48%
Male	116	737	737	728	22%	13%	21%	*	*	45%	31%
Economically Disadvantaged Students	76	745	745	730	17%	13%	24%	33%	13%	46%	33%
Non-Economically Disadvantaged Students	166	747	747	739	13%	10%	24%	42%	10%	52%	42%
Students with Disabilities	20	698	698	708	*	*	*	*	*	*	13%
Students without Disabilities	222	751	751	742	*	*	*	*	*	*	44%
English Learners	14	708	708	702	*	*	*	*	*	*	*
Non-English Learners	228	749	749	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

NJ SCHOOL PERFORMANCE REPORT

RIDGEFIELD PARK JR SR HIGH SCHOOL
(03-4380-050)
Grades Offered: 07-12
2017-2018

Report Key:
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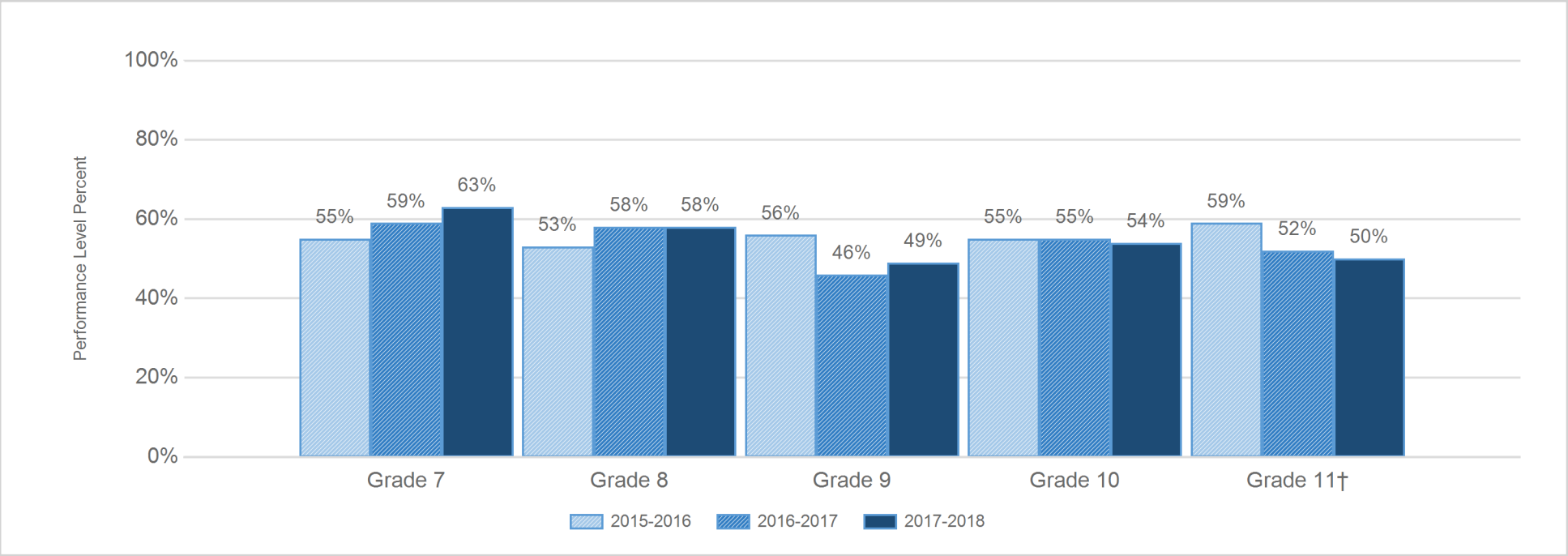
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	704	99.3	25.9	31.6	45.0	25.9	31.6	Not Met
White	198	98.5	26.3	32.1	54.1	26.3	35.7	Not Met
Hispanic	390	99.5	22.3	28.1	29.2	22.3	26.9	Not Met
Black or African American	36	100.0	16.7	22.2	23.4	16.7	26.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	80	100.0	46.3	52.6	77.0	46.3	45.4	Met Target
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	N	53.0	N	**	**
Female	352	99.4	27.8	29.7	46.0	27.8		
Male	352	99.2	23.9	33.2	43.9	23.9		
Economically Disadvantaged Students	246	99.2	21.1	26.2	26.6	21.1	24.5	Met Target†
Non-Economically Disadvantaged Students	458	99.4	28.3	34.9	55.9	28.3		
Students with Disabilities	104	97.2	*	*	17.1	*	11.9	Not Met
Students without Disabilities	600	99.7	*	*	50.5	*		
English Learners	47	98.2	*	*	24.6	*	15.2	Not Met
Non-English Learners	657	99.4	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	153	739	739	743	*	27%	33%	*	*	35%	43%
White	39	739	739	750	*	*	33%	41%	0%	41%	54%
Hispanic	89	734	734	732	*	33%	36%	*	*	26%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	69	740	740	745	*	26%	38%	*	*	33%	45%
Male	84	739	739	741	*	27%	30%	*	*	36%	42%
Economically Disadvantaged Students	50	737	737	730	*	32%	34%	*	*	28%	24%
Non-Economically Disadvantaged Students	103	741	741	751	*	24%	33%	*	*	38%	55%
Students with Disabilities	17	714	714	717	*	*	*	*	*	*	12%
Students without Disabilities	136	742	742	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	724	724	728	22%	27%	27%	24%	0%	24%	28%
White	28	726	726	736	*	*	*	*	*	29%	36%
Hispanic	76	722	722	722	22%	30%	28%	20%	0%	20%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	48	726	726	731	*	*	31%	*	*	25%	31%
Male	64	723	723	725	*	*	23%	*	*	23%	26%
Economically Disadvantaged Students	42	720	720	719	24%	33%	*	*	*	21%	20%
Non-Economically Disadvantaged Students	70	727	727	735	21%	23%	*	*	*	26%	35%
Students with Disabilities	20	695	695	705	65%	*	*	*	*	10%	*
Students without Disabilities	92	731	731	735	13%	*	*	*	*	27%	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	201	736	736	746	11%	22%	38%	*	*	28%	46%
White	58	739	739	755	*	*	47%	26%	0%	26%	57%
Hispanic	111	734	734	730	13%	25%	35%	*	*	27%	27%
Black or African American	13	723	723	727	*	*	*	*	*	15%	23%
Asian, Native Hawaiian, or Pacific Islander	19	748	748	779	*	*	*	*	*	53%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	101	741	741	748	*	14%	45%	*	*	35%	48%
Male	100	731	731	745	*	31%	32%	*	*	22%	44%
Economically Disadvantaged Students	69	734	734	729	*	28%	35%	*	*	26%	25%
Non-Economically Disadvantaged Students	132	737	737	756	*	20%	40%	*	*	30%	57%
Students with Disabilities	29	712	712	716	*	*	*	*	*	*	13%
Students without Disabilities	172	740	740	752	*	*	*	*	*	*	52%
English Learners	23	714	714	710	*	*	*	*	*	*	*
Non-English Learners	178	739	739	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	216	724	724	735	11%	46%	31%	*	*	13%	30%
White	62	726	726	740	*	39%	42%	*	*	10%	37%
Hispanic	105	722	722	723	14%	46%	30%	10%	0%	10%	14%
Black or African American	18	719	719	719	*	67%	*	*	*	17%	11%
Asian, Native Hawaiian, or Pacific Islander	31	732	732	760	*	48%	*	*	*	23%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	116	728	728	736	*	*	*	*	*	*	30%
Male	100	720	720	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	80	723	723	722	*	45%	33%	*	*	11%	13%
Non-Economically Disadvantaged Students	136	725	725	741	*	46%	29%	*	*	13%	38%
Students with Disabilities	30	705	705	713	*	*	*	*	*	*	*
Students without Disabilities	186	727	727	738	*	*	*	*	*	*	*
English Learners	14	713	713	711	*	*	*	*	*	*	*
Non-English Learners	202	725	725	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	133	729	729	727	14%	29%	35%	22%	0%	22%	30%
White	43	726	726	733	23%	23%	33%	*	*	21%	35%
Hispanic	63	727	727	710	*	38%	29%	*	*	21%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	74	728	728	728	*	32%	36%	*	*	19%	30%
Male	59	730	730	727	*	24%	34%	*	*	25%	30%
Economically Disadvantaged Students	36	724	724	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	97	731	731	736	*	*	*	*	*	*	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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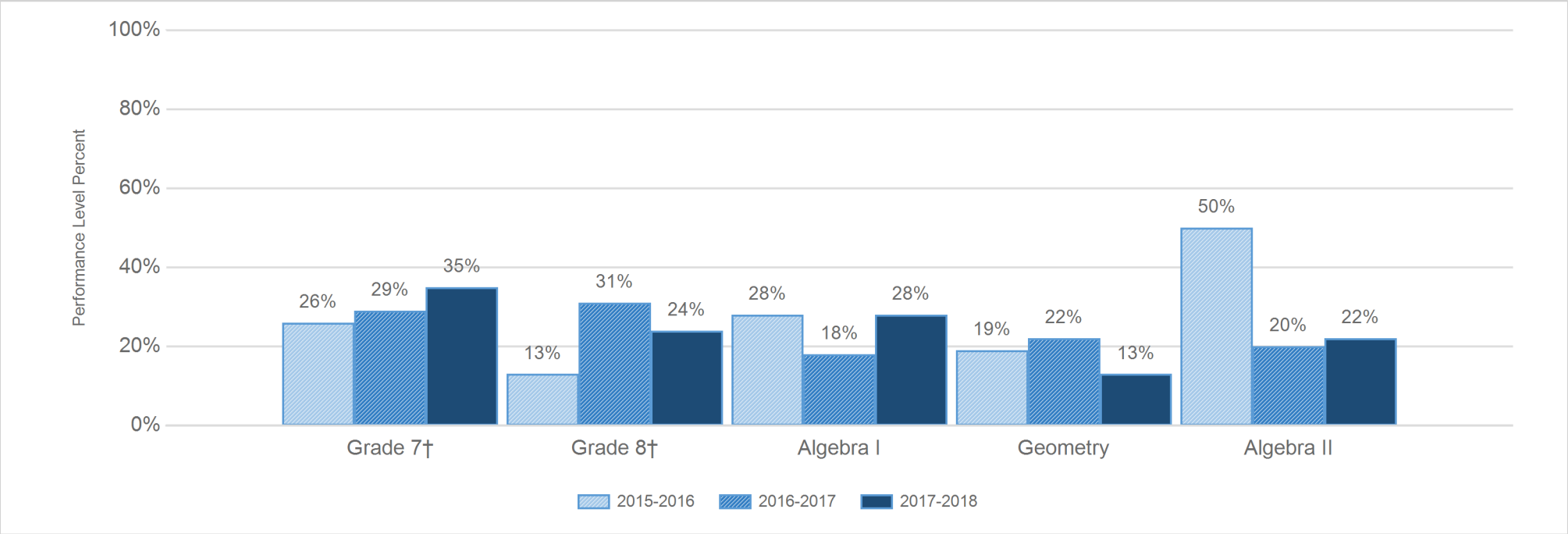
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
7	*	*
8	*	*
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	70.5%	46.8%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	42	71.4%	28.6%
3-4	15	73.3%	26.7%
5 or more	*	*	*

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	37.4%	85.0%
12th graders taking SAT in 2017-18 or prior years	81.4%	72.2%
12th graders taking ACT in 2017-18 or prior years	11.2%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	507	478	Grade 10: 430 Grade 11: 460	76%	62%
PSAT 10/NMSQT - Math	486	478	Grade 10: 480 Grade 11: 510	40%	42%
SAT - Reading and Writing	516	542	480	64%	72%
SAT - Math	512	543	530	41%	54%
ACT - Reading	20	24	22	34%	62%
ACT - English	19	24	18	48%	78%
ACT - Math	20	24	22	31%	62%
ACT - Science	20	23	23	24%	53%

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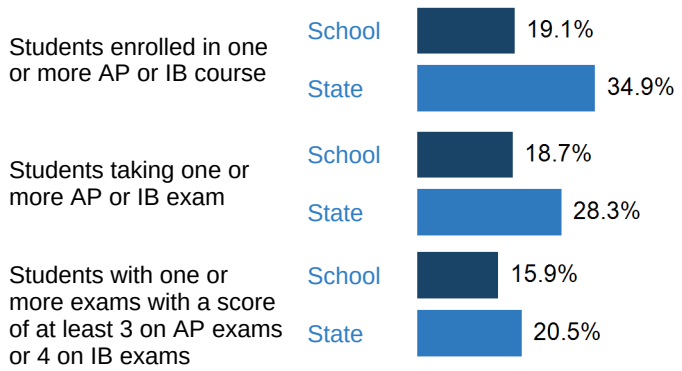
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

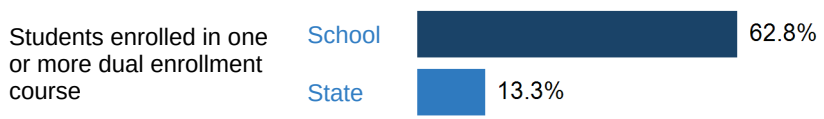
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	11	11
AP Calculus AB	18	16
AP Chemistry	16	16
AP European History	17	17
AP Physics 1	17	17
AP Spanish Language	16	16
AP Studio Art—Drawing Portfolio	15	11
AP Studio Art—Two-Demensional	0	4
AP U.S. History	20	20
Total Exams taken		128
Exams with scores of at least 3 on AP exams or 4 on IB exams		104

NJ SCHOOL PERFORMANCE REPORT

RIDGEFIELD PARK JR SR HIGH SCHOOL
(03-4380-050)
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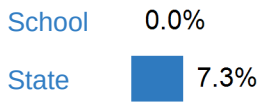
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career and Technical Education website.

Career and Technical Education Participation

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

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

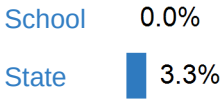


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

Structured Learning Experiences Participation

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

Structured Learning Experiences



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	*
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	0	*	*
Arts, AV Technology & Communications	*		
Health Science	*		
Hospitality & Tourism	*		
Human Services	*		
Information Technology	*		
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	15	*	*

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
7	0	0	0	0	0	0	154
8	38	0	0	0	0	0	117
9	147	39	0	0	0	0	3
10	10	169	48	0	0	0	1
11	2	14	85	43	0	3	100
12	0	2	9	61	39	16	42
Total	197	224	142	104	39	19	417
Enrolled in AP/IB Course					18	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	173	0	0	0	2	0
10	17	144	0	0	1	0
11	13	19	0	0	186	2
12	3	5	0	0	47	42
Total	206	168	0	0	236	44
Enrolled in AP/IB Course	11	16		0	17	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	180	1	0	0	0	3
10	5	213	0	9	0	10
11	1	238	0	55	19	7
12	1	17	0	98	119	43
Total	187	469	0	162	138	63
Enrolled in AP/IB Course	0	20	0	0		17
Enrolled in Dual Enrollment Course	0	40	0	162	114	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	108	0	24	0	0	0	0
8	98	0	19	0	0	0	0
9	112	0	24	0	0	0	0
10	159	0	35	0	0	0	0
11	124	0	28	0	0	0	0
12	34	0	9	0	0	0	0
Total	635	0	139	0	0	0	0
Enrolled in AP/IB Course	16	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	43	0	0	0	0
Enrolled in Level 3 or Higher	142	0	43	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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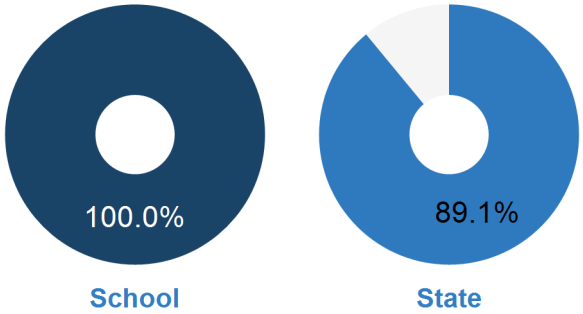
Visual and Performing Arts – Course Participation

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

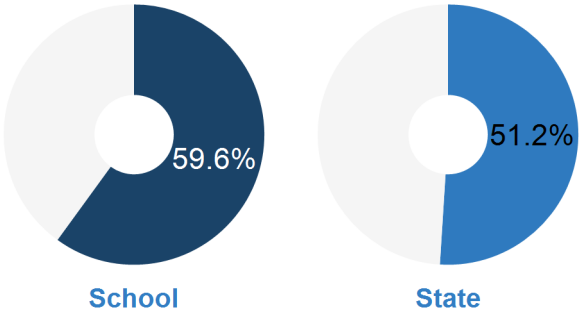
Grades 6-8:

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

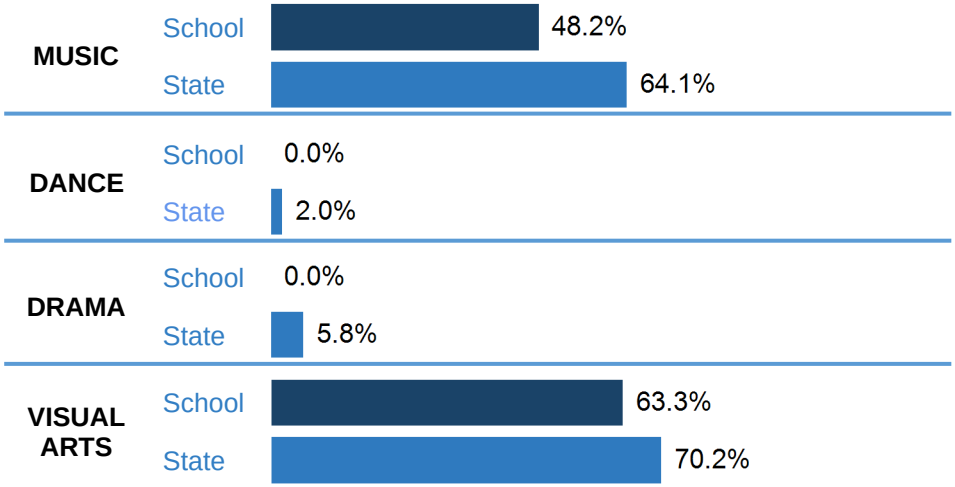


Grades 9-12:

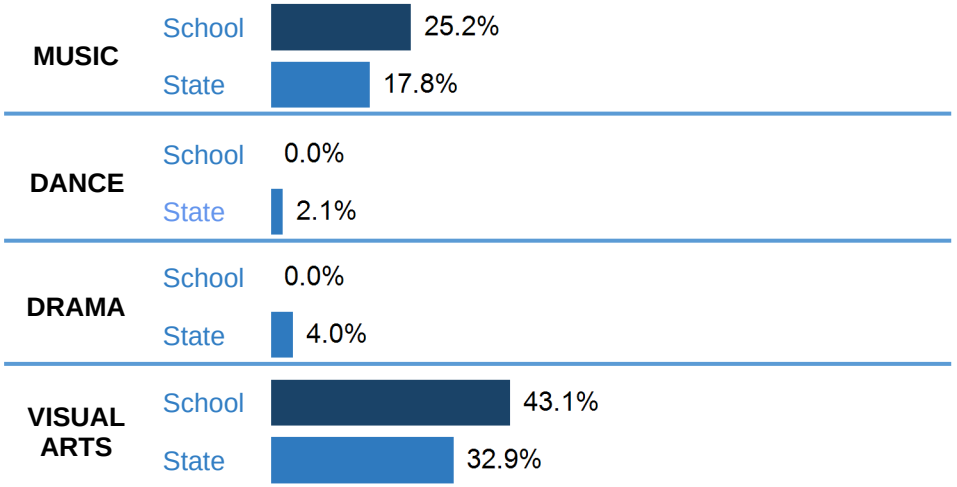
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:



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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	94.4%	90.9%	94.1%	92.4%	93.6%	93.0%	Met Target	93.6%	93.4%	Met Target
White	90.1%	95.0%	96.1%	95.7%	97.3%	N	Met Goal	96.0%	N	Met Goal
Hispanic	95.8%	84.8%	91.6%	87.3%	90.7%	90.1%	Met Target	93.8%	96.0%	Not Met
Black or African American	89.5%	84.2%	*	86.8%	*	**	**	81.3%	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	97.0%	*	97.7%	*	N	Met Goal	93.5%	92.1%	Met Target
American Indian or Alaska Native	*	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	93.7%	84.6%	91.0%	87.0%	87.6%	85.1%	Met Target	95.1%	N	Met Goal
Students with Disabilities	79.4%	80.1%	91.3%	83.5%	90.9%	92.6%	Not Met	87.9%	88.3%	Not Met
English Learners	84.6%	75.8%	94.4%	81.8%	88.9%	**	**	100.0%	**	**
Homeless Students	*	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	*	64.9%						

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	78.4%	57.3%
Substitute Competency Test	12.2%	31.4%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	9.4%	11.4%
Unknown	0.0%	0.0%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	94.4%	-
2017	93.6%	94.1%
2016	92.1%	93.6%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	2.0%	1.2%
2016-2017	1.6%	1.1%
2015-2016	0.9%	1.2%

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	80.9%	29.1%	70.9%
White	85.9%	29.1%	70.9%
Hispanic	79.5%	30.5%	69.5%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	84.8%	32.1%	67.9%
American Indian or Alaska Native	*	*	*
Two or More Races	N	N	N
Economically Disadvantaged Students	80.4%	25.7%	74.3%
Students with Disabilities	73.7%	35.7%	64.3%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	77.9%	41.6%	58.4%	73.5%	26.5%	80.7%	19.3%
White	78.3%	38.9%	61.1%	70.4%	29.6%	75.9%	24.1%
Hispanic	80%	45.2%	54.8%	73.8%	26.2%	84.5%	15.5%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	70.7%	48.3%	51.7%	74.1%	25.9%	77.6%	22.4%
Students with Disabilities	68.8%	45.5%	54.5%	63.6%	36.4%	81.8%	18.2%
English Learners	*	*	*	*	*	*	*

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

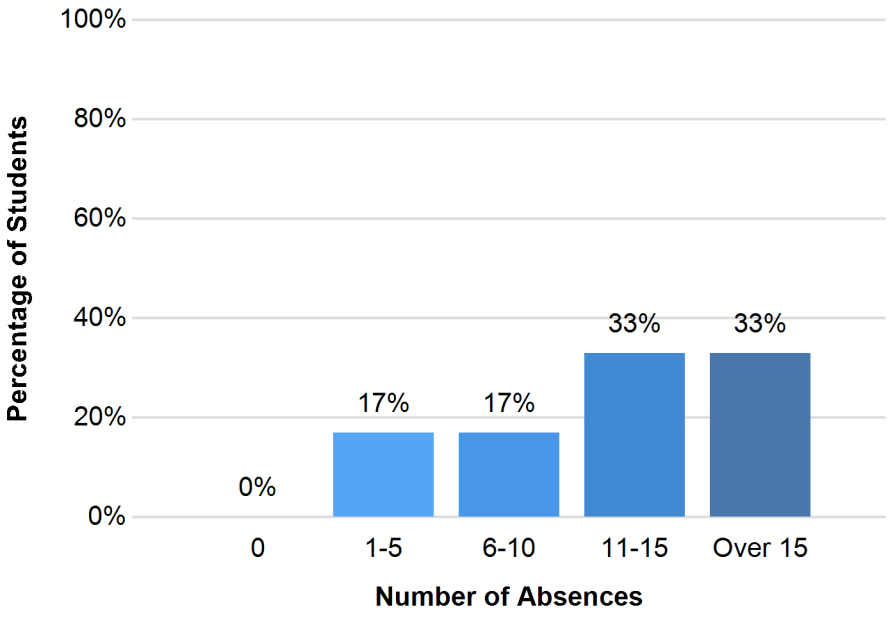
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	*	*	**	**
White	*	*	**	**
Hispanic	*	*	**	**
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	*	*	**	**
English Learners	*	*	**	**

Days Absent

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



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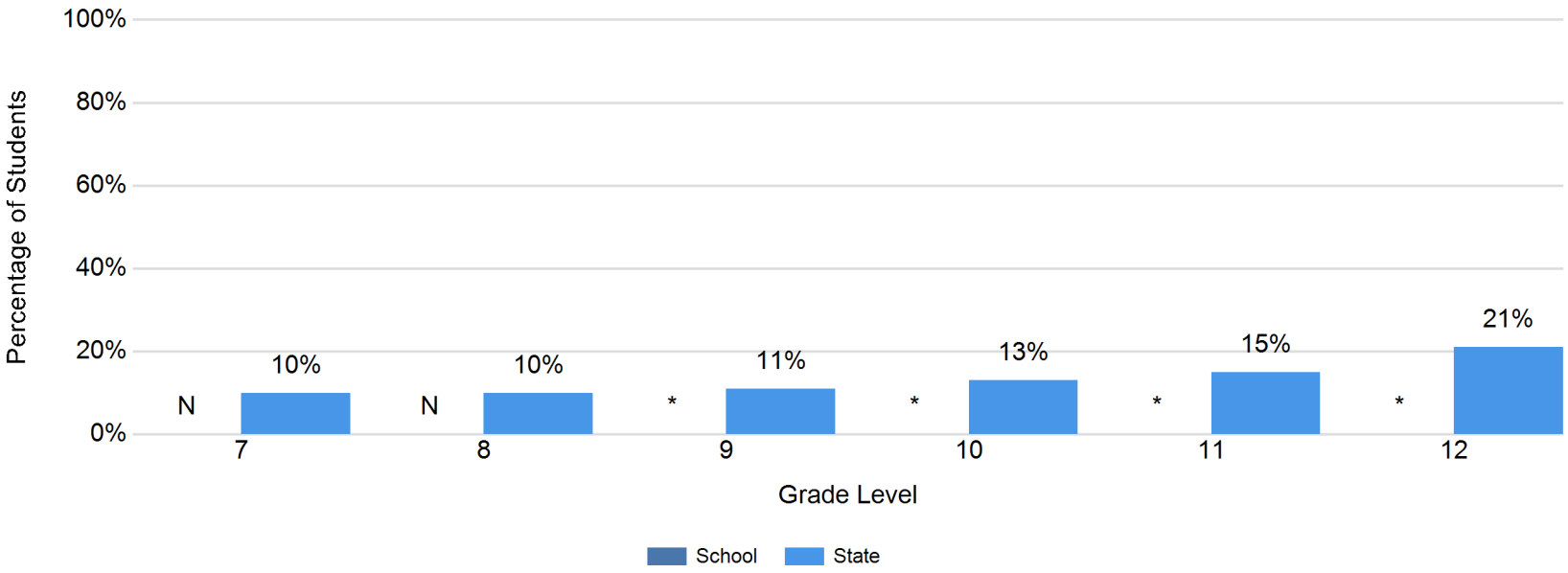
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	5
Weapons	0
Vandalism	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	1.32

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	0

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	27	2.2%
Any Suspension	27	2.2%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
148

NJ SCHOOL PERFORMANCE REPORT

RIDGEFIELD PARK JR SR HIGH SCHOOL
(03-4380-050)
Grades Offered: 07-12
2017-2018

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:50 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 50 Mins
Shared Time - Instructional Time	3 Hrs. 30 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2017-18	5.4:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$482	$13,806	$14,288

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	89	117,464
Average years experience in public schools	14.2	12.0
Average years experience in district	12.9	10.7
Teachers in district for 4 or more years	88.8%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	15	9,374
Average years experience in public schools	23.1	16.0
Average years experience in district	16.6	12.0
Administrators in district for 4 or more years	93.3%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	14:1
Students to Administrators	174:1	156:1
Teachers to Administrators	13:1	11:1
Students to Librarians/Media Specialists		1167:1
Students to Nurses		467:1
Students to Counselors		333:1
Students to Child Study Team		389:1

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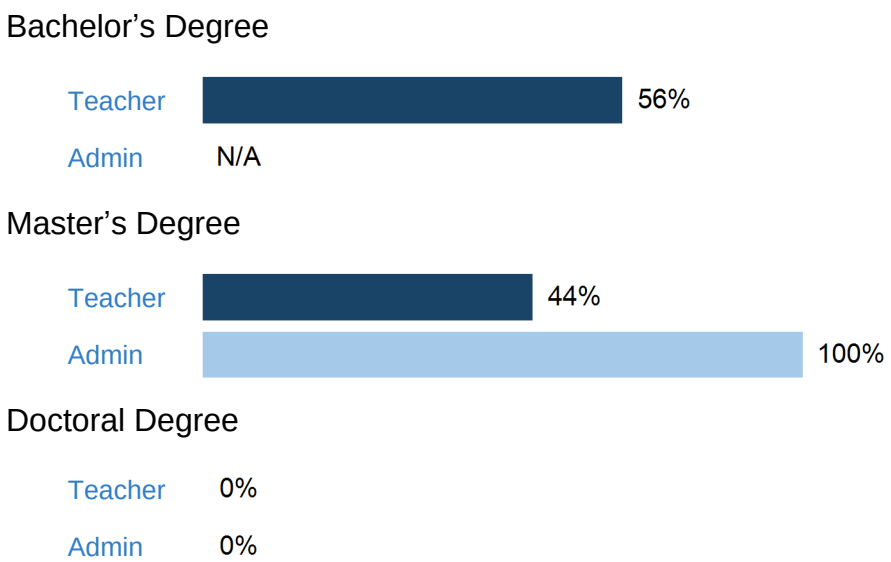
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	90.4%	90.2%
2016-17 Administrators: Same district 2017-18	93.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.7%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	58.4%	42.9%
Male	41.6%	57.1%
White	92.1%	85.7%
Hispanic	6.7%	14.3%
Black or African American	0.0%	0.0%
Asian	1.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	56.25	11.4%†
Mathematics Proficiency	27.08	11.4%†
Graduation Rate - 4-Year	53.19	14.3%†
Graduation Rate - 5-Year	46.81	14.3%†
English Language Arts Growth	56.25	14.3%†
Mathematics Growth	62.22	14.3%†
Progress Towards English Language Proficiency	100.00	20.0%†
Chronic Absenteeism	**	**
Summative Score: Sum of all indicator scores multiplied by indicator weights	60.74	n/a
Summative Rating: Percentile Rank of Summative Score	64.58	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Not Met	Met Target	Met Target	Met Standard	Met Standard	Exceeds Target	**	No
White	60.69	21.20	No	Met Target†	Not Met	Met Goal	Met Goal	Met Standard	Met Standard	n/a	**	No
Hispanic	51.96	21.20	No	Not Met	Not Met	Met Target	Not Met	Met Standard	Met Standard	n/a	**	No
Black or African American	**	**	No	Met Target†	Met Target†	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	82.10	21.20	No	Met Target	Met Target	Met Goal	Met Target	Exceeds Standard	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	N	N	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	N	**	**	**	n/a	**	No
Economically Disadvantaged Students	49.31	21.20	No	Met Target	Met Target†	Met Target	Met Goal	Met Standard	Met Standard	n/a	**	No
Students with Disabilities	70.46	21.20	No	Met Target†	Not Met	Not Met	Not Met	Met Standard	**	n/a	**	No
English Learners	**	**	No	Met Target†	Not Met	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• The school has been honored with a silver award by US News and World Report in the 2018 ranking of the nation's high schools.
Mission, Vision, Theme:	While we are very proud of our academic program, our top priority remains developing well-rounded young adults. Our entire faculty supports a shared mission of combining academic excellence and the development of sound body and mind so that students will be prepared to become productive members of society. The administration and faculty share in a vision to produce students who are emotionally, socially, and intellectually ready for life beyond high school.
Awards, Recognition, Accomplishments:	Our students routinely excel in all forms of academic and athletic competition. Amongst the awards and accolades received are: a junior was the FDU Business IDEA Essay Winner; our Decathlon team received 7 awards in competitions and a junior qualified for the State competition; students were successful in the NJ High School Consumer Bowl; the Debate Team received medals at every debate of the season. Additionally, one of the teams was ranked the Number 1 Debate Team in the County. In the visual arts, our students received awards in regional, state and national competitions, including the AANJ Emerging Artists competition where our students were honored with two out of the eight awards given, the most of any school involved. RPJSHS was a 7th Annual AP District Honor Roll recipient, and the school was ranked #77 in New Jersey by US News & World Report. The school was also recognized by the NJSIAA with the NJSIAA Sportsmanship Award.

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Courses, Curriculum, Instruction:	AP courses in Biology, Chemistry, Physics, Calculus, English, European History, World History, Spanish, Psychology, and Art are offered to students in grades 11 & 12. 131 AP exams were administered in Spring 2018. 75% of the exams resulted in a score of 3 and higher. Additionally, 14 dual enrollment courses are offered to students in grades 11 & 12 where college credit can be earned through postsecondary partnerships.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys) Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys) Ridgefield Park enjoyed an outstanding athletic year. We had 39 fall athletes earn all-division honors, 44 in the winter season and 47 in the spring. Ridgefield Park enjoys a rich history of success in athletic competition. We take pride in the sportsmanship demonstrated by our coaches and athletes which is reflected in the fact that all of our athletes and coaches remained ejection free throughout the 2016-2017 school year. The school's boys and girls basketball programs were recognized by the NJSIAA basketball officials association as having the best, most positive basketball environment of any program in the State.
Clubs and Activities:	RPJSHS offers more than 25 extra-curricular clubs/activities to students in grades 7-12; and 8 Academic Honor Societies. Through these activities, students have the opportunity for community service, personal growth, and expression. Additionally, the district has 5 academic competition teams including Academic Decathlon, Debate and Math League.

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Before and After School Programs:	At the Ridgefield Park Jr.-Sr. High School, immigrant students may participate in an immigrant transition and support extended day program provided through Title III Immigrant funds. In addition, the Title IV Support Program for At-Risk Students at the Ridgefield Park Jr.-Sr. High School provides supplemental mentoring and academic support for high school students at-risk of not meeting graduation requirements.
Staff and Professional Learning:	Professional development occurs throughout the school year via participation in PLCs, district professional development days and outside conferences and workshops. Topics include: Google Classroom, Supporting Students in Special Education, Recognition of Substance Abuse, Making Content Comprehensible for ELL's, Character Education and Creating Gender Inclusive Classrooms to name a few.
Postsecondary Information:	The Ridgefield Park Junior-Senior High School thoroughly prepares students for post-secondary opportunities. The Guidance Department hosts College Night and Financial Aid Night each year for both students and parents. During the school day, colleges, universities, technical schools, and the military visit the school at lunch to provide students with information on the programs offered. An SAT preparation class is also offered as an elective for students in Grade 11.

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Student Supports and Services:	The I&RS Team support the needs of students who are experiencing difficulty within the general education program. In collaboration with teachers and parents, the team recommends intervention strategies designed to support the needs of the learner. Special Education provides services via our Autism Program and our MD and BD Programs for middle and high school students. Additionally, we offer resource and in-class support classes.
Student Health and Wellness:	Our Health and Wellness committee ensures that the district is in compliance with the requirements outlined in the policy for the Health and Wellness of our students. Our SAC counselor and student mentors and mediators work extensively with students to address conflicts and the SAC and child study team also work extensively with students having social and/or emotional issues. The school is also embracing SEL and incorporating it into daily instruction and routines. This includes a growth mindset and mindfulness exercises.
Parent and Community Involvement:	The PTSA, SEPAC, Project Graduation Committee and Alumni Association meet regularly. Meetings are open to all community members as appropriate for the individual group. Genesis is used to report student progress and attendance through a parent portal which can be found on the district website.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers