

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**

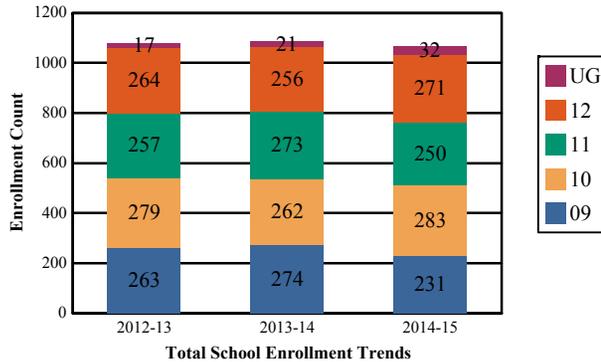
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GRADE SPAN 09-12

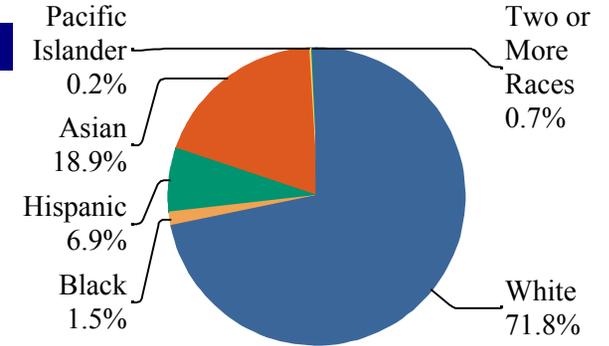
**Enrollment by Ethnic/Racial Subgroup**

**Enrollment by Grade**

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

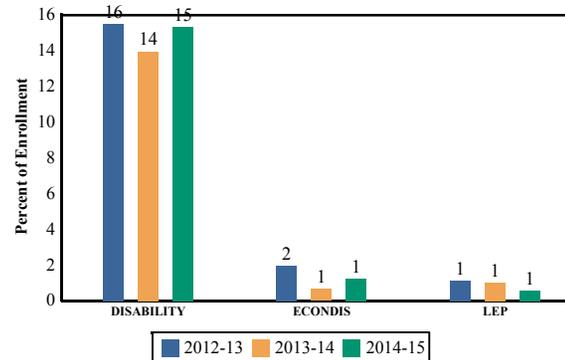


This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



**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.

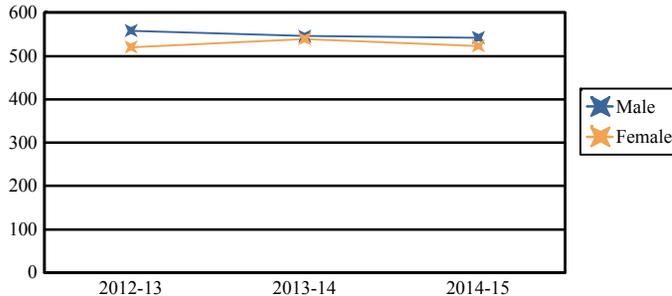


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,079
2013-14	1,085
2014-15	1,066

**Enrollment by Gender**

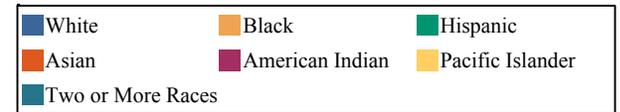
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	559	521
2013-14	546	540
2014-15	543	523

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	164	15%
Economically Disadvantaged Students	13	1.2%
English Language Learners	6	0.6%



**Language Diversity**

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

2014-15	Percent
English	80.9%
Korean	8.4%
Spanish	2.3%
Chinese	0.9%
Russian	0.9%
Arabic	0.9%
Other	5.8%

**ACADEMIC ACHIEVEMENT**

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**GRADE SPAN 09-12**

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	50%	39	74
Math Met or Exceeded Expectation	59%		

**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	467	50.1%	95%	93.5%	YES*
White	327	48.6%	95%	92.5%	YES*
African American	-	-	--	--	--
Hispanic	35	37.1%	95%	90.2%	NO
American Indian	-	-	--	--	--
Asian	94	60.7%	95%	97.2%	YES
Two or More Races	-	-	--	--	--
Students with Disability	58	17.2%	95%	89.6%	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.

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	459	58.6%	95%	93.7%	YES*
White	320	57.2%	95%	92.4%	YES*
African American	-	-	--	--	--
Hispanic	35	31.4%	95%	92.5%	YES*
American Indian	-	-	--	--	--
Asian	95	73.7%	95%	98.1%	YES
Two or More Races	-	-	--	--	--
Students with Disability	51	23.5%	95%	94.6%	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.

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**Proficiency Outcomes - Biology**

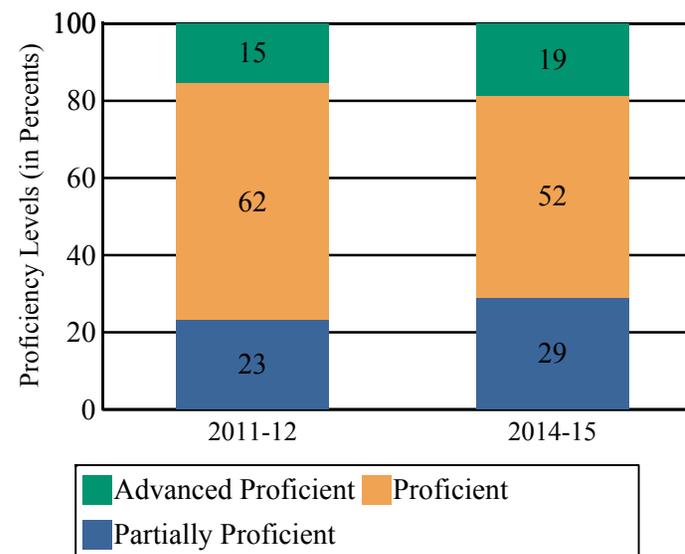
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	19%	52%	29%
White	15%	54%	31%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	40%	40%	20%
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.

**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				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> 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	219	753	739	9%	16%	18%	40%	17%	57%	41%
White	157	751	746	10%	17%	18%	39%	15%	55%	47%
African American	-	-	723	-	-	-	-	-	-	23%
Hispanic	17	739	725	12%	35%	18%	18%	18%	35%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	39	769	765	3%	5%	18%	51%	23%	74%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	32	718	706	28%	34%	16%	19%	3%	22%	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	248	745	735	16%	19%	21%	29%	15%	44%	38%
White	170	743	741	16%	17%	24%	28%	15%	43%	43%
African American	-	-	717	-	-	-	-	-	-	22%
Hispanic	18	733	720	22%	33%	6%	33%	6%	39%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	55	754	763	13%	18%	18%	31%	20%	51%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	26	707	698	46%	19%	23%	12%	0%	12%	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	172	748	741	16%	17%	15%	38%	15%	52%	42%
White	135	747	745	16%	18%	16%	36%	15%	51%	46%
African American	-	-	727	-	-	-	-	-	-	27%
Hispanic	13	738	731	31%	8%	8%	54%	0%	54%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	23	758	765	9%	17%	13%	39%	22%	61%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	-	-	712	-	-	-	-	-	-	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	30%

**Advanced Placement/International Baccalaureate English Performance Distribution**

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP >= 3 or score IB >= 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	47	95.7%	3.79	3.36

- Data is suppressed to protect the confidentiality of the students.

**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	214	749	740	2%	17%	29%	51%	1%	52%	40%
White	155	748	746	2%	18%	27%	52%	1%	53%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	25	737	725	4%	20%	52%	24%	0%	24%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	31	763	769	0%	10%	23%	65%	3%	68%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	44	733	710	5%	34%	34%	27%	0%	27%	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	208	746	728	5%	15%	35%	38%	7%	45%	21%
White	156	745	731	5%	15%	36%	38%	6%	44%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	13	732	718	8%	23%	54%	15%	0%	15%	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	35	754	751	6%	11%	20%	51%	11%	63%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	26	726	709	15%	31%	42%	12%	0%	12%	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	145	763	721	2%	8%	23%	61%	6%	67%	24%
White	99	758	725	2%	7%	28%	60%	3%	63%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	35	775	751	3%	3%	14%	63%	17%	80%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	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	<b>100%</b>	<b>100</b>	<b>100</b>	<b>80%</b>	<b>YES</b>
Percent of Students Participating in PSAT or PLAN	<b>61%</b>	<b>16</b>	<b>31</b>	<b>60%</b>	<b>YES</b>
Percent of Students Scoring Above 1550 on SAT	<b>68%</b>	<b>42</b>	<b>87</b>	<b>40%</b>	<b>YES</b>
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	<b>29%</b>	<b>10</b>	<b>70</b>	<b>35%</b>	<b>NO</b>
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$ in English, Math, Social Studies or Science	<b>84%</b>	<b>52</b>	<b>81</b>	<b>75%</b>	<b>YES</b>
<b>Summary</b>		<b>44</b>	<b>74</b>		<b>80%</b>

**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	96.1%	89.4%	79.1%
Participating in ACT	48.1%		25.2%
Participating in PSAT or PLAN	61.0%	76.7%	79.6%
Participating in Dual Enrollment	0.0%		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	35.2%	58.7%	36.3%
One or More Test	35.7%	53.9%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	29.4%	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.

**COLLEGE AND CAREER READINESS**

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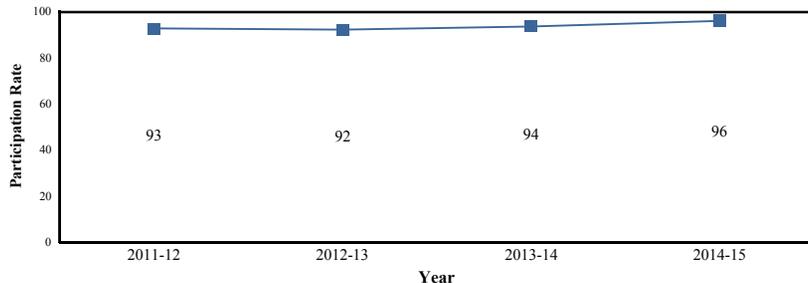
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**Participation Trends - SAT Testing**

**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	67.7%	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	1,666	1,689	1,508
Critical Reading	543	552	496
Mathematics	573	577	518
Writing	550	560	494

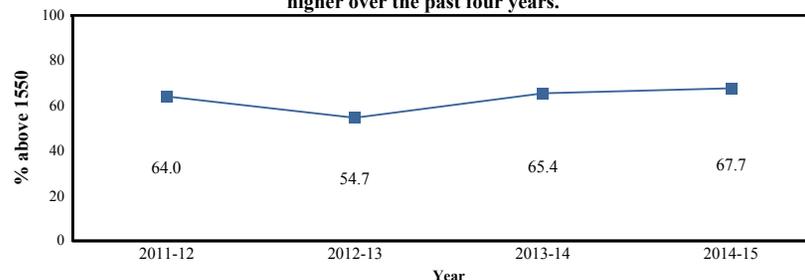
**AP /IB Test Results**

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

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$	86.0%	84.2%	72.4%
Percent of Scores in AP $\geq 3$ or IB $\geq 4$ in English, Math, Social Studies or Science	84.3%	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	603	640	630
50th Percentile	540	580	545
25th Percentile	480	510	478

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 English Language and Composition	47	47
AP English Literature and Composition	36	36
AP U.S. Government and Politics	33	34
AP Biology	31	31
AP Statistics	24	24
AP Studio Art/Two-Dimensional	20	18
AP U.S. History	20	21
AP Chemistry	18	19
AP Physics C	16	
AP Calculus BC	15	15
AP Spanish Language	14	14
AP Calculus AB	14	14
AP European History	8	8
AP French Language	8	8
AP Physics C: Electricity and Magnetism		16
AP Physics C: Mechanics		16
AP Chinese Language and Culture		2
AP Psychology		1

**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	2.1%
Drama/Theater	1.5%	3.8%
Music	15.6%	17.8%
Visual Arts	44.8%	31.7%
<b>Total: All Visual and Performing Arts</b>	55.5%	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	0.1%	18.3%
Structured Learning Experience	0.0%	7.0%

N/R - Data Not Reported

**GRADUATION AND POSTSECONDARY**

**BERGEN**

**RIVER DELL REGIONAL**

**GRADE SPAN 09-12**

**RIVER DELL REGIONAL HIGH SCHOOL**

**55 PYLE STREET**

**ORADELL, NJ 07649**

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
<b>Overall Graduation Rate</b>	<b>99%</b>	<b>88</b>	<b>94</b>	<b>78%</b>	<b>YES</b>
<b>Dropout Rate</b>	<b>0.4%</b>	<b>13</b>	<b>56</b>	<b>2%</b>	<b>YES</b>
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		<b>51</b>	<b>75</b>		<b>100%</b>

**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
<b>Schoolwide</b>	99%	78%
White	99%	
African American	-	
Hispanic	-	
American Indian	-	
Asian	100%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	92%	
English Language Learners	-	
Economically Disadvantaged Students	-	

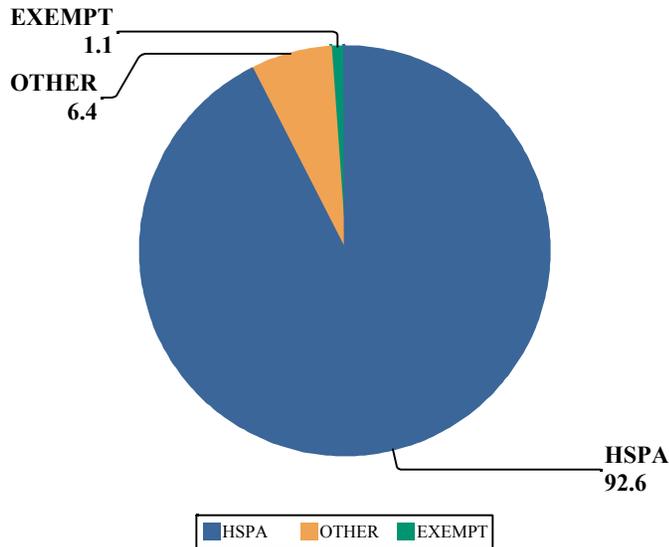
**Dropout Rate by Subgroup**

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
<b>Schoolwide</b>	.4%	2%
White	.3%	
African American	-	
Hispanic	0%	
American Indian	-	
Asian	.5%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	0%	
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	98%	99%
2014	97%	99%
2015	99%	

**GRADUATION AND POSTSECONDARY**

**BERGEN  
RIVER DELL REGIONAL**

**GRADE SPAN 09-12**

**RIVER DELL REGIONAL HIGH SCHOOL  
55 PYLE STREET  
ORADELL, NJ 07649**

**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.

	<b>Percent Enrolled</b>	<b>Percent in 2 Year</b>	<b>Percent in 4 Year</b>
<b>Statewide</b>	<b>78.5%</b>	<b>34.3%</b>	<b>64.7%</b>
<b>Schoolwide</b>	91%	10.2%	89.8%
White	91.6%	12.8%	87.2%
African American	-	-	-
Hispanic	-	-	-
Asian	88.6%	6.5%	93.5%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	76.3%	37.9%	62.1%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

**WITHIN SCHOOL ACHIEVEMENT GAP**

**BERGEN  
RIVER DELL REGIONAL**

**RIVER DELL REGIONAL HIGH SCHOOL  
55 PYLE STREET  
ORADELL, NJ 07649**

**GRADE SPAN 09-12**

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	831	850
75th	780	766
50th	753	739
25th	721	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	59	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	801	821
75th	769	762
50th	750	735
25th	731	711
0th	673	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	51

**WITHIN SCHOOL ACHIEVEMENT GAP**

BERGEN

RIVER DELL REGIONAL

**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	850	850
75th	775	766
50th	740	733
25th	714	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	61	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	776	768
50th	752	740
25th	712	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	64	57

RIVER DELL REGIONAL HIGH SCHOOL

55 PYLE STREET

ORADELL, NJ 07649

GRADE SPAN 09-12

**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	794	793
75th	767	747
50th	744	726
25th	728	710
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	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	826	813
75th	782	748
50th	765	718
25th	743	692
0th	664	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	56

**SCHOOL CLIMATE**

**BERGEN  
RIVER DELL REGIONAL**

**RIVER DELL REGIONAL HIGH SCHOOL  
55 PYLE STREET  
ORADELL, NJ 07649**

**GRADE SPAN 09-12**

**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. 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	0.1%

**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. 10 Mins.
Shared Time	2 Hrs. 42 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	12
Administrators	248

**SCHOOL PEER GROUP**

**BERGEN  
RIVER DELL REGIONAL**

**RIVER DELL REGIONAL HIGH SCHOOL  
55 PYLE STREET  
ORADELL, NJ 07649**

**GRADE SPAN 09-12**

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

**SCHOOL PEER GROUP**

**BERGEN**

**RIVER DELL REGIONAL**

**RIVER DELL REGIONAL HIGH SCHOOL**  
**55 PYLE STREET**  
**ORADELL, NJ 07649**

**GRADE SPAN 09-12**

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

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**

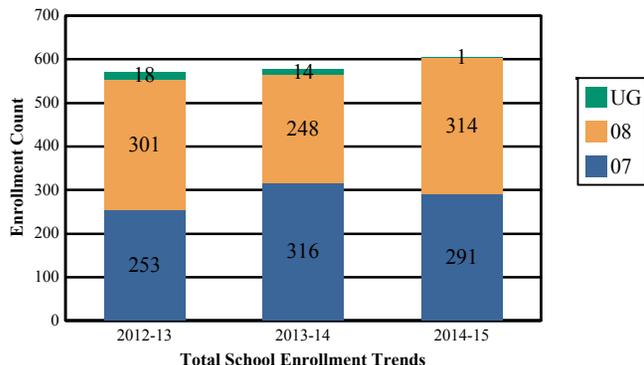
**BERGEN  
RIVER DELL REGIONAL**

03-4405-060  
**RIVER DELL MIDDLE SCHOOL  
230 WOODLAND AVENUE  
ORADELL, NJ 07649**

**GRADE SPAN 07-08**

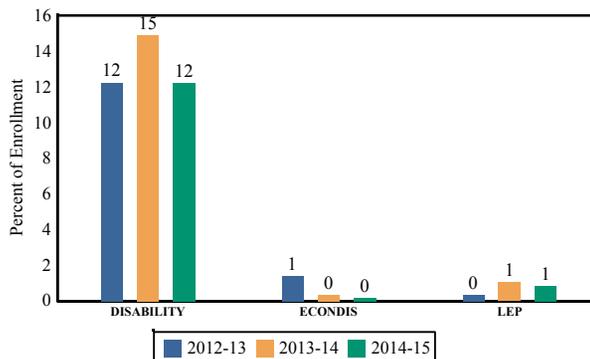
**Enrollment by Grade**

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



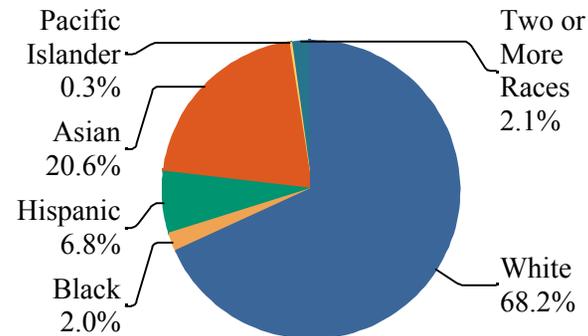
**Enrollment Trends by Program Participation**

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.

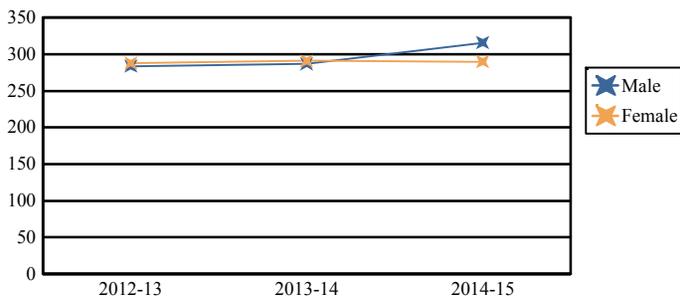


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	572
2013-14	578
2014-15	606

**Enrollment by Gender**

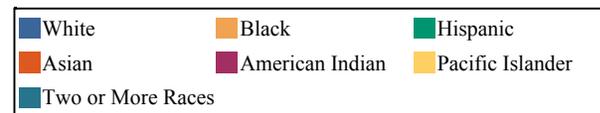
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	284	288
2013-14	287	291
2014-15	316	290

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	74	12%
Economically Disadvantaged Students	1	0.2%
English Language Learners	5	0.8%



**Language Diversity**

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

2014-15	Percent
English	76.2%
Korean	9.0%
Spanish	4.0%
Chinese	3.7%
Japanese	1.3%
Arabic	0.7%
Other	5.2%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
RIVER DELL REGIONAL**

**GRADE SPAN 07-08**

**RIVER DELL MIDDLE SCHOOL  
230 WOODLAND AVENUE  
ORADELL, NJ 07649**

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.

<b>Academic Achievement Indicators</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
English Language Arts/Literacy Met or Exceeded Expectation	<b>66%</b>	<b>13</b>	<b>78</b>
Math Met or Exceeded Expectation	<b>70%</b>		

**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.

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	297	66%	95%	96.5%	<b>YES</b>
White	211	63.5%	95%	95%	<b>YES</b>
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	63	81%	95%	100%	<b>YES</b>
Two or More Races	-	-	--	--	--
Students with Disability	42	26.1%	95%	91.5%	<b>YES*</b>
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  
RIVER DELL REGIONAL**

**GRADE SPAN 07-08**

**RIVER DELL MIDDLE SCHOOL  
230 WOODLAND AVENUE  
ORADELL, NJ 07649**

**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	298	69.5%	95%	96.9%	YES
White	212	65.5%	95%	95.4%	YES
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	63	87.3%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	43	37.2%	95%	92.7%	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.

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

**ACADEMIC ACHIEVEMENT**

**BERGEN  
RIVER DELL REGIONAL**

**GRADE SPAN 07-08**

**RIVER DELL MIDDLE SCHOOL  
230 WOODLAND AVENUE  
ORADELL, NJ 07649**

**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	-	-	750	-	-	-	-	-	-	53%
White	-	-	757	-	-	-	-	-	-	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	-	-	736	-	-	-	-	-	-	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	733	-	-	-	-	-	-	33%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
RIVER DELL REGIONAL**

**GRADE SPAN 07-08**

**RIVER DELL MIDDLE SCHOOL  
230 WOODLAND AVENUE  
ORADELL, NJ 07649**

**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	296	764	750	3%	12%	19%	47%	19%	66%	53%
White	210	759	757	4%	12%	20%	51%	13%	64%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	12	763	735	0%	17%	25%	42%	17%	58%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	63	781	778	0%	6%	13%	41%	40%	81%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	41	732	713	17%	32%	24%	20%	7%	27%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	-	-	732	-	-	-	-	-	-	34%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
RIVER DELL REGIONAL**

**GRADE SPAN 07-08**

**RIVER DELL MIDDLE SCHOOL  
230 WOODLAND AVENUE  
ORADELL, NJ 07649**

**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	-	-	740	-	-	-	-	-	-	38%
White	-	-	745	-	-	-	-	-	-	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	-	-	730	-	-	-	-	-	-	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	728	-	-	-	-	-	-	21%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
RIVER DELL REGIONAL**

**GRADE SPAN 07-08**

**RIVER DELL MIDDLE SCHOOL  
230 WOODLAND AVENUE  
ORADELL, NJ 07649**

**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	231	755	726	3%	10%	26%	59%	2%	61%	24%
White	173	752	732	4%	10%	27%	58%	1%	58%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	11	757	721	0%	9%	45%	45%	0%	45%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	38	770	744	0%	5%	16%	71%	8%	79%	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	42	739	705	12%	26%	24%	36%	2%	38%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
RIVER DELL REGIONAL**

**GRADE SPAN 07-08**

**RIVER DELL MIDDLE SCHOOL  
230 WOODLAND AVENUE  
ORADELL, NJ 07649**

**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	66	809	740	0%	0%	0%	47%	53%	100%	40%
White	38	804	746	0%	0%	0%	61%	39%	100%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	25	817	769	0%	0%	0%	28%	72%	100%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

**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**

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

**ACADEMIC ACHIEVEMENT**

**BERGEN  
RIVER DELL REGIONAL**

**RIVER DELL MIDDLE SCHOOL  
230 WOODLAND AVENUE  
ORADELL, NJ 07649**

**GRADE SPAN 07-08**

**NJASK Results - Science Grade Level - 08**

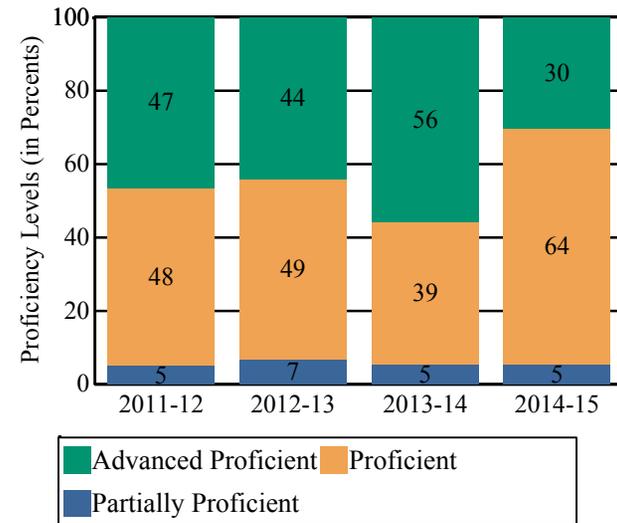
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	30%	64%	5%
White	26%	68%	6%
African American	-	-	-
Hispanic	33%	58%	8%
American Indian	-	-	-
Asian	46%	52%	2%
Two or More Races	-	-	-
Students with Disability	18%	61%	20%
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.



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
304	68

**Algebra I Test Taking**

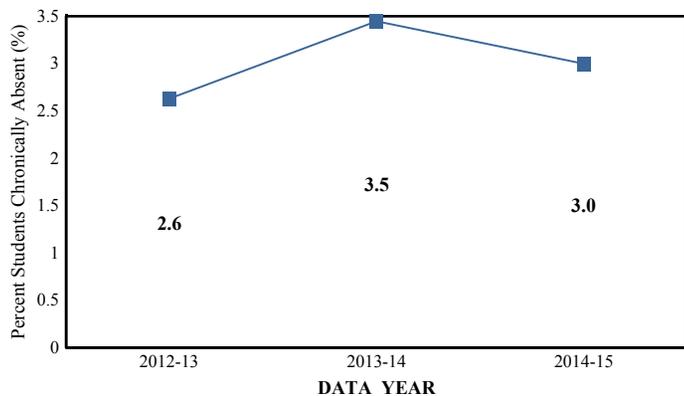
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
92.1%	100.0%

- 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.

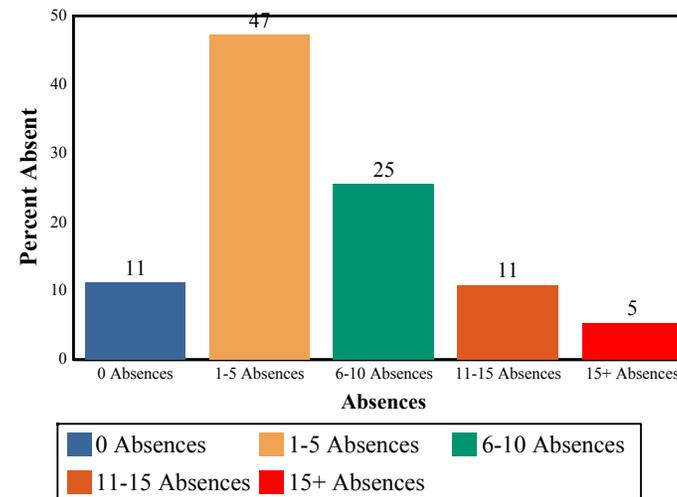


**Chronic Absenteeism for 2014-15**

**3.00%**

### 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	N/R	3.9%
Music	41.5%	66.0%
Visual Arts	41.2%	71.1%
<b>Total: All Visual and Performing Arts</b>	76.0%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

**BERGEN**  
**RIVER DELL REGIONAL**

**GRADE SPAN 07-08**

**RIVER DELL MIDDLE SCHOOL**  
**230 WOODLAND AVENUE**  
**ORADELL, NJ 07649**

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	41	13	23	35	YES
Student Growth on Math	70	91	97	35	YES
		52	60		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	2%	0%	0%
Partially Met	8%	1%	0%
Approached	14%	4%	1%
Met	19%	17%	12%
Exceeded	3%	8%	12%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	4%	2%	1%
Approached	8%	9%	6%
Met	7%	18%	31%
Exceeded	0%	1%	11%

**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  
RIVER DELL REGIONAL**

**GRADE SPAN 07-08**

**RIVER DELL MIDDLE SCHOOL  
230 WOODLAND AVENUE  
ORADELL, NJ 07649**

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 - 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	844	850
75th	788	777
50th	765	751
25th	738	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	54

**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	808	850
75th	771	748
50th	758	726
25th	739	704
0th	662	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	44

**SCHOOL CLIMATE**  
BERGEN  
RIVER DELL REGIONAL

GRADE SPAN 07-08

**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. 50 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	1.5%

**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. 3 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	189

**SCHOOL PEER GROUP**

**BERGEN  
RIVER DELL REGIONAL**

**GRADE SPAN 07-08**

**RIVER DELL MIDDLE SCHOOL  
230 WOODLAND AVENUE  
ORADELL, NJ 07649**

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>
ATLANTIC	MARGATE CITY	EUGENE A. TIGHE MIDDLE SCHOOL	01-3020-010	05-08	0%	0%	10.2%
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	ENGLEWOOD CLIFFS BORO	UPPER SCHOOL	03-1380-060	03-08	1.8%	0%	14.2%
BERGEN	HO HO KUS BORO	HO-HO-KUS PUBLIC SCHOOL	03-2200-050	PK-08	0.2%	0%	13.3%
BERGEN	MONTVALE BORO	FIELDSTONE MIDDLE SCHOOL	03-3330-020	05-08	0.6%	0%	13.1%
<b>BERGEN</b>	<b>RIVER DELL REGIONAL</b>	<b>RIVER DELL MIDDLE SCHOOL</b>	<b>03-4405-060</b>	<b>07-08</b>	<b>0.2%</b>	<b>0.8%</b>	<b>12.2%</b>
BERGEN	WALDWICK BORO	WALDWICK MIDDLE SCHOOL	03-5410-070	06-08	0.3%	1.2%	14.4%
BERGEN	WOODCLIFF LAKE BORO	WOODCLIFF MIDDLE SCHOOL	03-5880-050	06-08	1.5%	0%	12.6%
BERGEN	WYCKOFF TWP	DWIGHT D. EISENHOWER MIDDLE SCHOOL	03-5920-025	06-08	1.4%	0.4%	14.1%
BURLINGTON	MEDFORD LAKES BORO	NEETA SCHOOL	05-3070-040	03-08	2.2%	0%	15.7%
ESSEX	LIVINGSTON TWP	HERITAGE MIDDLE SCHOOL	13-2730-055	07-08	1.2%	0.6%	15.2%
ESSEX	VERONA BORO	HENRY B. WHITEHORNE MIDDLE SCHOOL	13-5370-095	05-08	0.7%	0.3%	13.5%
HUNTERDON	ALEXANDRIA TWP	ALEXANDRIA MIDDLE SCHOOL	19-0020-005	04-08	3.4%	0%	16.6%
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%
MONMOUTH	LITTLE SILVER BORO	MARKHAM PLACE	25-2720-050	05-08	0.3%	0.3%	12.2%
MONMOUTH	MONMOUTH BEACH BORO	MONMOUTH BEACH ELEMENTARY SCHOOL DISTRICT	25-3250-050	PK-08	0.4%	0%	13.3%
MONMOUTH	SEA GIRT BORO	SEA GIRT ELEMENTARY SCHOOL	25-4690-050	PK-08	0%	0%	10.3%
MORRIS	DENVILLE TWP	VALLEYVIEW MIDDLE SCHOOL	27-1090-080	06-08	2.6%	0%	18%
MORRIS	FLORHAM PARK BORO	RIDGEDALE MIDDLE SCHOOL	27-1530-030	06-08	0.6%	0.6%	15.6%
MORRIS	HARDING TOWNSHIP	HARDING TOWNSHIP SCHOOL	27-2010-050	PK-08	2.6%	0%	14.2%

**SCHOOL PEER GROUP**

**BERGEN  
RIVER DELL REGIONAL**

**RIVER DELL MIDDLE SCHOOL  
230 WOODLAND AVENUE  
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**GRADE SPAN 07-08**

MORRIS	KINNELON BORO	<b>PEARL R. MILLER MIDDLE SCHOOL</b>	27-2460-065	06-08	3.5%	0.4%	16.9%
MORRIS	LONG HILL TWP	<b>CENTRAL MIDDLE SCHOOL</b>	27-4000-030	06-08	1.9%	1%	15.9%
MORRIS	MENDHAM BORO	<b>MOUNTAIN VIEW</b>	27-3090-060	05-08	1.4%	0%	11.6%
MORRIS	MOUNTAIN LAKES BORO	<b>BRIARCLIFF MIDDLE SCHOOL</b>	27-3460-060	06-08	2.6%	0%	16.4%
MORRIS	SCH DIST OF THE CHATHAMS	<b>CHATHAM MIDDLE SCHOOL</b>	27-0785-030	06-08	2.4%	0.3%	15.7%
MORRIS	WASHINGTON TWP	<b>LONG VALLEY MIDDLE SCHOOL</b>	27-5520-035	06-08	4.2%	0.2%	19.4%
SOMERSET	BERNARDS TWP	<b>WILLIAM ANNIN MIDDLE SCHOOL</b>	35-0350-055	06-08	2.2%	0.5%	14.1%
UNION	CRANFORD TWP	<b>HILLSIDE AVENUE SCHOOL</b>	39-0980-033	KG-08	6.9%	0.5%	25.2%