



State of New Jersey
2015-2016

Grade Span 06-08

03-4390-060
BERGEN
RIDGEWOOD VILLAGE
Benjamin Franklin Middle School
335 NORTH VAN DIEN AVE
RIDGEWOOD, NJ 07451

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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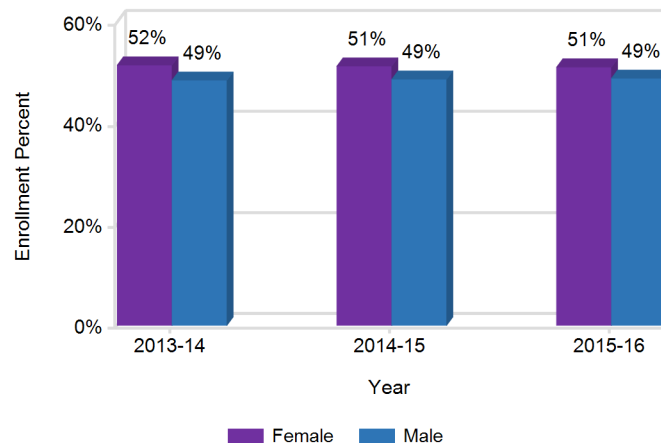
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	254	236	236
Grade 07	241	245	251
Grade 08	248	246	245
UG	7	10	14
Total	750	737	746

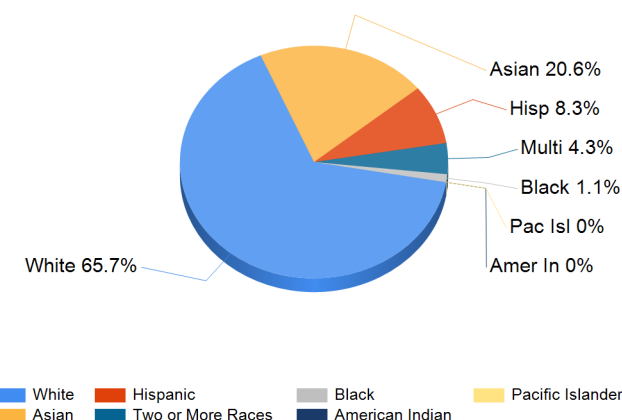
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



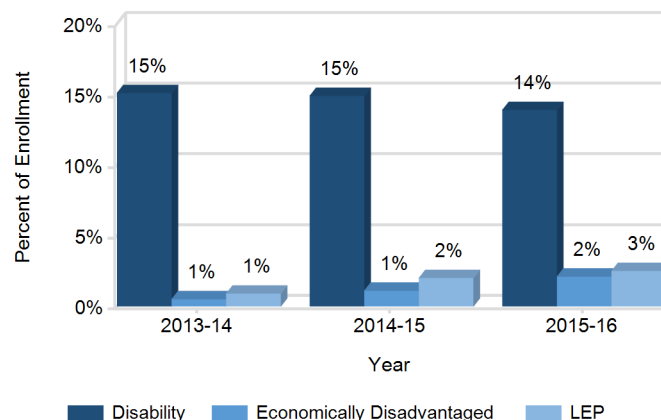
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	90.1%
Korean	4.4%
Japanese	1.6%
Chinese	1.2%
Russian	0.8%
Other	1.6%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	78%	13	91
Mathematics Met or Exceeded Expectations	69%	13	84

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	460	78%	91	77%	X	456	69%	84	76%	X
White	301	77%	82	73%	X	297	68%	75	72%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	104	81%	55	90%	X	104	79%	55	90%	X
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	59	41%	77	69%	X	56	23%	64	66%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	201	769	770	750	2%	5%	14%	58%	22%	80%	52%
White	119	765	767	756	3%	7%	13%	65%	13%	78%	61%
African American	S	S	748	732	S	S	S	S	S	S	31%
Hispanic	12	764	766	738	8%	N	8%	75%	8%	83%	37%
Asian	56	780	780	772	N	2%	16%	41%	41%	82%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	778	755	S	S	S	S	S	S	60%
Students with Disability	28	734	741	719	11%	25%	32%	29%	4%	32%	15%
English Language Learners	S	S	S	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	741	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	202	762	764	743	2%	5%	21%	57%	14%	72%	43%
White	119	758	761	750	3%	6%	24%	60%	8%	68%	53%
African American	S	S	740	724	S	S	S	S	S	S	20%
Hispanic	12	754	757	730	N	8%	25%	67%	N	67%	26%
Asian	57	772	774	768	N	5%	12%	53%	30%	83%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	773	748	S	S	S	S	S	S	49%
Students with Disability	27	728	738	717	11%	30%	33%	26%	N	26%	13%
English Language Learners	S	S	753	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	744	728	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	193	774	773	753	1%	4%	18%	38%	39%	77%	56%
White	128	773	773	760	2%	2%	20%	38%	38%	76%	65%
African American	S	S	755	733	S	S	S	S	S	S	35%
Hispanic	20	768	761	739	N	10%	15%	45%	30%	75%	41%
Asian	37	782	786	781	N	5%	16%	24%	54%	78%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	773	759	S	S	S	S	S	S	63%
Students with Disability	28	740	734	716	4%	14%	54%	29%	N	29%	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	731	735	S	S	S	S	S	S	37%
PARCC MATH											
Schoolwide	172	752	753	740	4%	9%	24%	59%	5%	63%	39%
White	112	751	753	747	5%	8%	24%	61%	3%	63%	47%
African American	S	S	745	724	S	S	S	S	S	S	19%
Hispanic	21	747	744	729	5%	14%	19%	52%	10%	62%	23%
Asian	31	760	762	763	N	10%	23%	58%	10%	68%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	756	744	S	S	S	S	S	S	44%
Students with Disability	27	727	731	713	11%	30%	44%	15%	N	15%	9%
English Language Learners	S	S	731	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	731	727	S	S	S	S	S	S	21%

 Did Not Yet Meet Expectations

 Partially Met Expectations

 Approached Expectations

 Met Expectations

 Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	171	776	776	753	1%	5%	16%	47%	32%	78%	55%
White	109	773	774	759	2%	5%	17%	49%	28%	77%	63%
African American	S	S	724	732	S	S	S	S	S	S	34%
Hispanic	11	768	774	740	N	N	27%	64%	9%	73%	43%
Asian	41	785	781	780	N	5%	10%	39%	46%	85%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	788	756	S	S	S	S	S	S	59%
Students with Disability	14	734	737	715	14%	14%	29%	43%	N	43%	16%
English Language Learners	S	S	726	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	735	736	S	S	S	S	S	S	38%
**PARCC MATH											
Schoolwide	S	S	714	726	S	S	S	S	S	S	26%
White	S	S	710	732	S	S	S	S	S	S	32%
African American	N	N	N	712	N	N	N	N	N	N	14%
Hispanic	S	S	737	721	S	S	S	S	S	S	20%
Asian	S	S	S	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	710	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	718	N	N	N	N	N	N	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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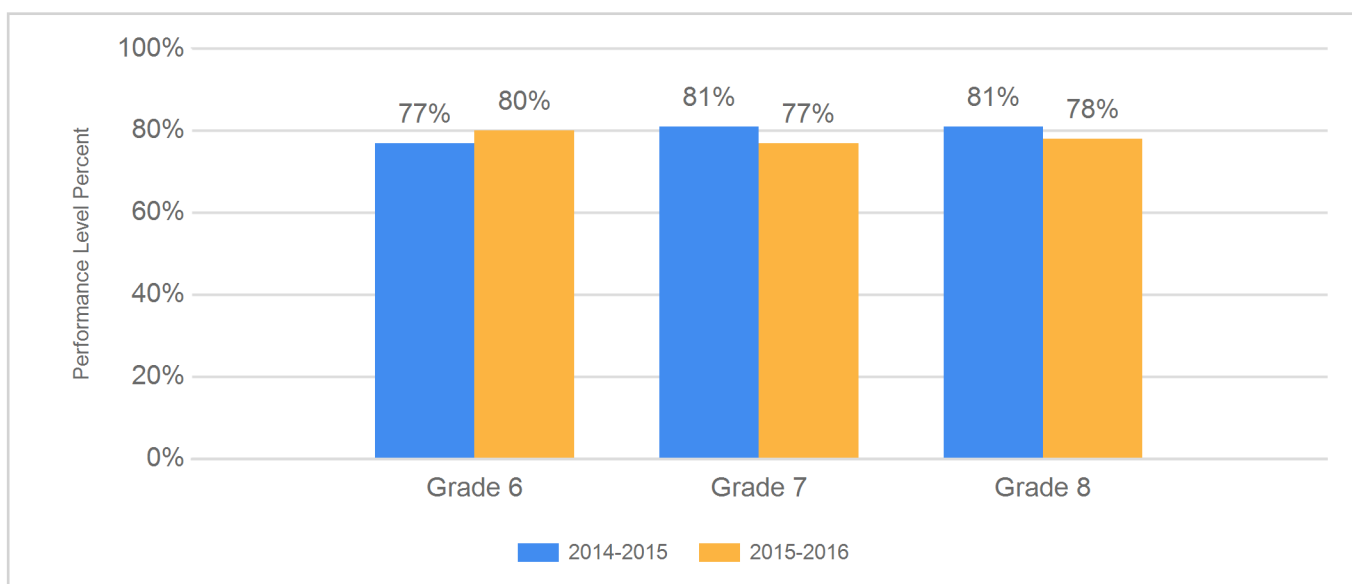
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	141	770	772	769	N	6%	18%	67%	9%	76%	41%
White	94	768	769	772	N	5%	18%	71%	5%	77%	51%
African American	S	S	S	748	S	S	S	S	S	S	20%
Hispanic	S	S	767	746	S	S	S	S	S	S	25%
Asian	30	788	782	789	N	N	10%	67%	23%	90%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	779	776	S	S	S	S	S	S	47%
Students with Disability	S	S	757	738	S	S	S	S	S	S	10%
English Language Learners	S	S	784	723	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	759	746	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	35	766	769	776	N	N	6%	74%	20%	94%	27%
White	15	761	764	772	N	N	7%	87%	7%	93%	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	S	S	766	761	S	S	S	S	S	S	13%
Asian	17	772	774	785	N	N	6%	59%	35%	94%	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	S	S	766	778	S	S	S	S	S	S	29%
Students with Disability	N	N	N	771	N	N	N	N	N	N	5%
English Language Learners	S	S	772	770	S	S	S	S	S	S	6%
Economically Disadvantaged Students	N	N	N	759	N	N	N	N	N	N	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



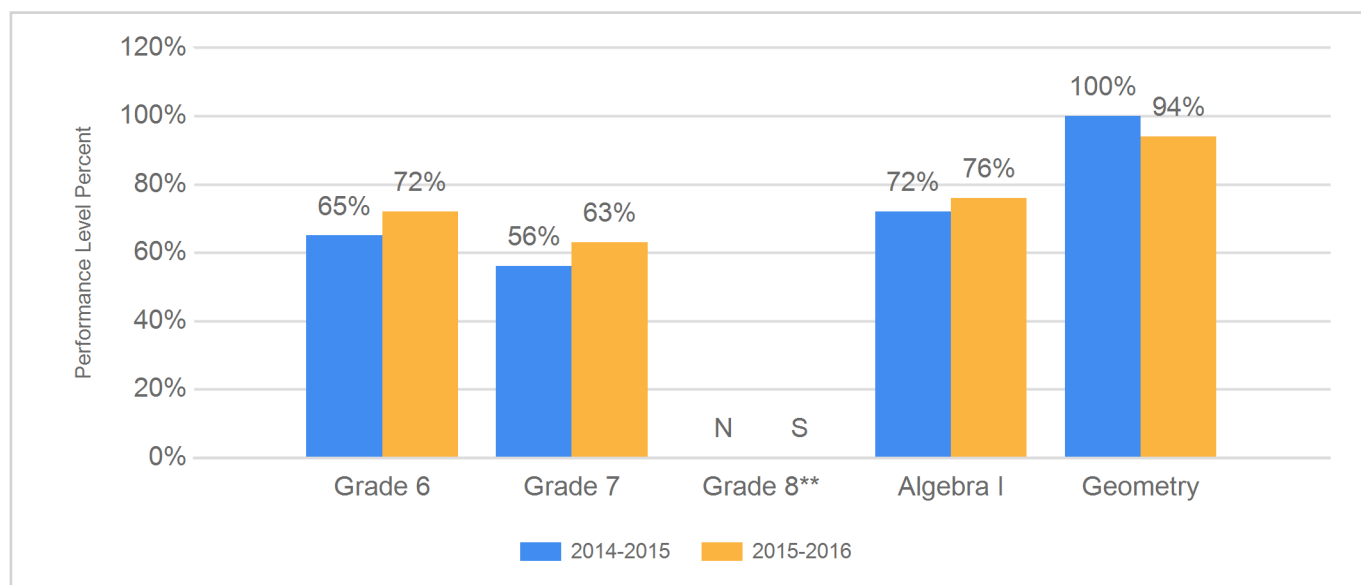
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

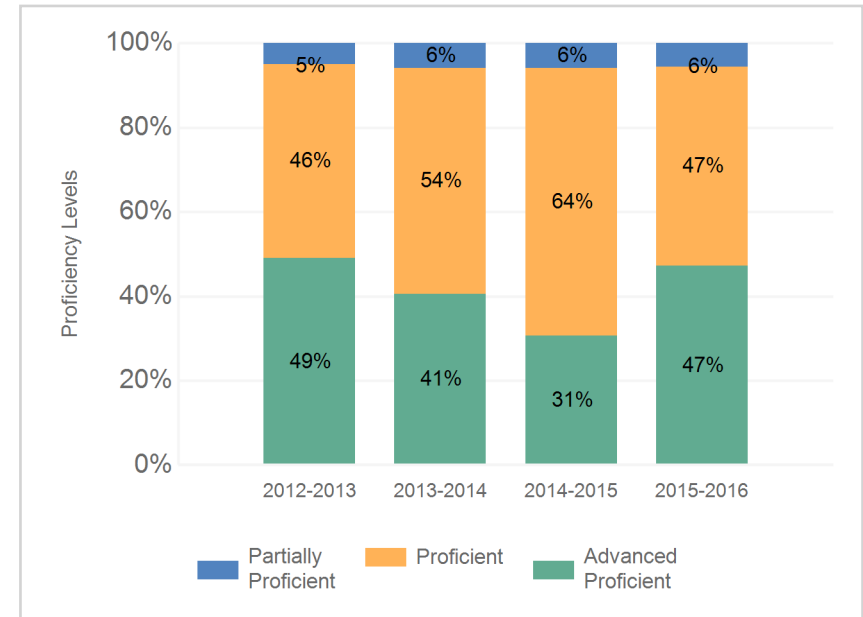
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	47%	47%	6%
White	47%	48%	5%
African American	S	S	S
Hispanic	29%	52%	19%
American Indian	N	N	N
Asian	57%	40%	2%
Two or More Races	55%	46%	N
Students with Disability	16%	55%	29%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	35	45	50
Student Growth on Math	37	53	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	3%	1%	0%
Approached (L3)	11%	3%	2%
Met (L4)	28%	14%	6%
Exceeded (L5)	7%	12%	13%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	1%	0%
Partially Met (L2)	6%	2%	1%
Approached (L3)	11%	9%	2%
Met (L4)	25%	20%	12%
Exceeded (L5)	2%	4%	4%



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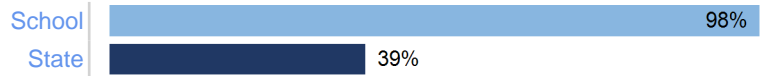
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



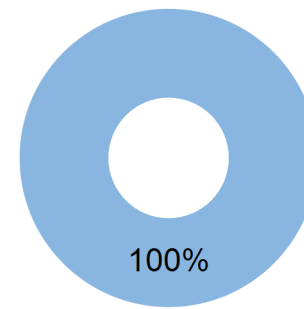
DANCE



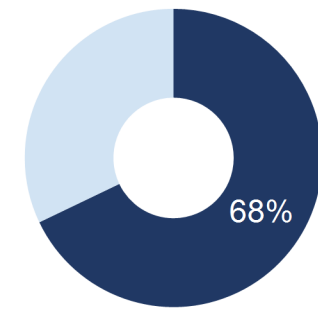
VISUAL ARTS



Any Visual and Performing Arts



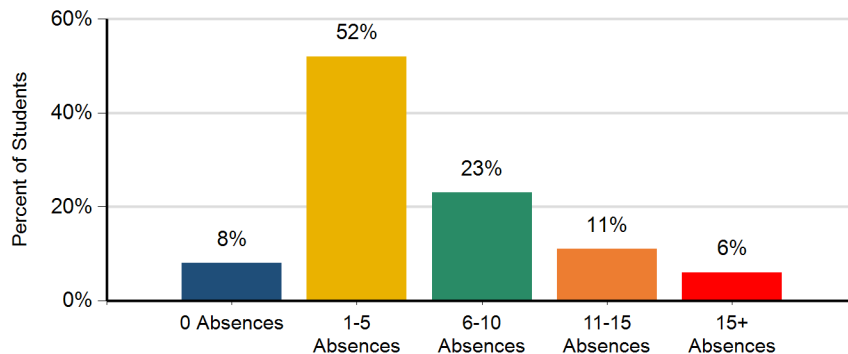
School



State

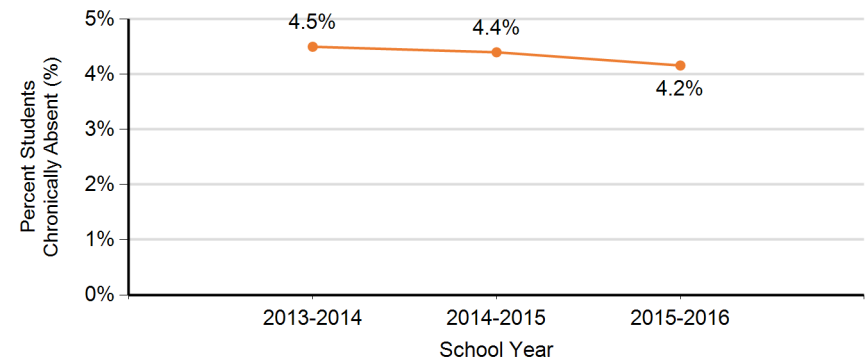
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





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Length of School Day

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

	School
2015-16	6 Hrs. 53 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 42 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	14:1
Administrator	249:1

Student Suspension Rate

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

	School
2015-16	0.8%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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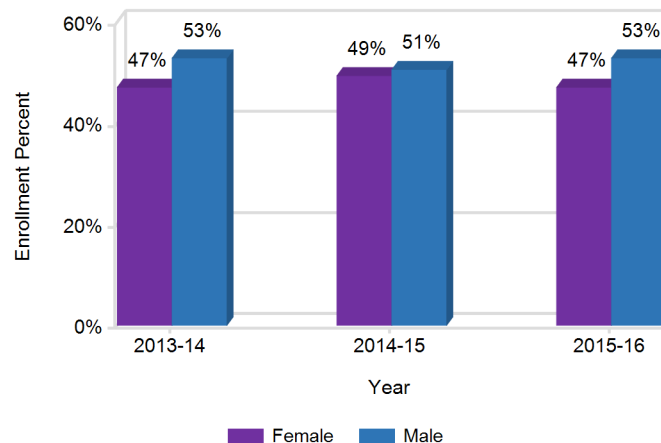
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	214	204	241
Grade 07	218	211	210
Grade 08	224	220	210
UG	11	15	17
Total	667	650	678

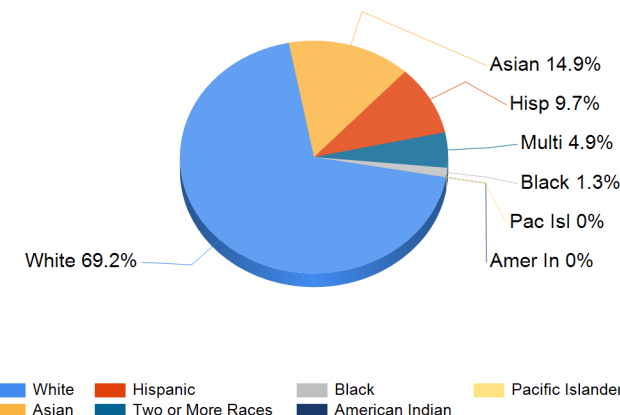
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



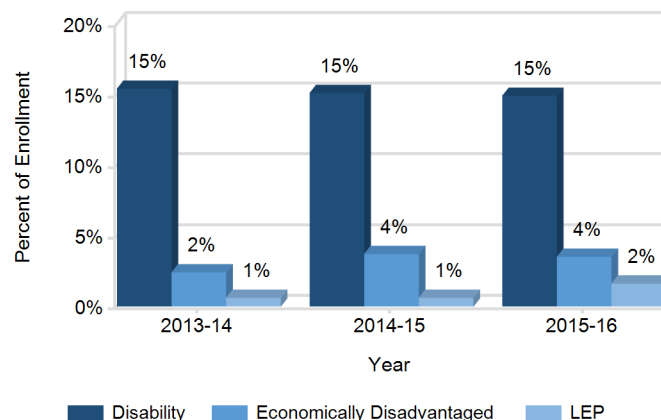
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	92.2%
Korean	3.1%
Spanish	1.3%
Chinese	0.6%
Japanese	0.6%
Other	1.9%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	80%	25	92
Mathematics Met or Exceeded Expectations	77%	25	93

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	435	80%	92	83%	X	435	77%	93	83%	X
White	295	78%	84	80%	X	295	75%	88	80%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	43	70%	89	78%	X	43	70%	93	79%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	66	95%	67	97%	✓	66	91%	65	97%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	68	38%	86	77%	X	68	41%	90	77%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	218	771	770	750	2%	3%	18%	51%	26%	77%	52%
White	151	768	767	756	2%	2%	21%	55%	20%	75%	61%
African American	S	S	748	732	S	S	S	S	S	S	31%
Hispanic	15	768	766	738	N	7%	20%	60%	13%	73%	37%
Asian	40	781	780	772	3%	3%	8%	35%	53%	88%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	778	755	S	S	S	S	S	S	60%
Students with Disability	34	748	741	719	9%	15%	24%	44%	9%	53%	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	741	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	220	766	764	743	1%	3%	17%	58%	21%	79%	43%
White	152	764	761	750	1%	3%	16%	61%	18%	79%	53%
African American	S	S	740	724	S	S	S	S	S	S	20%
Hispanic	16	760	757	730	N	N	31%	63%	6%	69%	26%
Asian	40	775	774	768	3%	N	13%	50%	35%	85%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	773	748	S	S	S	S	S	S	49%
Students with Disability	34	747	738	717	9%	12%	27%	44%	9%	53%	13%
English Language Learners	S	S	753	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	S	728	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	181	773	773	753	6%	3%	14%	33%	44%	77%	56%
White	122	773	773	760	4%	4%	16%	31%	45%	76%	65%
African American	S	S	755	733	S	S	S	S	S	S	35%
Hispanic	21	754	761	739	19%	N	29%	24%	29%	52%	41%
Asian	22	793	786	781	N	N	N	41%	59%	100%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	773	759	S	S	S	S	S	S	63%
Students with Disability	32	729	734	716	25%	13%	41%	13%	9%	22%	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	731	735	S	S	S	S	S	S	37%
PARCC MATH											
Schoolwide	148	754	753	740	3%	9%	19%	66%	4%	70%	39%
White	101	755	753	747	2%	7%	21%	68%	2%	70%	47%
African American	S	S	745	724	S	S	S	S	S	S	19%
Hispanic	18	740	744	729	6%	28%	22%	44%	N	44%	23%
Asian	16	767	762	763	N	N	6%	69%	25%	94%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	756	744	S	S	S	S	S	S	44%
Students with Disability	32	734	731	713	13%	31%	22%	31%	3%	34%	9%
English Language Learners	S	S	731	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	731	727	S	S	S	S	S	S	21%

 Did Not Yet Meet Expectations

 Partially Met Expectations

 Approached Expectations

 Met Expectations

 Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	156	776	776	753	3%	6%	5%	56%	30%	85%	55%
White	101	774	774	759	1%	7%	7%	60%	25%	85%	63%
African American	S	S	724	732	S	S	S	S	S	S	34%
Hispanic	13	780	774	740	8%	N	N	62%	31%	92%	43%
Asian	32	776	781	780	6%	9%	3%	47%	34%	81%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	788	756	S	S	S	S	S	S	59%
Students with Disability	13	741	737	715	23%	15%	15%	46%	N	46%	16%
English Language Learners	S	S	726	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	735	736	S	S	S	S	S	S	38%
**PARCC MATH											
Schoolwide	16	726	714	726	13%	38%	25%	25%	N	25%	26%
White	S	S	710	732	S	S	S	S	S	S	32%
African American	S	S	S	712	S	S	S	S	S	S	14%
Hispanic	S	S	737	721	S	S	S	S	S	S	20%
Asian	S	S	S	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	710	704	S	S	S	S	S	S	8%
English Language Learners	S	S	S	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	S	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



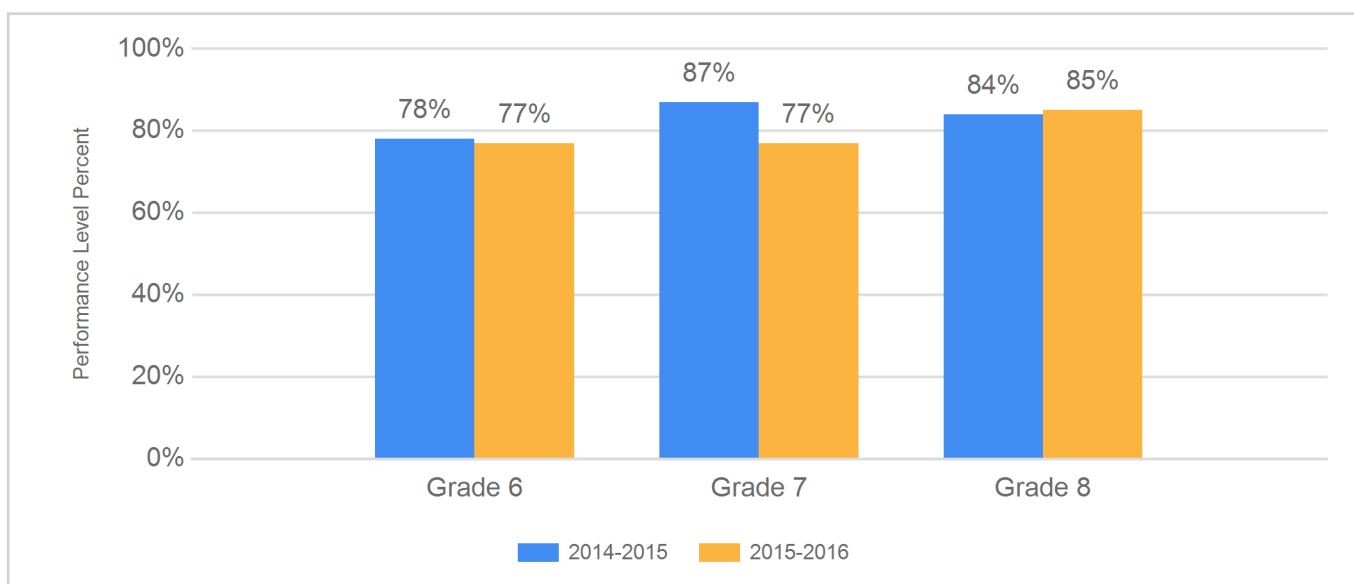
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	155	773	772	769	1%	2%	11%	77%	10%	87%	41%
White	104	770	769	772	1%	3%	14%	77%	6%	83%	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	S	S	767	746	S	S	S	S	S	S	25%
Asian	27	776	782	789	N	N	7%	74%	19%	93%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	779	776	S	S	S	S	S	S	47%
Students with Disability	S	S	757	738	S	S	S	S	S	S	10%
English Language Learners	S	S	784	723	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	759	746	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	22	772	769	776	N	N	5%	77%	18%	96%	27%
White	S	S	764	772	S	S	S	S	S	S	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	S	S	766	761	S	S	S	S	S	S	13%
Asian	S	S	774	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	S	S	766	778	S	S	S	S	S	S	29%
Students with Disability	N	N	N	771	N	N	N	N	N	N	5%
English Language Learners	S	S	772	770	S	S	S	S	S	S	6%
Economically Disadvantaged Students	N	N	N	759	N	N	N	N	N	N	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



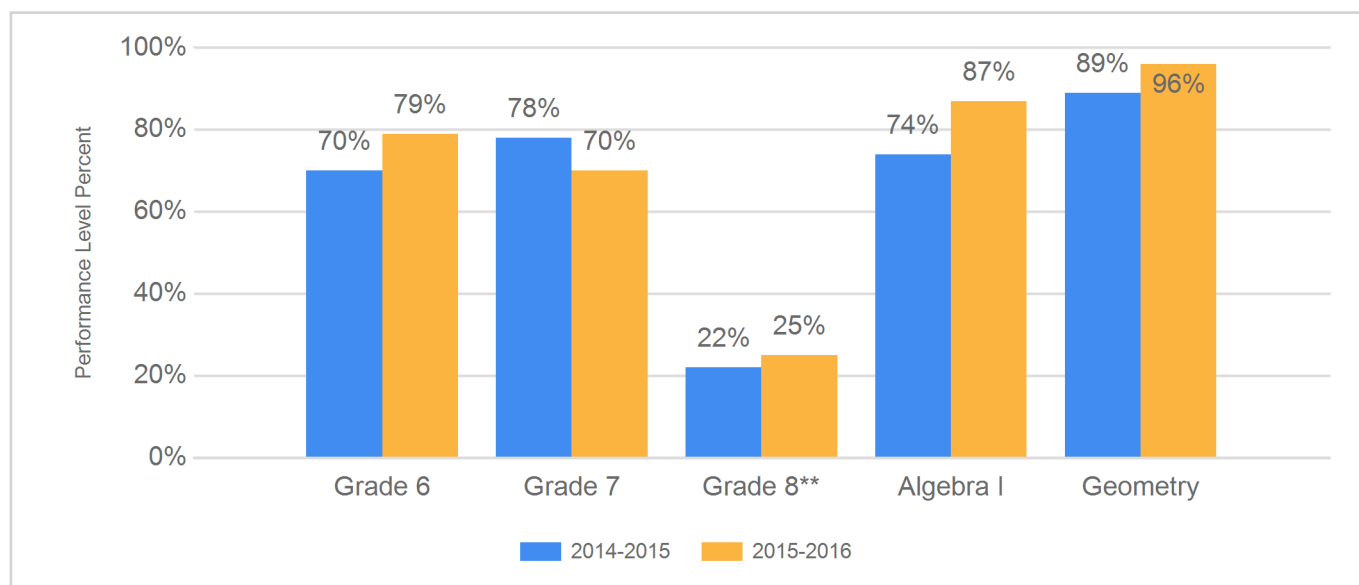
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

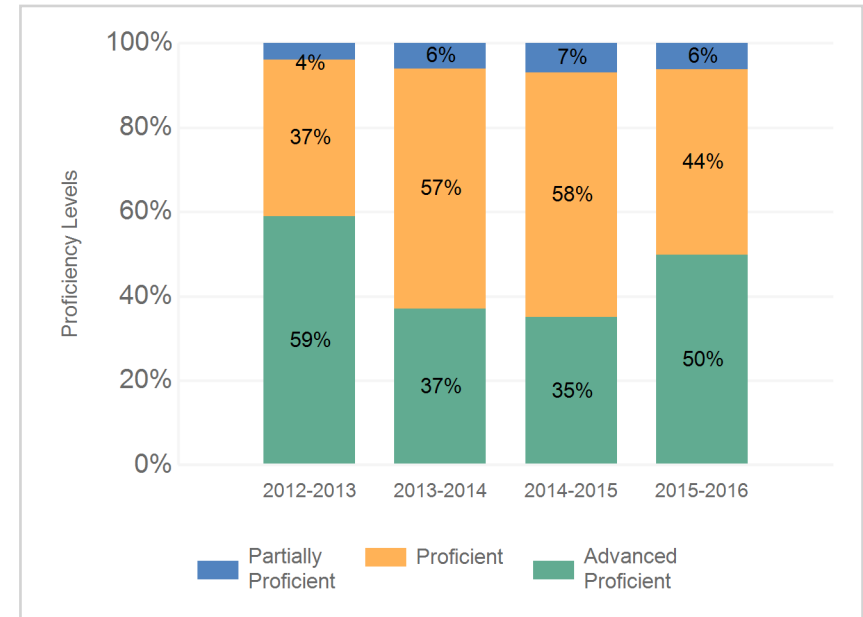
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	50%	44%	6%
White	50%	46%	5%
African American	S	S	S
Hispanic	43%	48%	10%
American Indian	N	N	N
Asian	49%	43%	9%
Two or More Races	S	S	S
Students with Disability	32%	41%	27%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	32	45	50
Student Growth on Math	49	53	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	0%
Partially Met (L2)	2%	1%	1%
Approached (L3)	11%	2%	0%
Met (L4)	27%	14%	6%
Exceeded (L5)	9%	12%	12%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	0%	0%
Partially Met (L2)	4%	2%	0%
Approached (L3)	9%	6%	2%
Met (L4)	19%	23%	19%
Exceeded (L5)	1%	4%	9%



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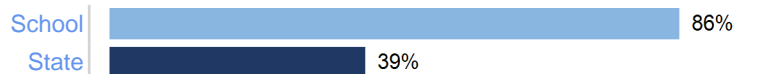
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



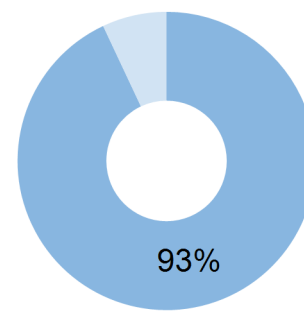
DANCE



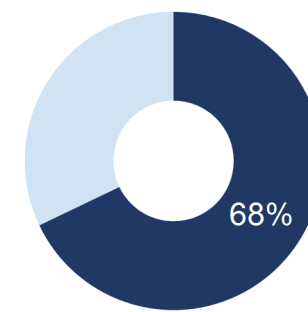
VISUAL ARTS



Any Visual and Performing Arts



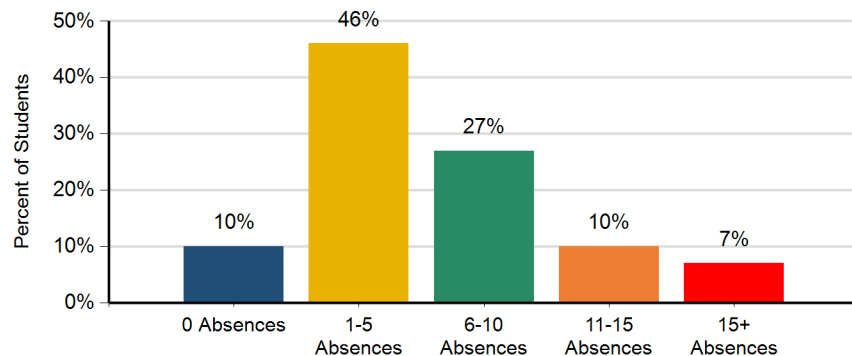
School



State

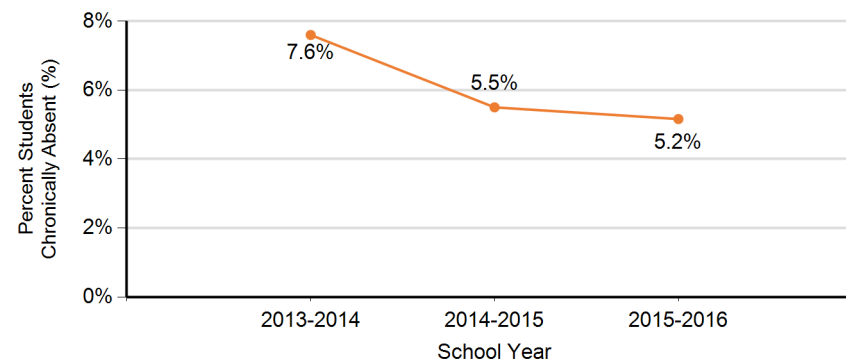
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 06-08

03-4390-070
BERGEN
RIDGEWOOD VILLAGE
George Washington Middle School
155 WASHINGTON PL
RIDGEWOOD, NJ 07451

Length of School Day

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

	School
2015-16	6 Hrs. 53 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 42 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	11:1
Administrator	226:1

Student Suspension Rate

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

	School
2015-16	1.3%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	100%



State of New Jersey
2015-2016

03-4390-080
BERGEN
RIDGEWOOD VILLAGE
Glen School
865 EAST GLEN AVENUE
RIDGEWOOD, NJ 07451

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

03-4390-080
BERGEN
RIDGEWOOD VILLAGE
Glen School
865 EAST GLEN AVENUE
RIDGEWOOD, NJ 07451

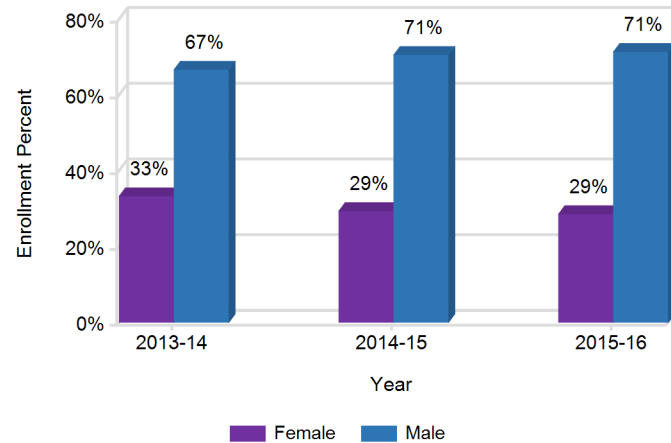
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	0	0	0
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	36	34	42
Total	36	34	42

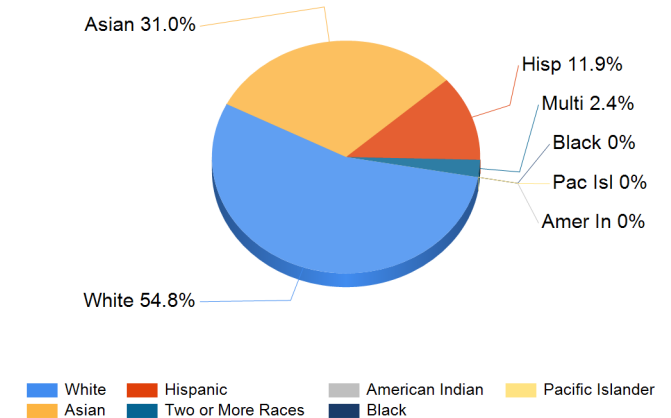
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



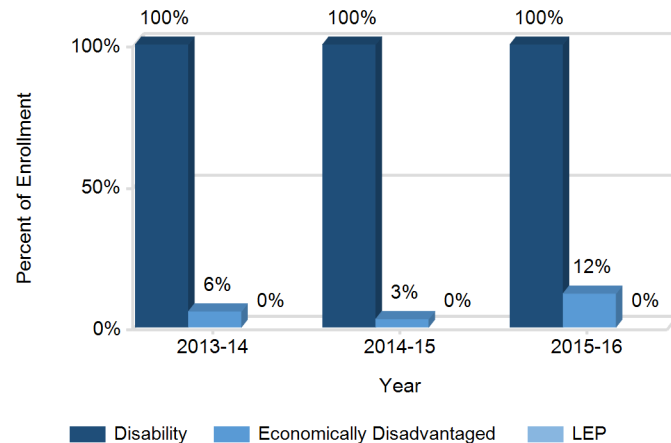
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	78.6%
Korean	7.1%
Spanish	7.1%
Russian	2.4%
Telugu	2.4%
Other	2.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

03-4390-080
BERGEN
RIDGEWOOD VILLAGE
Glen School
865 EAST GLEN AVENUE
RIDGEWOOD, NJ 07451

Length of School Day

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

	School
2015-16	5 Hrs. 5 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	4 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	5:1
Administrator	42:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	99%



State of New Jersey
2015-2016

Grade Span KH-05

03-4390-085

BERGEN

RIDGEWOOD VILLAGE

Hawes Elementary School

531 STEVENS AVENUE

RIDGEWOOD, NJ 07451

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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.
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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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

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If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KH-05

03-4390-085

BERGEN

RIDGEWOOD VILLAGE

Hawes Elementary School

531 STEVENS AVENUE

RIDGEWOOD, NJ 07451

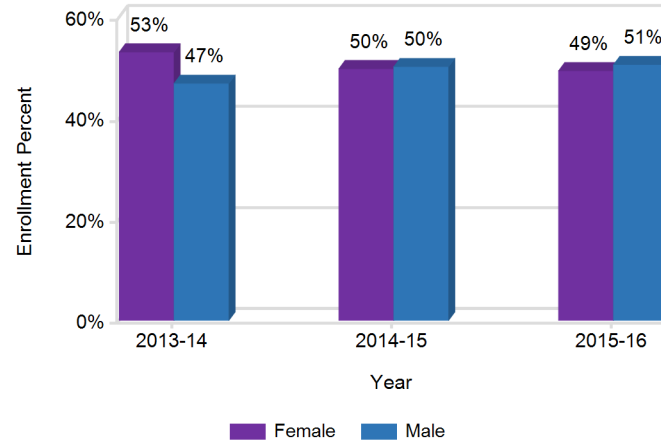
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	54	53	57
Grade 01	61	67	59
Grade 02	70	63	69
Grade 03	59	71	64
Grade 04	70	57	73
Grade 05	69	71	63
UG	26	30	24
Total	409	412	409

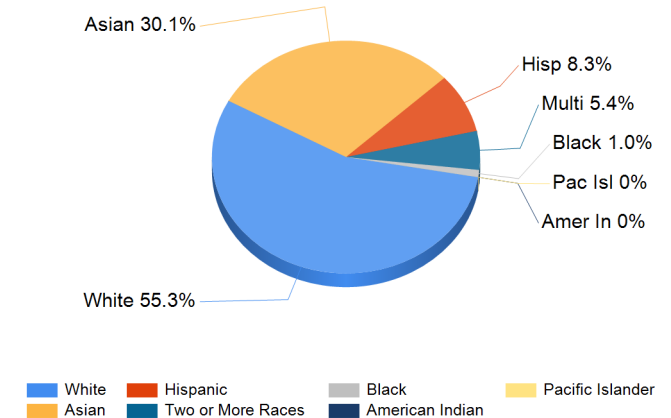
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



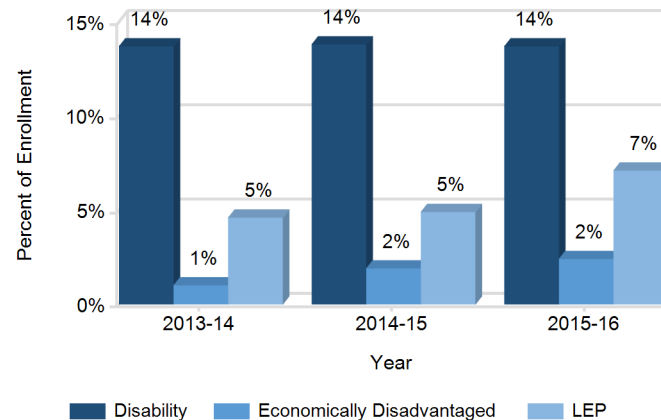
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	85.3%
Korean	7.3%
Russian	2.0%
Japanese	1.7%
Chinese	1.5%
Other	2.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span KH-05

03-4390-085

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RIDGEWOOD VILLAGE

Hawes Elementary School

531 STEVENS AVENUE

RIDGEWOOD, NJ 07451

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	89%	100	99
Mathematics Met or Exceeded Expectations	82%	50	98

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	191	89%	99	98%	✓	191	82%	98	97%	✓
White	96	89%	94	95%	✓	96	81%	92	95%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	65	89%	72	100%	✓	65	83%	65	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



State of New Jersey
2015-2016

Grade Span KH-05

03-4390-085

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RIDGEWOOD VILLAGE

Hawes Elementary School

531 STEVENS AVENUE

RIDGEWOOD, NJ 07451

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	792	777	746	3%	2%	6%	55%	35%	89%	48%
White	32	790	775	756	3%	3%	6%	56%	31%	88%	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	S	S	765	730	S	S	S	S	S	S	31%
Asian	25	796	794	772	4%	N	4%	48%	44%	92%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	783	753	S	S	S	S	S	S	55%
Students with Disability	S	S	742	718	S	S	S	S	S	S	22%
English Language Learners	S	S	758	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	28%
PARCC MATH											
Schoolwide	67	777	779	749	N	3%	13%	55%	28%	84%	52%
White	33	776	778	757	N	3%	15%	55%	27%	82%	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	S	S	767	736	S	S	S	S	S	S	35%
Asian	25	782	789	777	N	4%	12%	44%	40%	84%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	784	754	S	S	S	S	S	S	57%
Students with Disability	S	S	752	727	S	S	S	S	S	S	28%
English Language Learners	S	S	763	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

03-4390-085

BERGEN

RIDGEWOOD VILLAGE

Hawes Elementary School

531 STEVENS AVENUE

RIDGEWOOD, NJ 07451

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	70	780	781	750	N	N	13%	50%	37%	87%	54%
White	35	784	781	759	N	N	9%	49%	43%	91%	64%
African American	S	S	749	733	S	S	S	S	S	S	33%
Hispanic	S	S	765	737	S	S	S	S	S	S	37%
Asian	19	775	786	773	N	N	16%	58%	26%	84%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	785	756	S	S	S	S	S	S	62%
Students with Disability	S	S	749	723	S	S	S	S	S	S	22%
English Language Learners	S	S	747	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	759	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	71	774	773	745	N	3%	14%	65%	18%	83%	47%
White	36	775	772	752	N	3%	8%	75%	14%	89%	57%
African American	S	S	755	727	S	S	S	S	S	S	24%
Hispanic	S	S	752	733	S	S	S	S	S	S	30%
Asian	19	779	783	771	N	N	16%	58%	26%	84%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	779	750	S	S	S	S	S	S	54%
Students with Disability	S	S	749	724	S	S	S	S	S	S	22%
English Language Learners	S	S	756	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	750	730	S	S	S	S	S	S	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

03-4390-085

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RIDGEWOOD VILLAGE

Hawes Elementary School

531 STEVENS AVENUE

RIDGEWOOD, NJ 07451

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	63	784	782	751	3%	2%	3%	65%	27%	92%	53%
White	31	777	781	758	3%	3%	3%	71%	19%	90%	64%
African American	S	S	722	733	S	S	S	S	S	S	32%
Hispanic	S	S	765	738	S	S	S	S	S	S	37%
Asian	24	791	790	773	4%	N	N	54%	42%	96%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	791	759	S	S	S	S	S	S	63%
Students with Disability	S	S	747	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	731	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	63	777	773	747	2%	3%	13%	48%	35%	83%	47%
White	31	767	769	753	N	7%	19%	58%	16%	74%	57%
African American	S	S	720	728	S	S	S	S	S	S	24%
Hispanic	S	S	757	735	S	S	S	S	S	S	31%
Asian	24	790	791	774	4%	N	4%	38%	54%	92%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	785	754	S	S	S	S	S	S	56%
Students with Disability	S	S	746	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	736	732	S	S	S	S	S	S	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

03-4390-085

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RIDGEWOOD VILLAGE

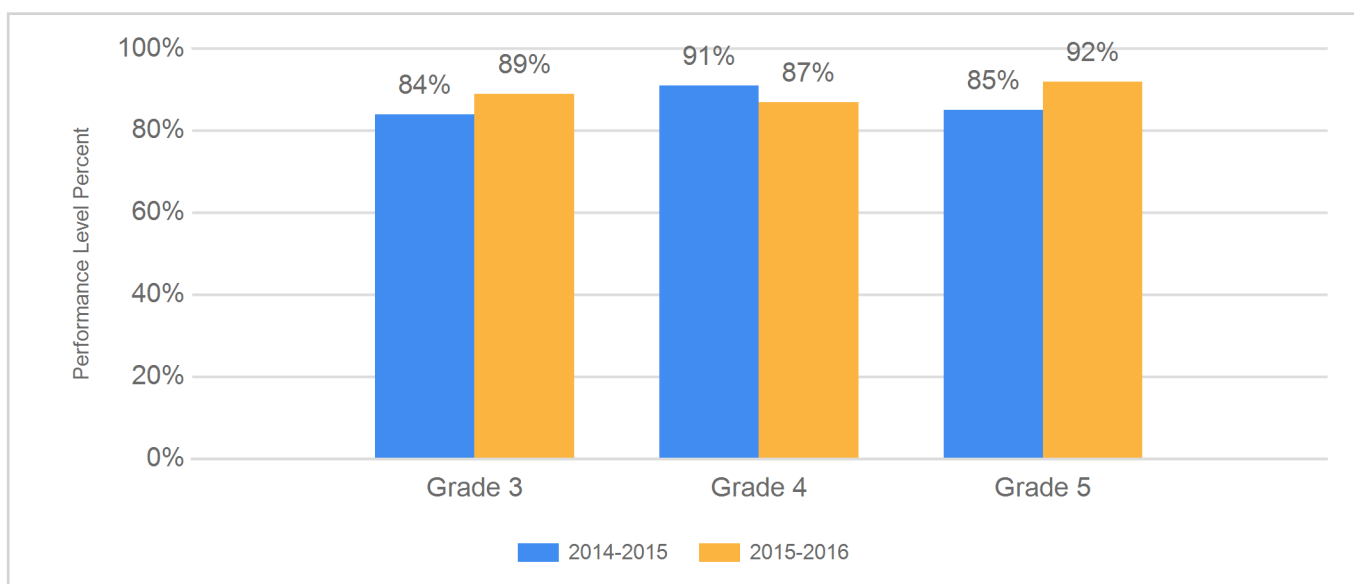
Hawes Elementary School

531 STEVENS AVENUE

RIDGEWOOD, NJ 07451

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KH-05

03-4390-085

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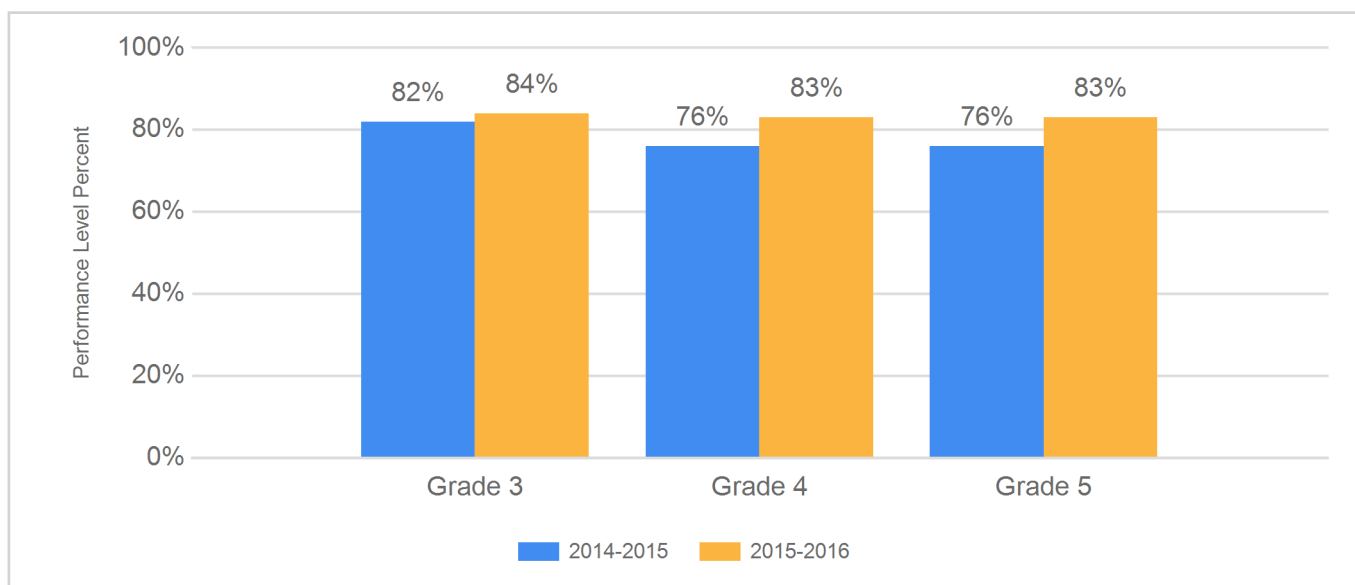
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RIDGEWOOD, NJ 07451

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KH-05

03-4390-085

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Hawes Elementary School

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

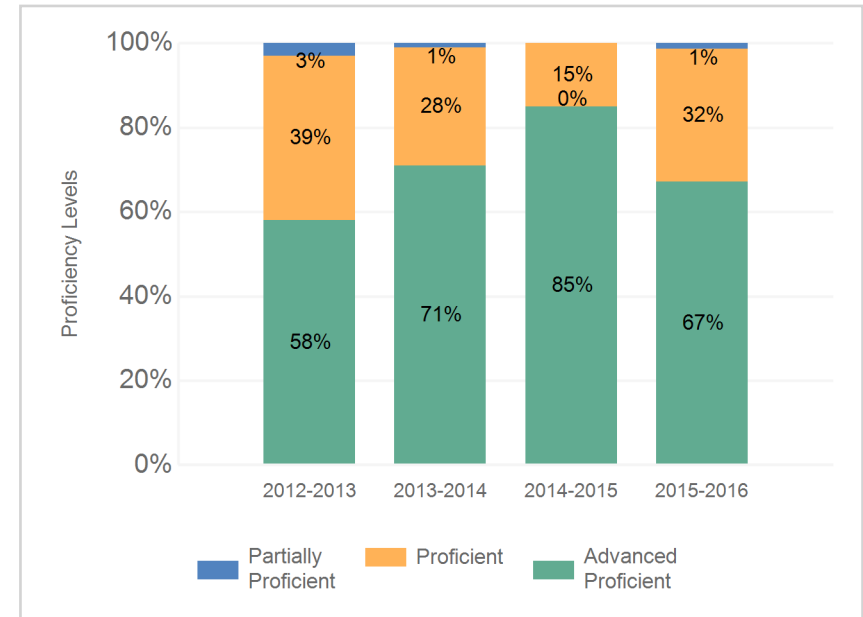
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	67%	32%	1%
White	70%	30%	N
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	70%	30%	N
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KH-05

03-4390-085

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KH-05

03-4390-085

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Hawes Elementary School

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	58	45	50
Student Growth on Math	64	53	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	1%	0%	0%
Approached (L3)	3%	3%	2%
Met (L4)	20%	19%	19%
Exceeded (L5)	2%	10%	21%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	2%	2%	0%
Approached (L3)	6%	6%	1%
Met (L4)	10%	18%	29%
Exceeded (L5)	0%	6%	21%



State of New Jersey
2015-2016

Grade Span KH-05

03-4390-085

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RIDGEWOOD VILLAGE

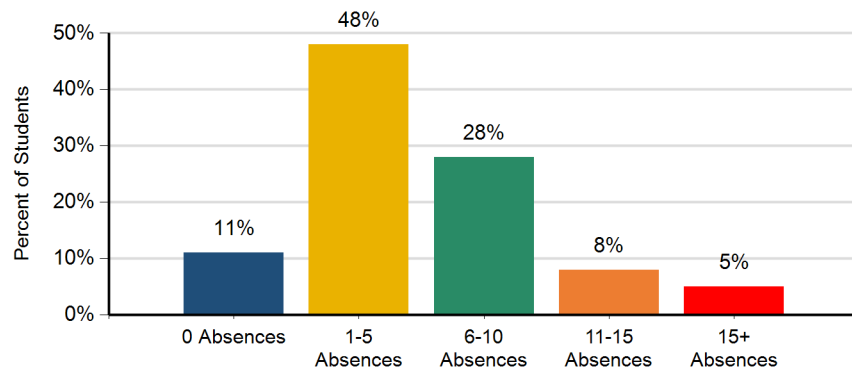
Hawes Elementary School

531 STEVENS AVENUE

RIDGEWOOD, NJ 07451

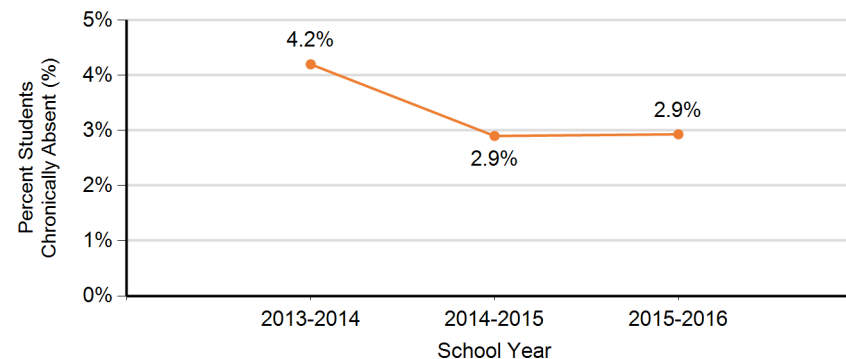
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





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Hawes Elementary School

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Length of School Day

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

	School
2015-16	6 Hrs. 15 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	14:1
Administrator	409:1

Student Suspension Rate

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

	School
2015-16	0.2%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	100%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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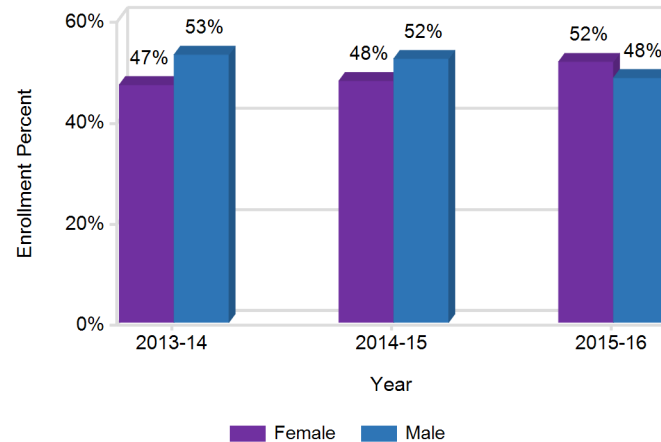
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	40	42	48
Grade 01	58	47	43
Grade 02	50	61	47
Grade 03	53	46	59
Grade 04	62	54	49
Grade 05	54	61	57
UG	0	1	1
Total	317	312	304

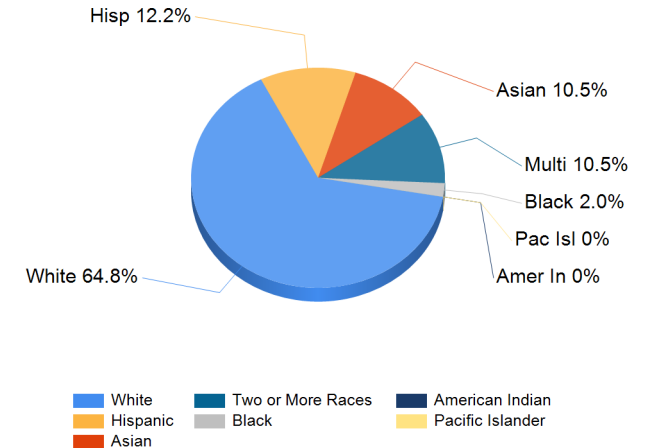
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



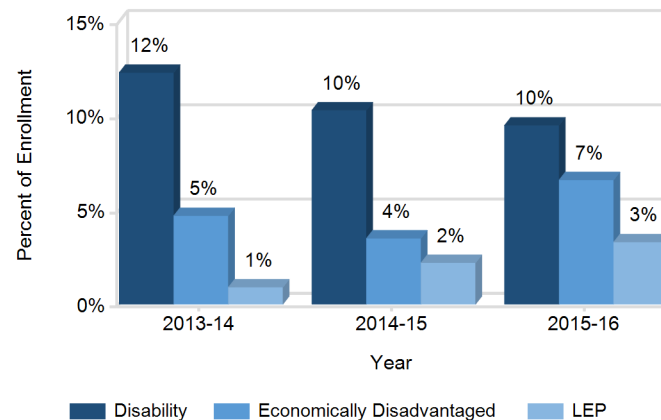
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	91.4%
Spanish	3.9%
Korean	2.3%
Chinese	0.7%
Swedish	0.7%
Other	0.6%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	84%	75	98
Mathematics Met or Exceeded Expectations	85%	63	98

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	161	84%	98	97%	✓	156	85%	98	95%	✓
White	104	90%	94	96%	✓	102	90%	95	96%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	60	774	777	746	8%	5%	7%	65%	15%	80%	48%
White	40	776	775	756	8%	3%	8%	70%	13%	83%	58%
African American	S	S	719	727	S	S	S	S	S	S	30%
Hispanic	S	S	765	730	S	S	S	S	S	S	31%
Asian	S	S	794	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	783	753	S	S	S	S	S	S	55%
Students with Disability	S	S	742	718	S	S	S	S	S	S	22%
English Language Learners	S	S	758	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	705	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	58	778	779	749	N	9%	10%	41%	40%	81%	52%
White	39	779	778	757	N	8%	8%	49%	36%	85%	63%
African American	S	S	741	730	S	S	S	S	S	S	31%
Hispanic	S	S	767	736	S	S	S	S	S	S	35%
Asian	S	S	789	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	784	754	S	S	S	S	S	S	57%
Students with Disability	S	S	752	727	S	S	S	S	S	S	28%
English Language Learners	S	S	763	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	713	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	50	785	781	750	4%	2%	6%	36%	52%	88%	54%
White	24	796	781	759	N	N	8%	29%	63%	92%	64%
African American	S	S	749	733	S	S	S	S	S	S	33%
Hispanic	S	S	765	737	S	S	S	S	S	S	37%
Asian	S	S	786	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	785	756	S	S	S	S	S	S	62%
Students with Disability	S	S	749	723	S	S	S	S	S	S	22%
English Language Learners	S	S	747	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	759	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	47	775	773	745	4%	2%	4%	68%	21%	89%	47%
White	23	786	772	752	N	N	4%	65%	30%	96%	57%
African American	S	S	755	727	S	S	S	S	S	S	24%
Hispanic	S	S	752	733	S	S	S	S	S	S	30%
Asian	S	S	783	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	779	750	S	S	S	S	S	S	54%
Students with Disability	S	S	749	724	S	S	S	S	S	S	22%
English Language Learners	S	S	756	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	750	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	59	785	782	751	2%	2%	7%	51%	39%	90%	53%
White	43	787	781	758	N	N	5%	58%	37%	95%	64%
African American	S	S	722	733	S	S	S	S	S	S	32%
Hispanic	S	S	765	738	S	S	S	S	S	S	37%
Asian	S	S	790	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	791	759	S	S	S	S	S	S	63%
Students with Disability	S	S	747	723	S	S	S	S	S	S	20%
English Language Learners	S	S	719	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	731	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	59	774	773	747	2%	5%	10%	42%	41%	83%	47%
White	43	778	769	753	N	2%	7%	51%	40%	91%	57%
African American	S	S	720	728	S	S	S	S	S	S	24%
Hispanic	S	S	757	735	S	S	S	S	S	S	31%
Asian	S	S	791	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	785	754	S	S	S	S	S	S	56%
Students with Disability	S	S	746	725	S	S	S	S	S	S	19%
English Language Learners	S	S	751	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	736	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

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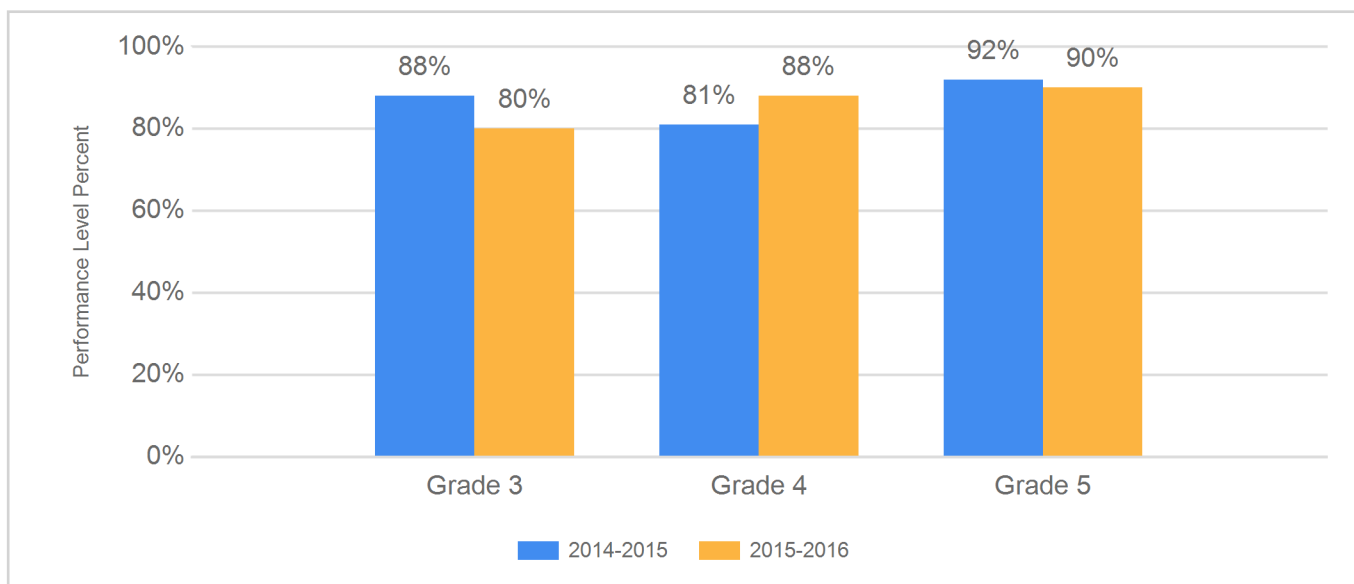
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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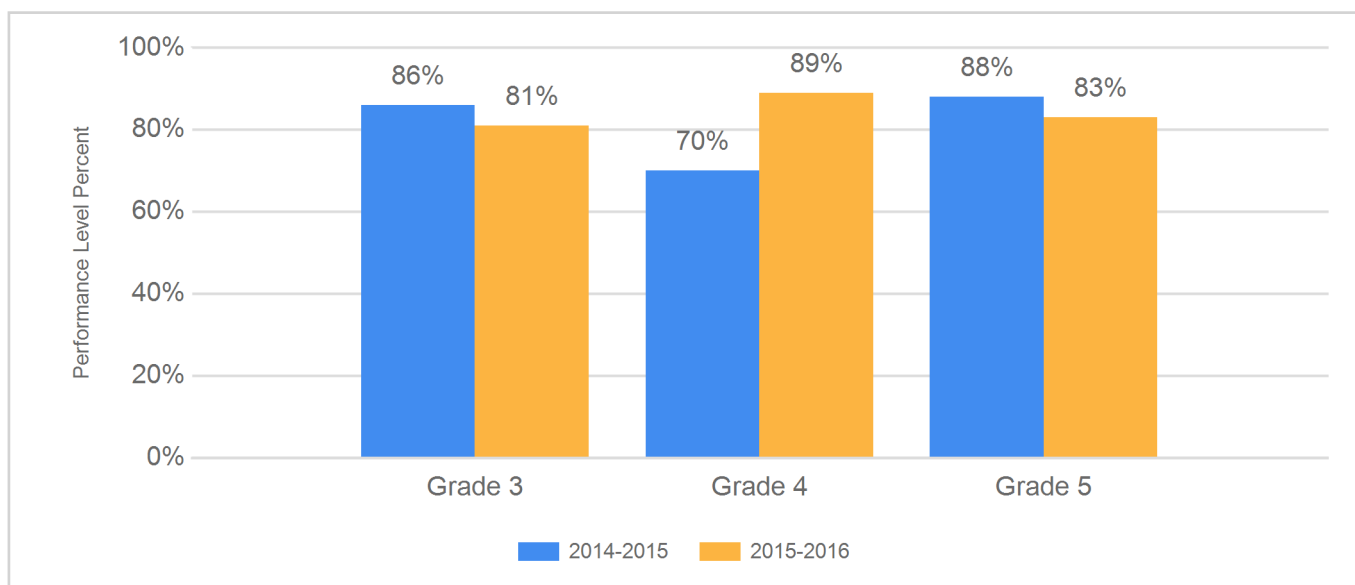
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

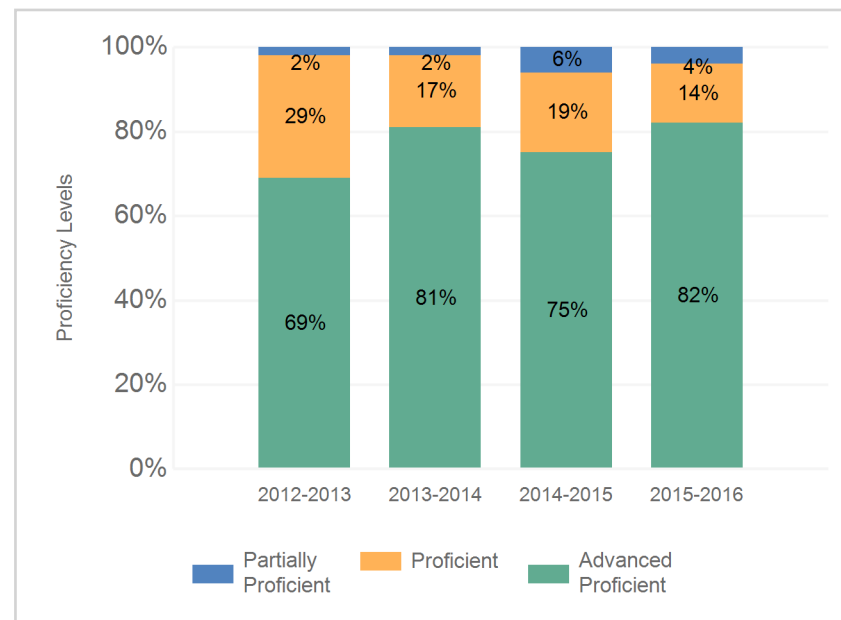
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	82%	14%	4%
White	92%	8%	N
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	80	45	50
Student Growth on Math	72	53	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	0%	0%	0%
Approached (L3)	2%	2%	1%
Met (L4)	13%	15%	19%
Exceeded (L5)	0%	6%	41%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	0%
Partially Met (L2)	0%	1%	0%
Approached (L3)	3%	1%	3%
Met (L4)	9%	20%	30%
Exceeded (L5)	1%	4%	26%



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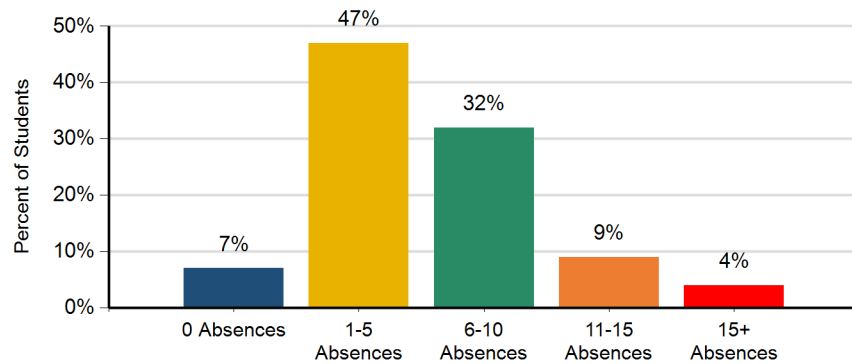
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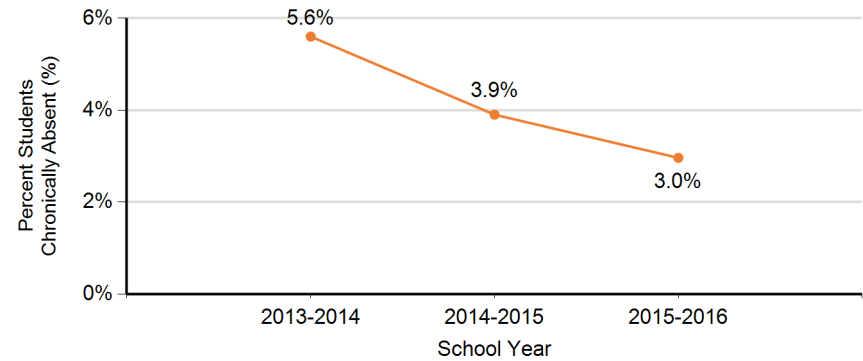
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Orchard Elementary School
230 DEMAREST ST
RIDGEWOOD, NJ 07451

Length of School Day

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

	School
2015-16	6 Hrs. 15 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	13:1
Administrator	304:1

Student Suspension Rate

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

	School
2015-16	0.7%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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Ridge Elementary School
325 WEST RIDGEWOOD AVE
RIDGEWOOD, NJ 07450-3624

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RIDGEWOOD VILLAGE

Ridge Elementary School

325 WEST RIDGEWOOD AVE

RIDGEWOOD, NJ 07450-3624

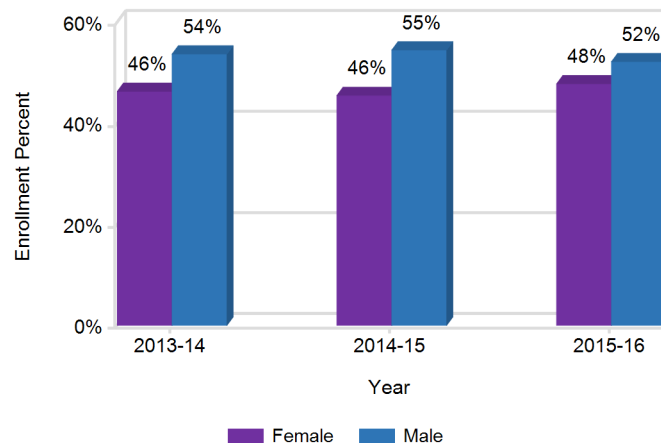
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	54	63	60
Grade 01	82	66	68
Grade 02	71	79	69
Grade 03	100	71	82
Grade 04	93	94	69
Grade 05	79	91	95
UG	18	19	15
Total	497	483	458

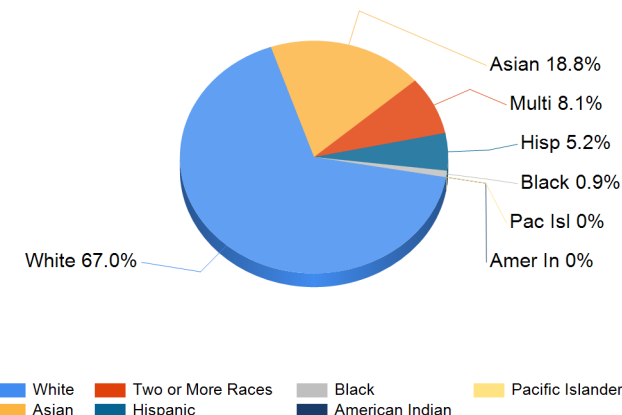
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



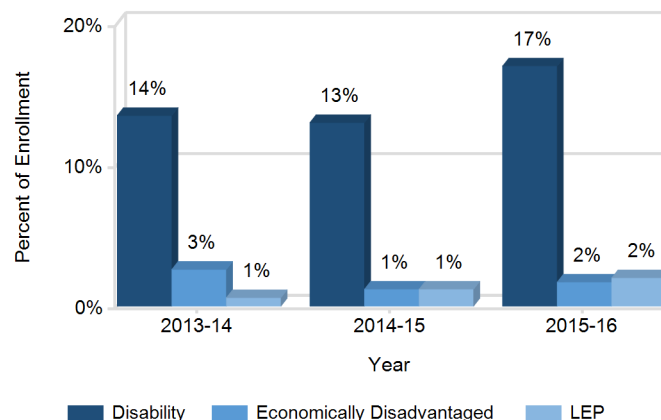
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	88.4%
Japanese	2.6%
Korean	2.4%
Chinese	1.3%
Russian	1.1%
Other	4.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span KH-05

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	83%	38	95
Mathematics Met or Exceeded Expectations	86%	88	99

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	231	83%	95	97%	✓	232	86%	99	97%	✓
White	161	85%	91	96%	✓	162	88%	94	97%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	43	77%	57	100%	✓	43	81%	66	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	38	45%	91	91%	X	38	50%	94	91%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	81	780	777	746	1%	3%	22%	48%	26%	74%	48%
White	59	784	775	756	2%	2%	17%	51%	29%	80%	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	S	S	765	730	S	S	S	S	S	S	31%
Asian	11	784	794	772	N	N	46%	18%	36%	55%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	783	753	S	S	S	S	S	S	55%
Students with Disability	S	S	742	718	S	S	S	S	S	S	22%
English Language Learners	S	S	758	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	28%
PARCC MATH											
Schoolwide	82	782	779	749	N	5%	2%	50%	43%	93%	52%
White	60	784	778	757	N	5%	2%	47%	47%	93%	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	S	S	767	736	S	S	S	S	S	S	35%
Asian	11	784	789	777	N	9%	N	46%	46%	91%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	784	754	S	S	S	S	S	S	57%
Students with Disability	S	S	752	727	S	S	S	S	S	S	28%
English Language Learners	S	S	763	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	778	781	750	2%	5%	9%	50%	35%	85%	54%
White	45	778	781	759	N	7%	11%	44%	38%	82%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	S	S	765	737	S	S	S	S	S	S	37%
Asian	15	779	786	773	7%	N	N	53%	40%	93%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	785	756	S	S	S	S	S	S	62%
Students with Disability	17	743	749	723	6%	18%	24%	53%	N	53%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	759	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	67	770	773	745	2%	3%	13%	69%	13%	82%	47%
White	46	771	772	752	N	4%	13%	72%	11%	83%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	S	S	752	733	S	S	S	S	S	S	30%
Asian	15	770	783	771	7%	N	20%	47%	27%	73%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	779	750	S	S	S	S	S	S	54%
Students with Disability	17	748	749	724	6%	12%	35%	47%	N	47%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	750	730	S	S	S	S	S	S	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	97	785	782	751	1%	4%	7%	47%	40%	88%	53%
White	64	786	781	758	N	N	11%	52%	38%	89%	64%
African American	S	S	722	733	S	S	S	S	S	S	32%
Hispanic	S	S	765	738	S	S	S	S	S	S	37%
Asian	21	790	790	773	N	10%	N	38%	52%	91%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	791	759	S	S	S	S	S	S	63%
Students with Disability	11	741	747	723	9%	18%	36%	27%	9%	36%	20%
English Language Learners	S	S	719	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	N	N	N	735	N	N	N	N	N	N	33%
PARCC MATH											
Schoolwide	97	771	773	747	N	6%	10%	53%	31%	84%	47%
White	64	768	769	753	N	3%	14%	63%	20%	83%	57%
African American	S	S	720	728	S	S	S	S	S	S	24%
Hispanic	S	S	757	735	S	S	S	S	S	S	31%
Asian	21	789	791	774	N	N	5%	29%	67%	95%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	785	754	S	S	S	S	S	S	56%
Students with Disability	11	739	746	725	N	36%	36%	9%	18%	27%	19%
English Language Learners	S	S	751	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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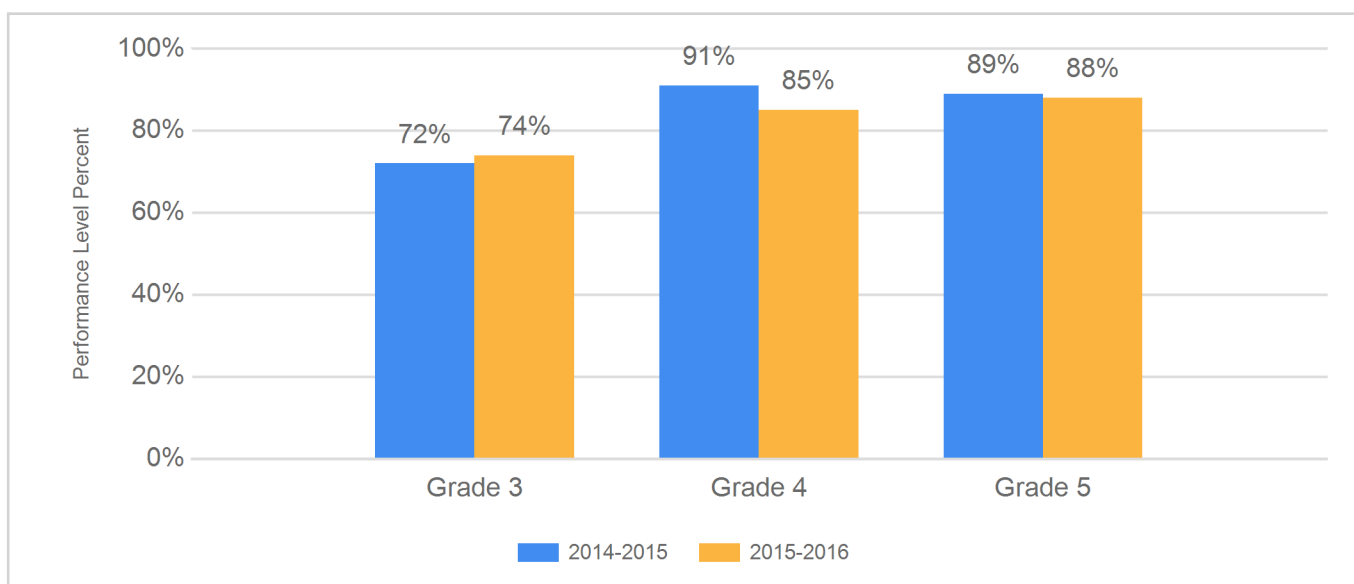
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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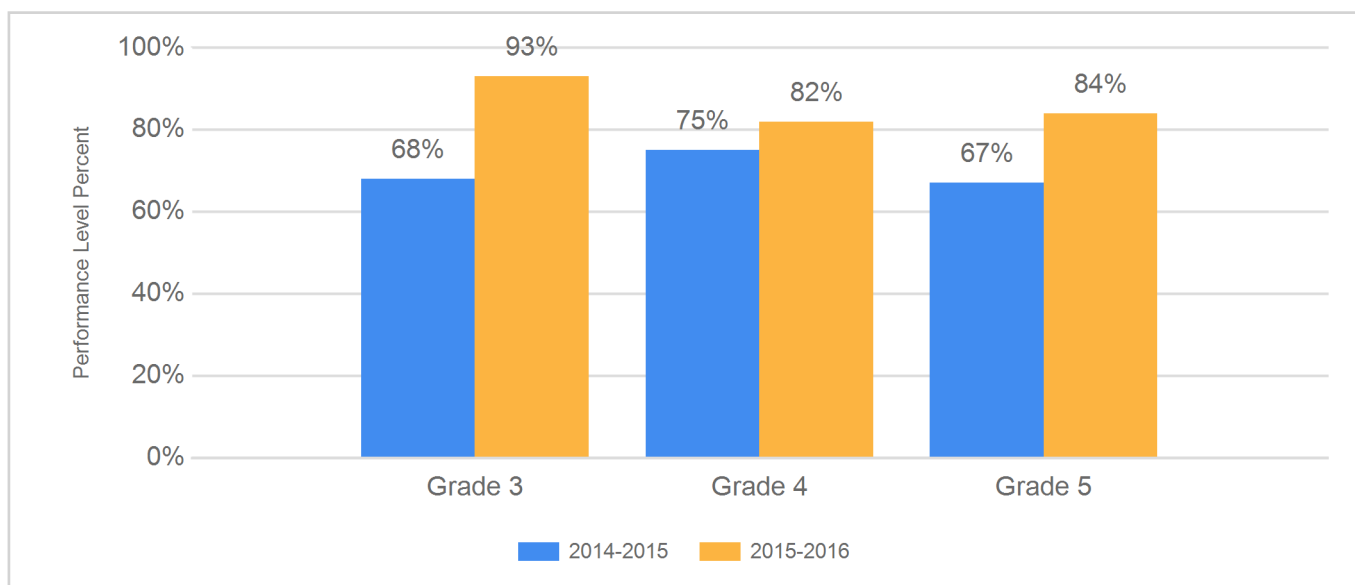
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

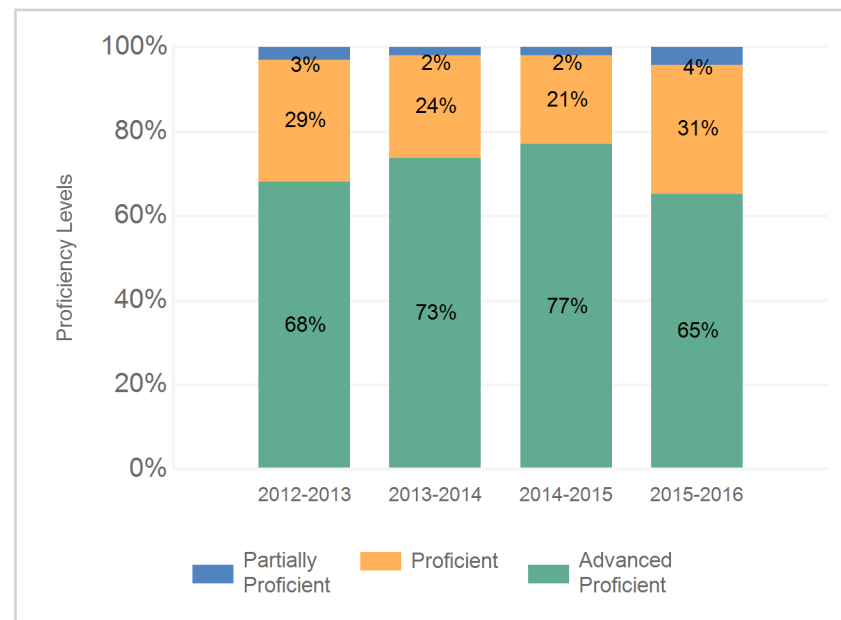
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	65%	31%	4%
White	67%	29%	4%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	65%	29%	6%
Two or More Races	S	S	S
Students with Disability	37%	47%	16%
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	63	45	50
Student Growth on Math	60	53	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	0%
Partially Met (L2)	2%	1%	0%
Approached (L3)	3%	4%	0%
Met (L4)	15%	18%	16%
Exceeded (L5)	1%	8%	31%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	2%	1%	1%
Approached (L3)	5%	5%	1%
Met (L4)	11%	22%	26%
Exceeded (L5)	3%	7%	15%



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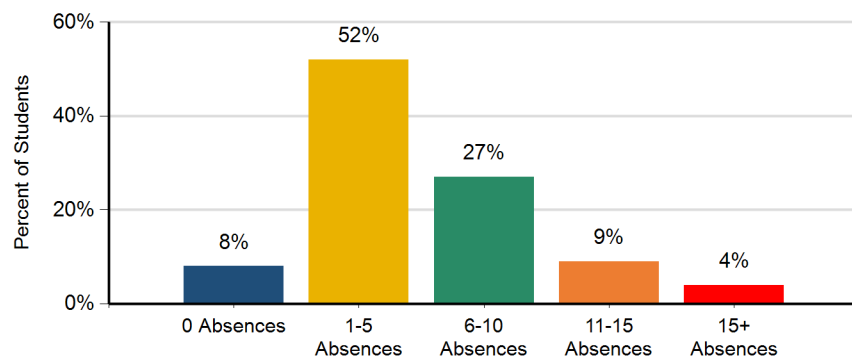
Ridge Elementary School

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RIDGEWOOD, NJ 07450-3624

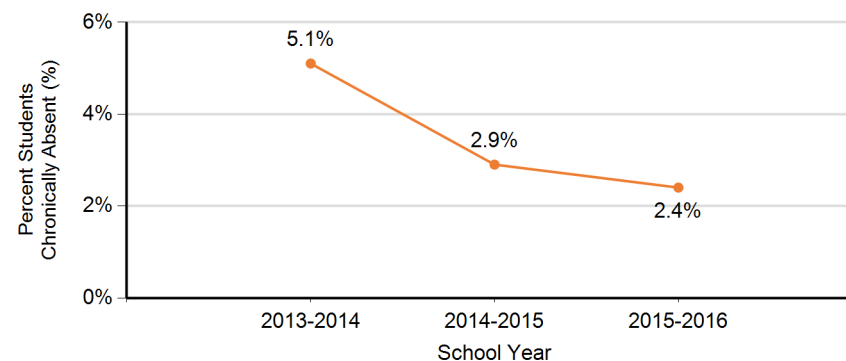
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





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Length of School Day

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

	School
2015-16	6 Hrs. 15 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	12:1
Administrator	458:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



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RIDGEWOOD VILLAGE

Ridgewood High School

627 EAST RIDGEWOOD AVE

RIDGEWOOD, NJ 07451

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
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RIDGEWOOD VILLAGE

Ridgewood High School

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RIDGEWOOD, NJ 07451

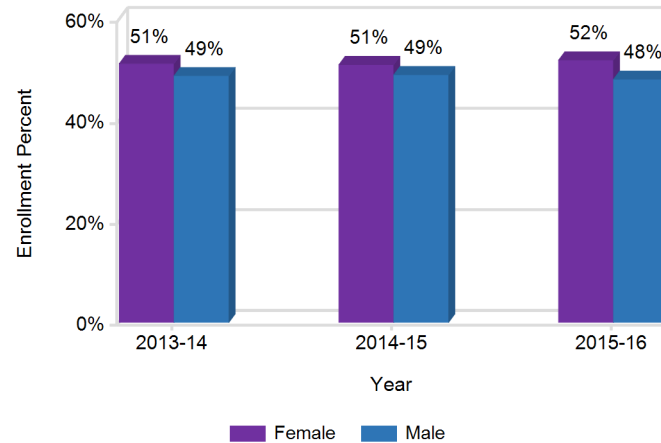
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	421	437	434
Grade 10	422	423	423
Grade 11	425	422	416
Grade 12	416	415	411
UG	19	17	14
Total	1703	1714	1698

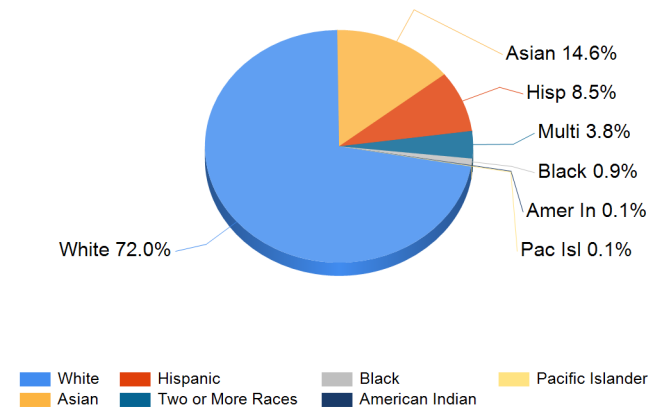
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



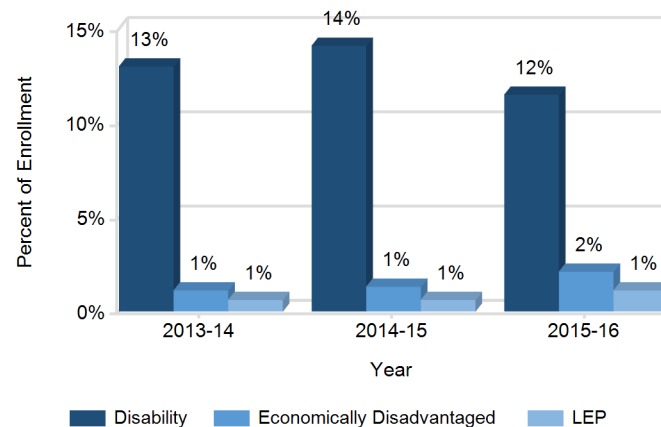
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	93.4%
Korean	4.2%
Spanish	0.8%
Japanese	0.5%
Chinese	0.3%
Other	1.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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RIDGEWOOD VILLAGE

Ridgewood High School

627 EAST RIDGEWOOD AVE

RIDGEWOOD, NJ 07451

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	72%	S	91
Mathematics Met or Exceeded Expectations	71%	S	99

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	304	72%	91	37%	X	282	71%	99	35%	X
White	198	75%	83	32%	X	186	74%	92	32%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	67	73%	59	58%	X	59	73%	79	54%	X
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	48	23%	87	39%	X	46	20%	96	40%	X
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



State of New Jersey
2015-2016

Grade Span 09-PG

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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	221	771	771	746	2%	7%	18%	39%	34%	73%	49%
White	147	773	773	754	1%	6%	18%	42%	33%	75%	58%
African American	S	S	S	729	S	S	S	S	S	S	30%
Hispanic	18	770	770	730	6%	6%	11%	44%	33%	78%	34%
Asian	47	767	767	774	4%	11%	17%	30%	38%	68%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	29	734	734	713	14%	21%	41%	24%	N	24%	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	S	S	S	729	S	S	S	S	S	S	31%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	95	773	773	740	10%	10%	12%	33%	37%	70%	44%
White	55	778	778	747	7%	9%	7%	38%	38%	76%	50%
African American	S	S	S	722	S	S	S	S	S	S	28%
Hispanic	S	S	S	726	S	S	S	S	S	S	33%
Asian	26	792	792	767	N	12%	4%	31%	54%	85%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	15	714	714	702	40%	20%	20%	20%	N	20%	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	S	S	S	723	S	S	S	S	S	S	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	40	731	731	736	20%	23%	23%	33%	3%	35%	40%
White	32	729	729	739	22%	22%	22%	31%	3%	34%	42%
African American	N	N	N	728	N	N	N	N	N	N	30%
Hispanic	S	S	S	732	S	S	S	S	S	S	37%
Asian	S	S	S	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	12	709	709	710	33%	42%	8%	17%	N	17%	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	S	S	S	730	S	S	S	S	S	S	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**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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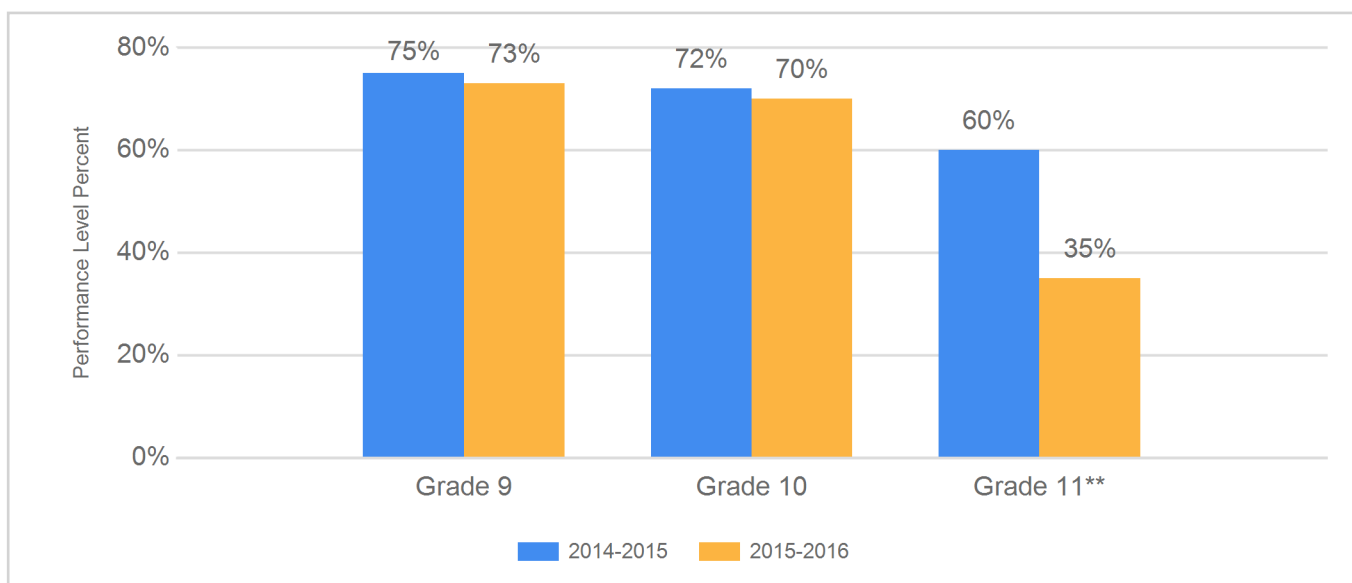
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two 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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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	73	750	750	727	7%	15%	23%	53%	1%	55%	41%
White	52	753	753	734	4%	15%	21%	58%	2%	60%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	S	S	S	720	S	S	S	S	S	S	25%
Asian	S	S	S	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	24	730	730	708	17%	38%	21%	21%	4%	25%	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	148	756	756	730	1%	11%	18%	60%	11%	70%	27%
White	100	757	757	736	1%	9%	17%	64%	9%	73%	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	14	748	748	720	N	21%	21%	50%	7%	57%	13%
Asian	28	757	757	750	N	14%	21%	46%	18%	64%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	18	727	727	709	6%	50%	28%	17%	N	17%	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District 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	83	772	772	722	6%	5%	10%	64%	16%	80%	27%
White	45	776	776	728	4%	2%	9%	69%	16%	84%	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	S	S	S	707	S	S	S	S	S	S	12%
Asian	31	772	772	754	3%	7%	10%	68%	13%	81%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	S	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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2015-2016

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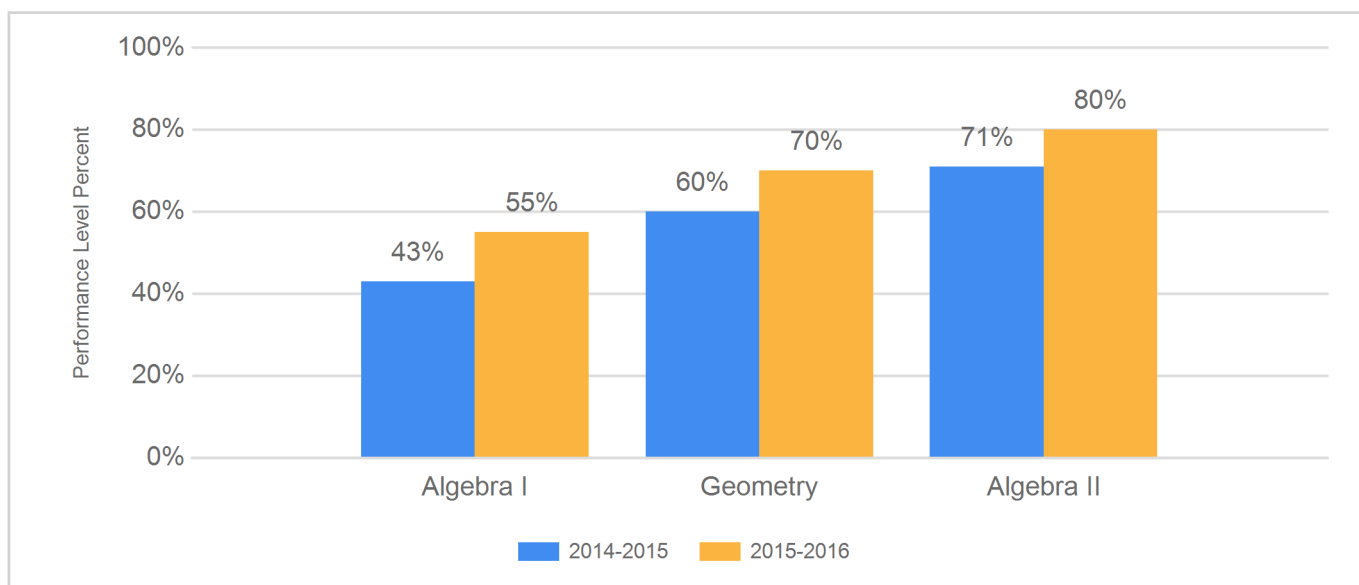
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

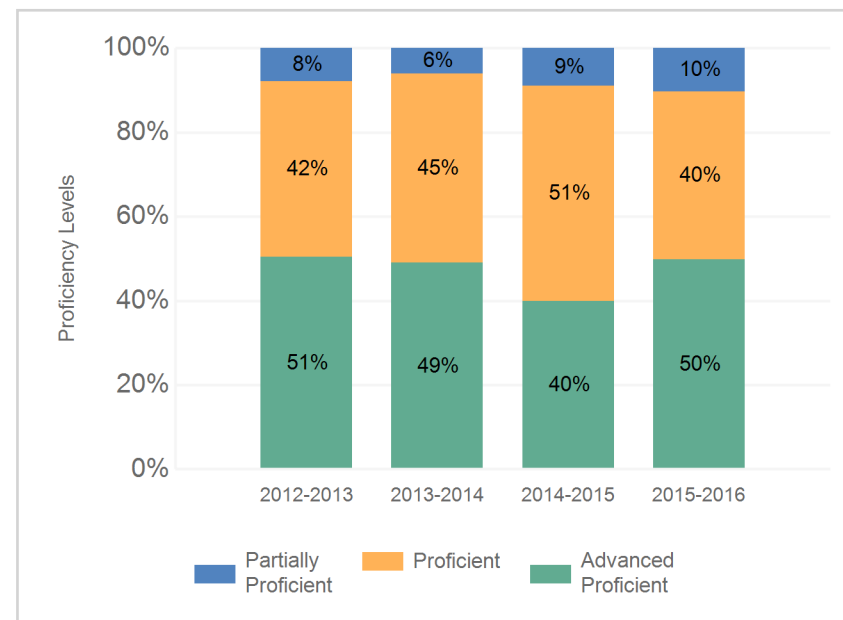
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	50%	40%	10%
White	49%	41%	11%
African American	S	S	S
Hispanic	40%	45%	16%
American Indian	N	N	N
Asian	62%	33%	5%
Two or More Races	53%	35%	12%
Students with Disability	5%	52%	43%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





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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.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	64.4%	95.5%
Percent of Students Participating in SAT	42.4%	58.0%
Percent of Students Participating in ACT	58.4%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	95%	71%
Math	530	88%	53%
ACT	-	-	-
Reading	22	79%	58%
English	18	92%	74%
Math	22	82%	61%
Science	23	70%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	1127	950
SAT	-	-
Reading and Writing	628	537
Math	634	538
ACT	-	-
Reading	27	23
English	26	22
Math	26	23
Science	25	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1230	1120	1020
SAT	-	-	-
Reading and Writing	690	640	570
Math	710	630	570
ACT	-	-	-
Reading	31	27	22
English	31	27	23
Math	29	27	23
Science	28	25	22

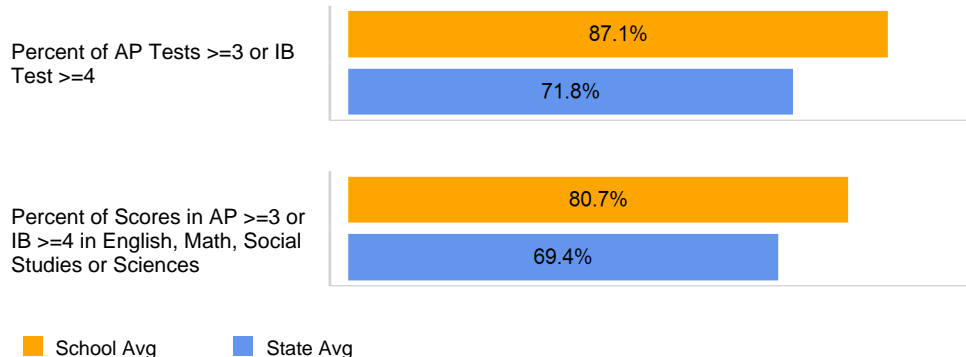


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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	52.1%	39.1%
One of More Test	48.6%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	32.6%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	22	16
AP Biology	36	32
AP Calculus AB	47	49
AP Calculus BC	0	18
AP Chemistry	40	35
AP Computer Science A	25	25
AP English Language and Composition	0	25
AP English Literature and Composition	86	56
AP European History	47	38
AP French Language	13	11
AP Italian Language and Culture	0	1
AP Latin (Virgil, Catullus and Horace)	23	19
AP Macroeconomics	92	86
AP Microeconomics	92	90
AP Music Theory	24	19
AP Physics 1	0	48
AP Physics 2	0	16
AP Physics B	50	0
AP Physics C	26	0
AP Physics C: Electricity and Magnetism	0	2
AP Physics C: Mechanics	0	1
AP Psychology	151	143
AP Spanish Language	17	16
AP Statistics	53	48
AP Studio Art—General Portfolio	0	2



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AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—Two-Dimensional	16	2
AP U.S. Government and Politics	66	63
AP U.S. History	35	42
Student AP Tests ≥ 3 and IB Tests ≥ 4		350



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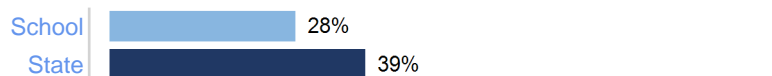
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



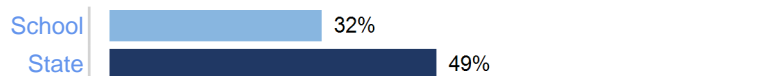
DRAMA



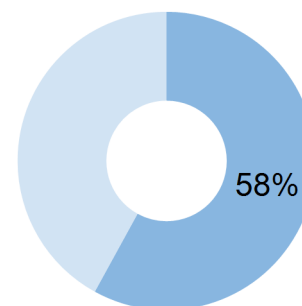
DANCE



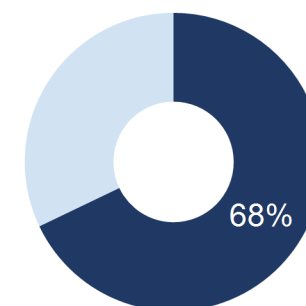
VISUAL ARTS



Any Visual and Performing Arts



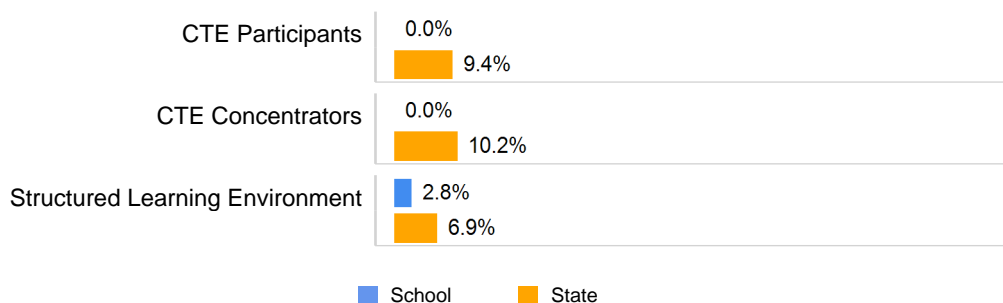
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State



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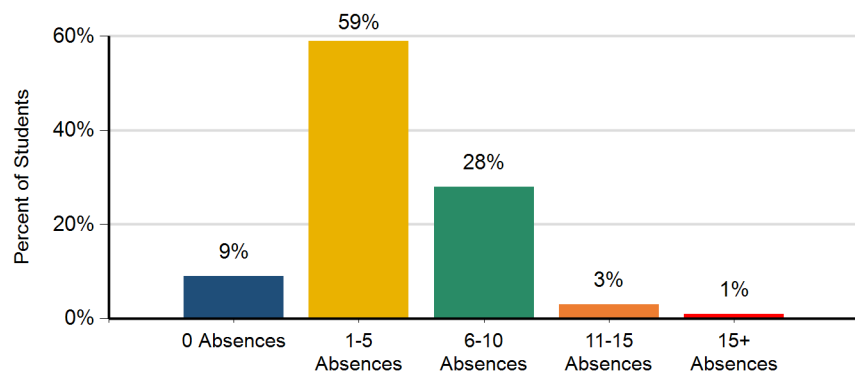
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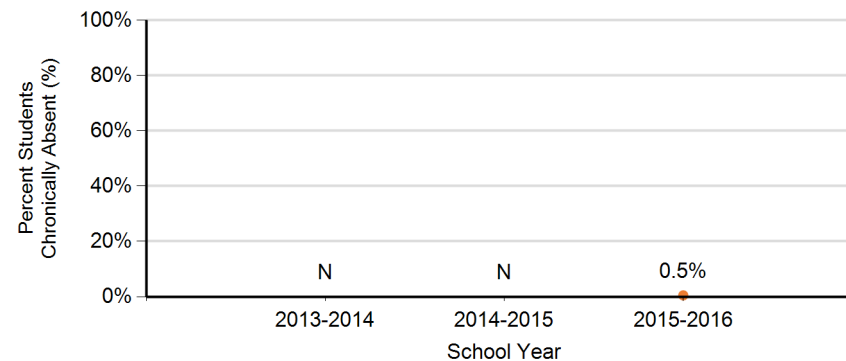
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	95.6%	71	81%
White	95.7%	55	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	93.5%	19	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	83.8%	55	
English Language Learners	S	S	
Economically Disadvantaged Students	S	S	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.4%	1.2%
White	0.3%	0.6%
African American	N	2.6%
Hispanic	0.7%	2.2%
American Indian	N	3.4%
Asian	0.4%	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	97%	99%
2014	98%	99%
2015	97%	99%
2016	96%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	88.5%	5.8%	94.2%
White	89.8%	5.1%	94.9%
African American	S	S	S
Hispanic	92.3%	11.1%	88.9%
American Indian	0.0%	0.0%	0.0%
Asian	82.1%	4.3%	95.7%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	83.9%	11.5%	88.5%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S



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RIDGEWOOD, NJ 07451

Length of School Day

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

	School
2015-16	7 Hrs. 5 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 0 Mins.
Shared Time	3 Hrs. 0 Mins.

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.

2015-16	School
Faculty	12:1
Administrator	170:1

Student Suspension Rate

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

	School
2015-16	2.3%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	99%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KH-05

03-4390-100

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RIDGEWOOD VILLAGE

Somerville Elementary School

45 SOUTH PLEASANT AVE

RIDGEWOOD, NJ 07451

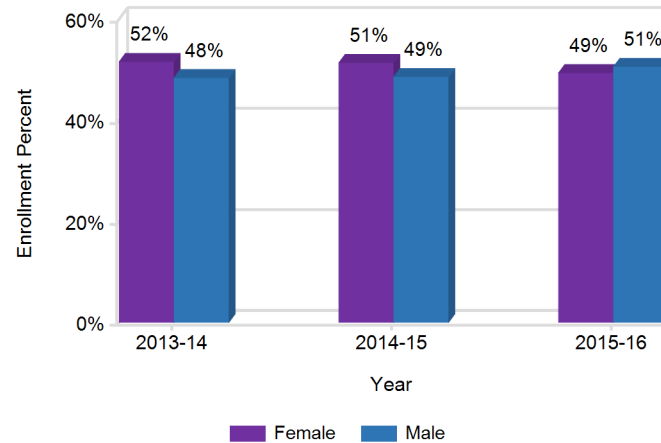
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	52	62	56
Grade 01	71	61	76
Grade 02	78	72	60
Grade 03	84	80	70
Grade 04	105	80	84
Grade 05	87	102	79
UG	0	0	0
Total	477	457	425

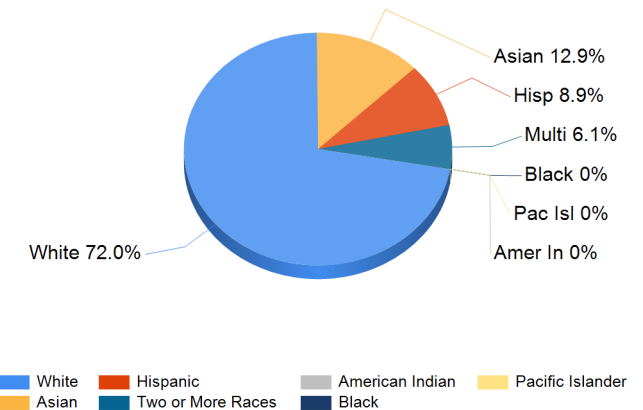
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



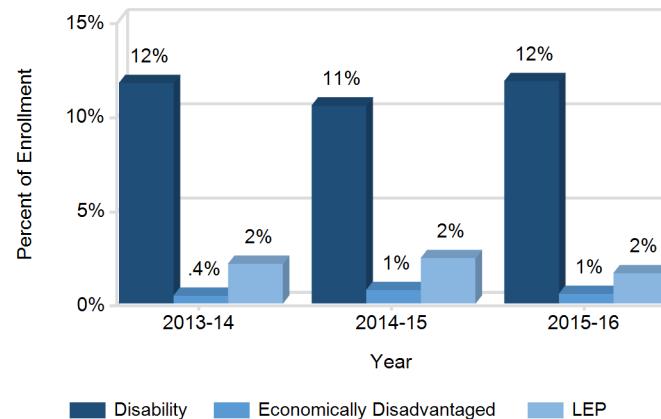
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	93.4%
Chinese	1.6%
Japanese	1.2%
Korean	1.2%
Russian	0.7%
Other	1.7%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	82%	50	95
Mathematics Met or Exceeded Expectations	84%	75	99

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	190	82%	95	85%	X	189	84%	99	85%	X
White	138	78%	85	83%	X	137	83%	93	82%	X
African American	N	N	N	N		N	N	N	N	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	63	766	777	746	2%	11%	19%	54%	14%	68%	48%
White	47	761	775	756	2%	15%	26%	43%	15%	57%	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	S	S	765	730	S	S	S	S	S	S	31%
Asian	S	S	794	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	783	753	S	S	S	S	S	S	55%
Students with Disability	S	S	742	718	S	S	S	S	S	S	22%
English Language Learners	S	S	758	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	28%
PARCC MATH											
Schoolwide	63	774	779	749	2%	2%	14%	59%	24%	83%	52%
White	47	772	778	757	2%	2%	17%	53%	26%	79%	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	S	S	767	736	S	S	S	S	S	S	35%
Asian	S	S	789	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	784	754	S	S	S	S	S	S	57%
Students with Disability	S	S	752	727	S	S	S	S	S	S	28%
English Language Learners	S	S	763	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	74	786	781	750	N	5%	7%	41%	47%	88%	54%
White	50	784	781	759	N	6%	8%	40%	46%	86%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	S	S	765	737	S	S	S	S	S	S	37%
Asian	S	S	786	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	785	756	S	S	S	S	S	S	62%
Students with Disability	S	S	749	723	S	S	S	S	S	S	22%
English Language Learners	S	S	747	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	759	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	74	772	773	745	1%	4%	12%	66%	16%	82%	47%
White	50	770	772	752	2%	2%	12%	74%	10%	84%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	S	S	S	733	S	S	S	S	S	S	30%
Asian	S	S	783	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	779	750	S	S	S	S	S	S	54%
Students with Disability	S	S	749	724	S	S	S	S	S	S	22%
English Language Learners	S	S	756	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	750	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	65	779	782	751	N	N	9%	74%	17%	91%	53%
White	46	777	781	758	N	N	9%	80%	11%	91%	64%
African American	N	N	N	733	N	N	N	N	N	N	32%
Hispanic	S	S	765	738	S	S	S	S	S	S	37%
Asian	11	784	790	773	N	N	9%	64%	27%	91%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	791	759	S	S	S	S	S	S	63%
Students with Disability	S	S	747	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	N	N	N	735	N	N	N	N	N	N	33%
PARCC MATH											
Schoolwide	65	775	773	747	N	2%	9%	59%	31%	89%	47%
White	46	769	769	753	N	2%	13%	63%	22%	85%	57%
African American	N	N	N	728	N	N	N	N	N	N	24%
Hispanic	S	S	757	735	S	S	S	S	S	S	31%
Asian	11	793	791	774	N	N	N	55%	46%	100%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	785	754	S	S	S	S	S	S	56%
Students with Disability	S	S	746	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

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Exceeded Expectations



State of New Jersey
2015-2016

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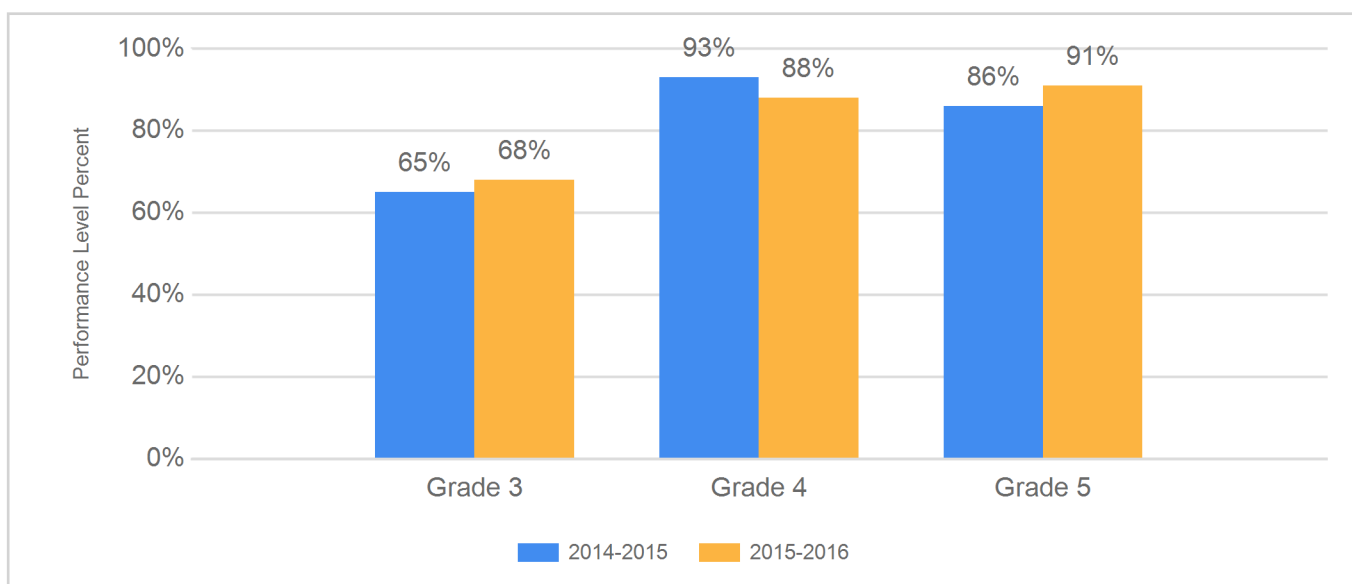
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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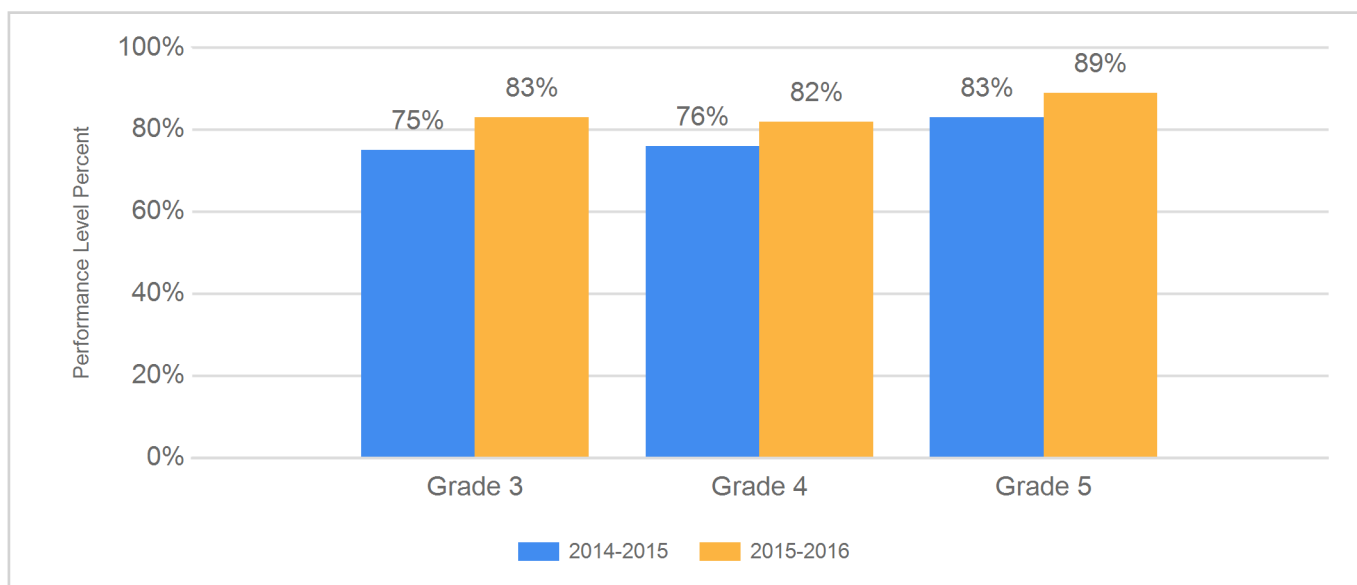
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

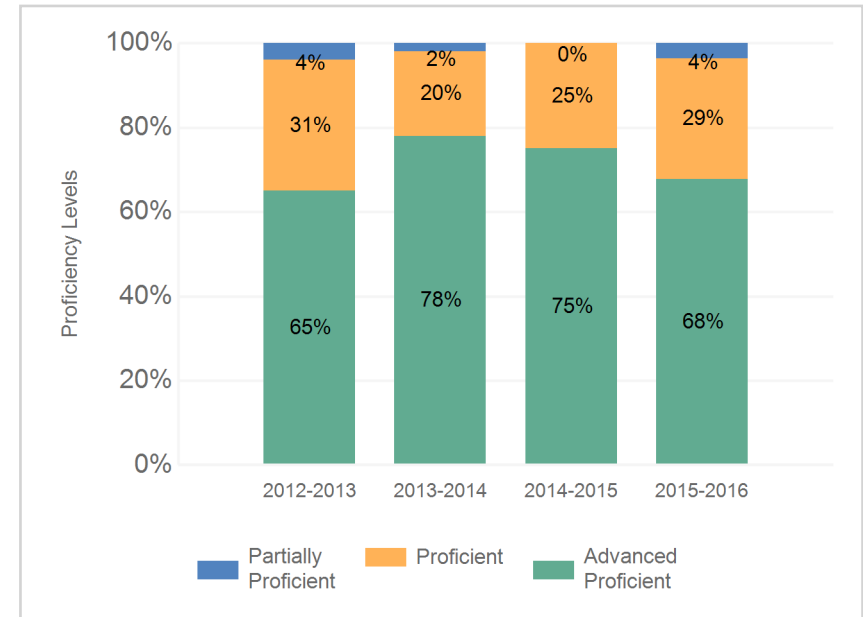
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	68%	29%	4%
White	62%	33%	5%
African American	N	N	N
Hispanic	82%	18%	N
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	18%	64%	18%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	70	45	50
Student Growth on Math	64	53	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	2%	0%	0%
Approached (L3)	4%	2%	2%
Met (L4)	16%	13%	27%
Exceeded (L5)	1%	7%	27%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	2%	1%	0%
Approached (L3)	4%	3%	3%
Met (L4)	10%	26%	26%
Exceeded (L5)	0%	5%	19%



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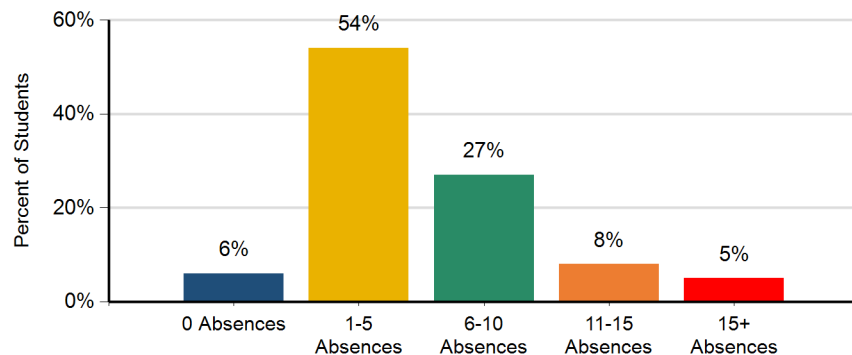
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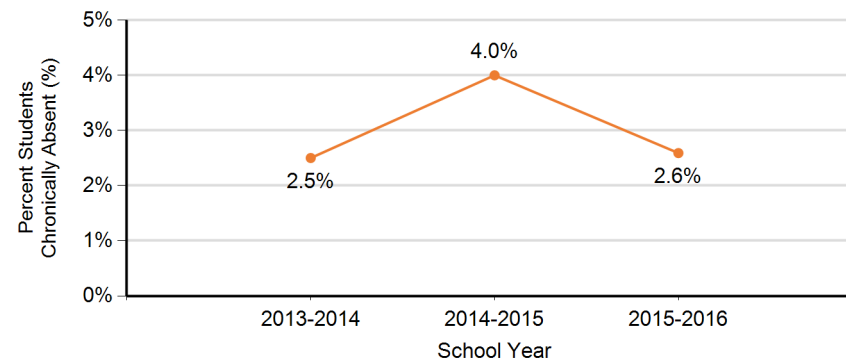
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





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Length of School Day

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

	School
2015-16	6 Hrs. 15 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	11:1
Administrator	425:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%



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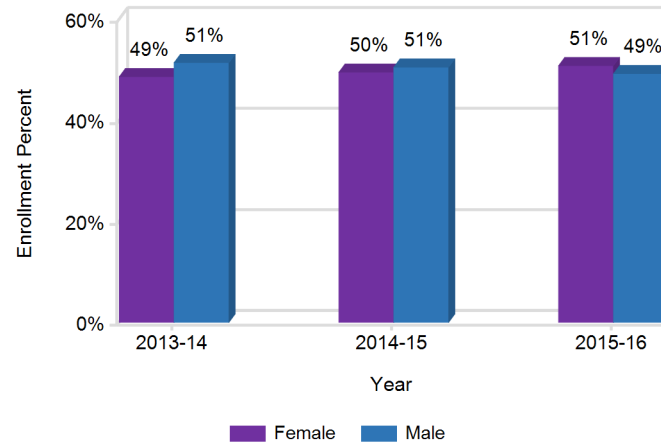
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	46	62	57
Grade 01	47	53	67
Grade 02	63	53	60
Grade 03	60	68	54
Grade 04	61	62	68
Grade 05	65	64	65
UG	18	16	17
Total	360	378	388

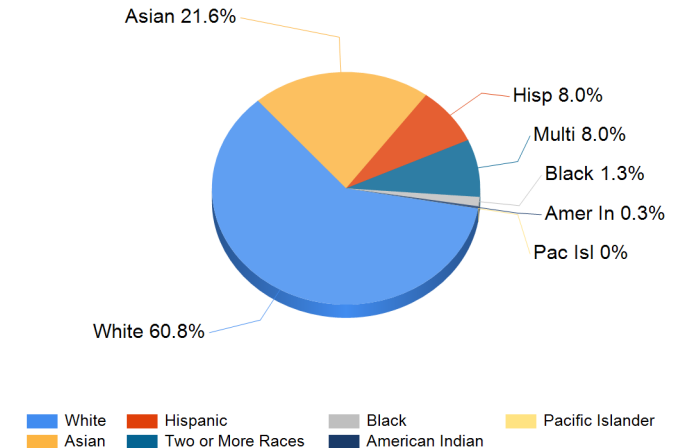
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



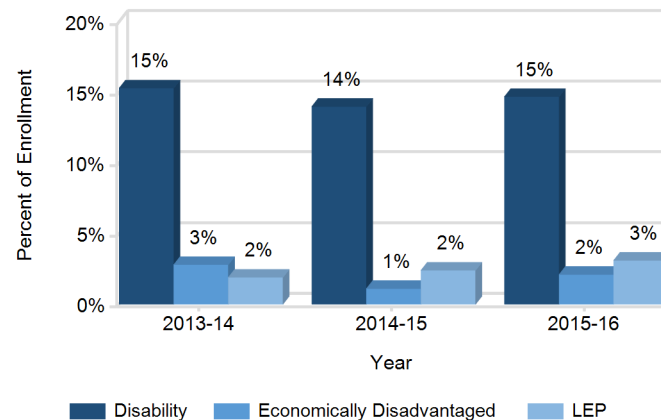
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	90.5%
Korean	3.1%
Japanese	2.3%
Spanish	1.3%
Dutch	0.8%
Other	2.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	87%	88	98
Mathematics Met or Exceeded Expectations	85%	100	99

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	155	87%	98	87%	X	154	85%	99	86%	X
White	97	90%	94	84%	X	97	85%	94	84%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	31	90%	74	93%	✓	S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



State of New Jersey
2015-2016

Grade Span KH-05

03-4390-110

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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	49	783	777	746	2%	N	12%	63%	22%	86%	48%
White	26	779	775	756	N	N	12%	73%	15%	89%	58%
African American	S	S	719	727	S	S	S	S	S	S	30%
Hispanic	S	S	765	730	S	S	S	S	S	S	31%
Asian	S	S	794	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	783	753	S	S	S	S	S	S	55%
Students with Disability	S	S	S	718	S	S	S	S	S	S	22%
English Language Learners	S	S	758	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	705	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	51	789	779	749	2%	N	4%	47%	47%	94%	52%
White	26	788	778	757	N	N	N	54%	46%	100%	63%
African American	S	S	741	730	S	S	S	S	S	S	31%
Hispanic	S	S	767	736	S	S	S	S	S	S	35%
Asian	S	S	789	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	784	754	S	S	S	S	S	S	57%
Students with Disability	S	S	752	727	S	S	S	S	S	S	28%
English Language Learners	S	S	763	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	713	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	61	777	781	750	N	2%	8%	61%	30%	90%	54%
White	42	778	781	759	N	N	7%	62%	31%	93%	64%
African American	S	S	749	733	S	S	S	S	S	S	33%
Hispanic	S	S	765	737	S	S	S	S	S	S	37%
Asian	12	788	786	773	N	N	8%	50%	42%	92%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	785	756	S	S	S	S	S	S	62%
Students with Disability	S	S	749	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	759	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	61	772	773	745	N	2%	15%	69%	15%	84%	47%
White	42	768	772	752	N	2%	17%	71%	10%	81%	57%
African American	S	S	755	727	S	S	S	S	S	S	24%
Hispanic	S	S	752	733	S	S	S	S	S	S	30%
Asian	12	792	783	771	N	N	N	67%	33%	100%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	779	750	S	S	S	S	S	S	54%
Students with Disability	S	S	749	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	750	730	S	S	S	S	S	S	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	56	777	782	751	2%	4%	9%	70%	16%	86%	53%
White	31	775	781	758	N	7%	10%	68%	16%	84%	64%
African American	S	S	722	733	S	S	S	S	S	S	32%
Hispanic	S	S	765	738	S	S	S	S	S	S	37%
Asian	18	782	790	773	6%	N	N	72%	22%	94%	80%
American Indian	S	S	S	750	S	S	S	S	S	S	53%
Two or More Races	S	S	791	759	S	S	S	S	S	S	63%
Students with Disability	S	S	747	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	731	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	55	772	773	747	N	6%	11%	62%	22%	84%	47%
White	31	765	769	753	N	7%	16%	68%	10%	77%	57%
African American	S	S	720	728	S	S	S	S	S	S	24%
Hispanic	S	S	757	735	S	S	S	S	S	S	31%
Asian	17	788	791	774	N	N	N	53%	47%	100%	80%
American Indian	S	S	S	747	S	S	S	S	S	S	49%
Two or More Races	S	S	785	754	S	S	S	S	S	S	56%
Students with Disability	S	S	746	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	736	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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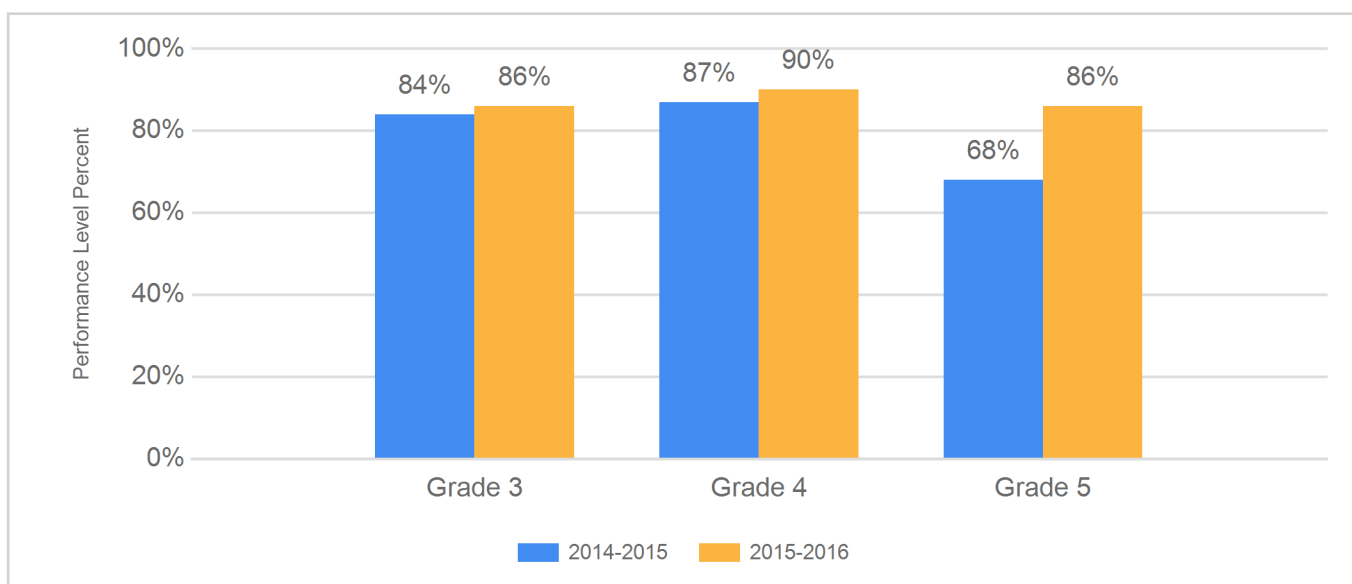
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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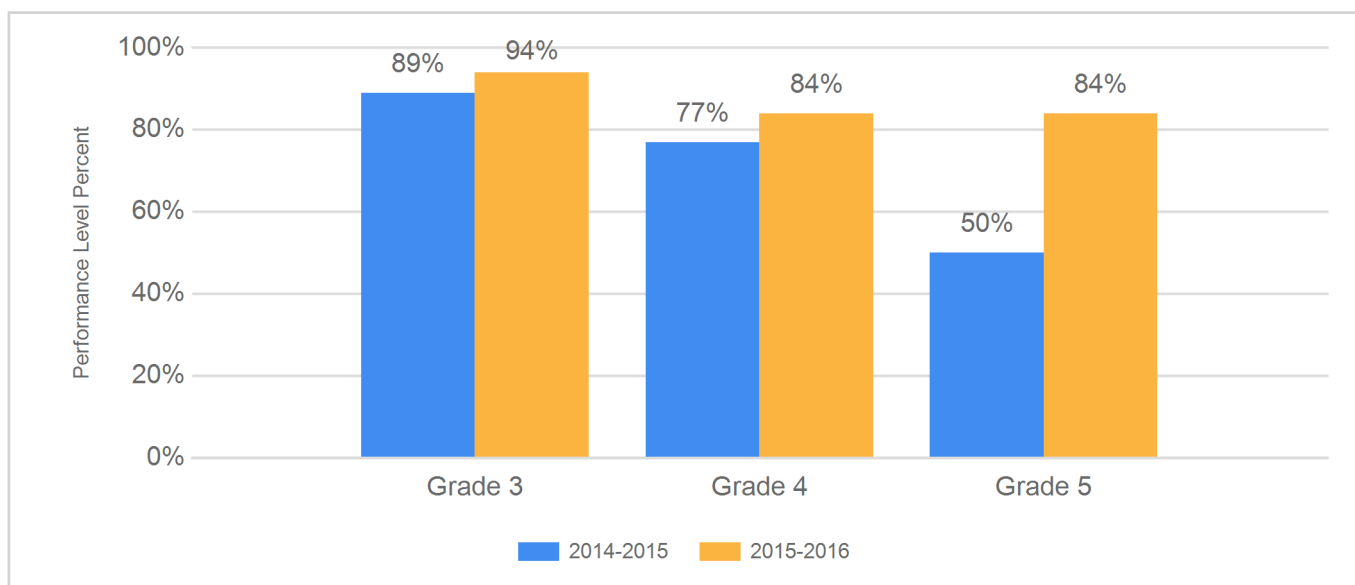
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

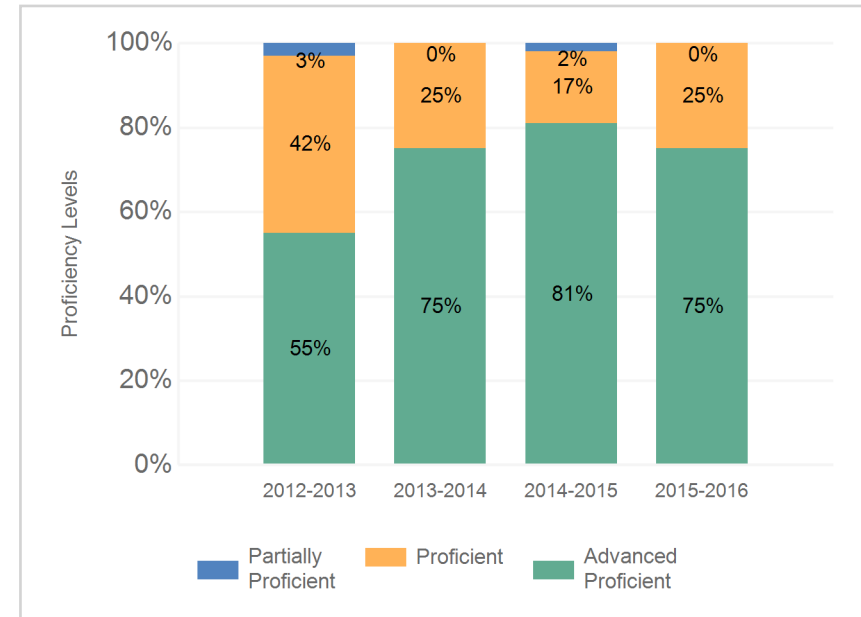
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	75%	25%	N
White	73%	27%	N
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	92%	8%	N
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	46	45	50
Student Growth on Math	44	53	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	2%	1%	0%
Approached (L3)	5%	2%	3%
Met (L4)	24%	26%	16%
Exceeded (L5)	1%	7%	13%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	2%	1%	1%
Approached (L3)	7%	5%	2%
Met (L4)	23%	26%	16%
Exceeded (L5)	1%	7%	9%



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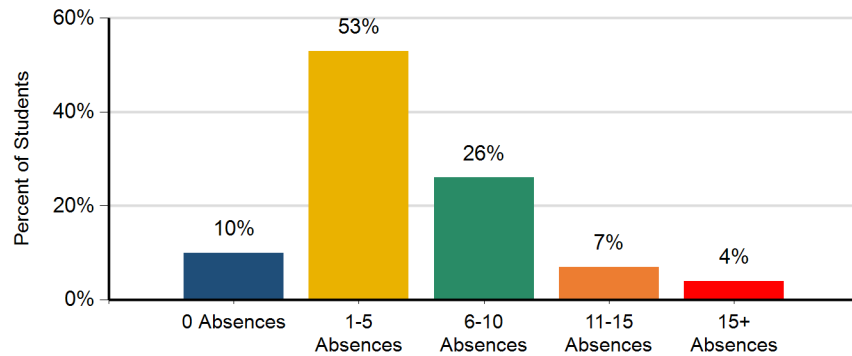
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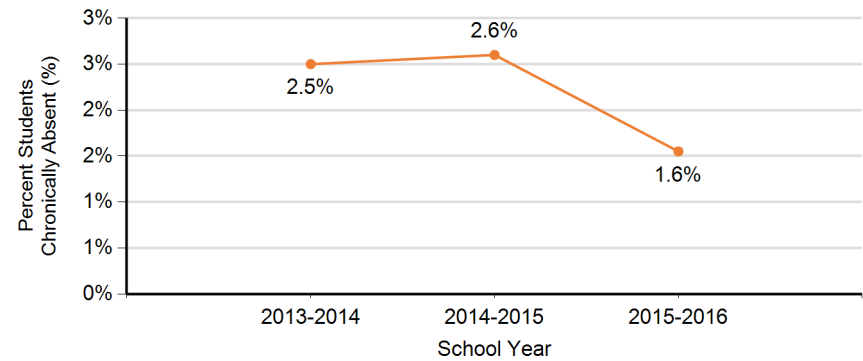
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





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Length of School Day

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

	School
2015-16	6 Hrs. 15 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	12:1
Administrator	388:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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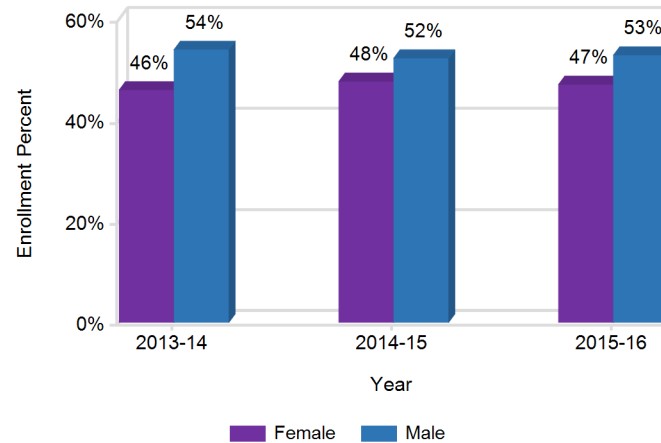
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	73	52	70
Grade 01	80	79	73
Grade 02	84	86	78
Grade 03	84	85	87
Grade 04	85	87	84
Grade 05	76	89	89
UG	24	19	20
Total	506	497	501

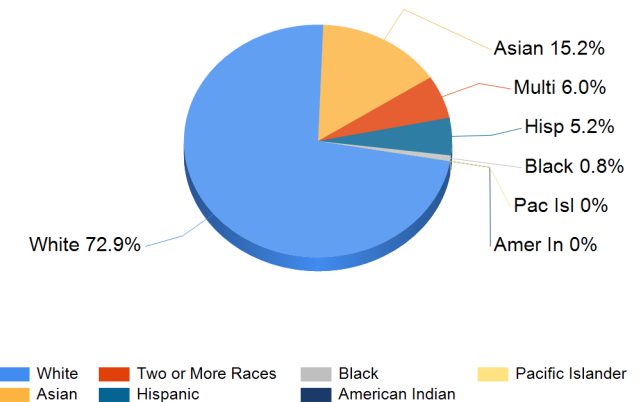
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



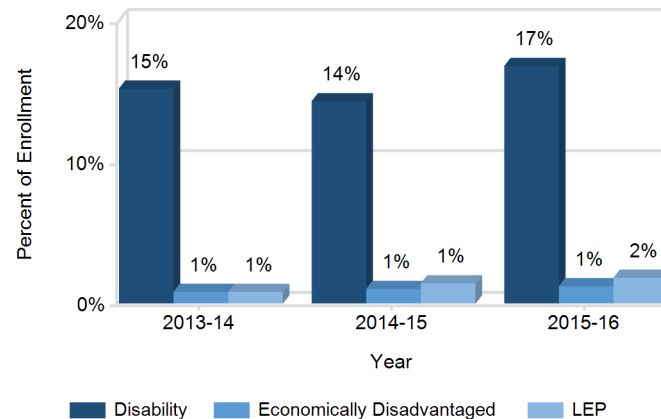
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	92.2%
Korean	2.4%
Russian	1.4%
Spanish	1.2%
Japanese	0.8%
Other	2.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	84%	63	96
Mathematics Met or Exceeded Expectations	81%	38	97

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	236	84%	96	94%	✓	235	81%	97	93%	✓
White	178	81%	88	92%	✓	177	77%	89	92%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	40	60%	98	82%	X	40	50%	95	82%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	S	S	S	S		S	S	S	S	



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	84	769	777	746	1%	10%	12%	66%	12%	77%	48%
White	58	765	775	756	2%	9%	17%	64%	9%	72%	58%
African American	S	S	719	727	S	S	S	S	S	S	30%
Hispanic	S	S	765	730	S	S	S	S	S	S	31%
Asian	13	789	794	772	N	N	N	69%	31%	100%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	783	753	S	S	S	S	S	S	55%
Students with Disability	13	735	742	718	8%	54%	N	39%	N	39%	22%
English Language Learners	S	S	758	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	705	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	83	775	779	749	N	6%	7%	57%	30%	87%	52%
White	57	772	778	757	N	5%	11%	58%	26%	84%	63%
African American	S	S	741	730	S	S	S	S	S	S	31%
Hispanic	S	S	767	736	S	S	S	S	S	S	35%
Asian	13	792	789	777	N	N	N	54%	46%	100%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	784	754	S	S	S	S	S	S	57%
Students with Disability	13	746	752	727	N	39%	23%	15%	23%	39%	28%
English Language Learners	S	S	763	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	713	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
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Grade Span KH-05

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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	78	778	781	750	N	1%	9%	55%	35%	90%	54%
White	60	775	781	759	N	2%	12%	55%	32%	87%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	S	S	765	737	S	S	S	S	S	S	37%
Asian	12	793	786	773	N	N	N	58%	42%	100%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	785	756	S	S	S	S	S	S	62%
Students with Disability	15	760	749	723	N	7%	20%	60%	13%	73%	22%
English Language Learners	S	S	747	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	759	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	78	773	773	745	N	3%	17%	58%	23%	81%	47%
White	60	771	772	752	N	3%	20%	57%	20%	77%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	S	S	752	733	S	S	S	S	S	S	30%
Asian	12	787	783	771	N	N	N	58%	42%	100%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	779	750	S	S	S	S	S	S	54%
Students with Disability	15	761	749	724	N	7%	27%	60%	7%	67%	22%
English Language Learners	S	S	756	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	750	730	S	S	S	S	S	S	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District 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	87	779	782	751	1%	1%	14%	56%	28%	84%	53%
White	66	778	781	758	N	2%	17%	56%	26%	82%	64%
African American	N	N	N	733	N	N	N	N	N	N	32%
Hispanic	S	S	765	738	S	S	S	S	S	S	37%
Asian	11	789	790	773	9%	N	N	55%	36%	91%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	791	759	S	S	S	S	S	S	63%
Students with Disability	12	761	747	723	N	8%	25%	58%	8%	67%	20%
English Language Learners	S	S	719	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	N	N	N	735	N	N	N	N	N	N	33%
PARCC MATH											
Schoolwide	88	772	773	747	N	3%	19%	49%	28%	77%	47%
White	66	769	769	753	N	3%	23%	49%	26%	74%	57%
African American	N	N	N	728	N	N	N	N	N	N	24%
Hispanic	S	S	S	735	S	S	S	S	S	S	31%
Asian	12	789	791	774	N	N	8%	33%	58%	92%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	785	754	S	S	S	S	S	S	56%
Students with Disability	12	758	746	725	N	17%	33%	25%	25%	50%	19%
English Language Learners	S	S	751	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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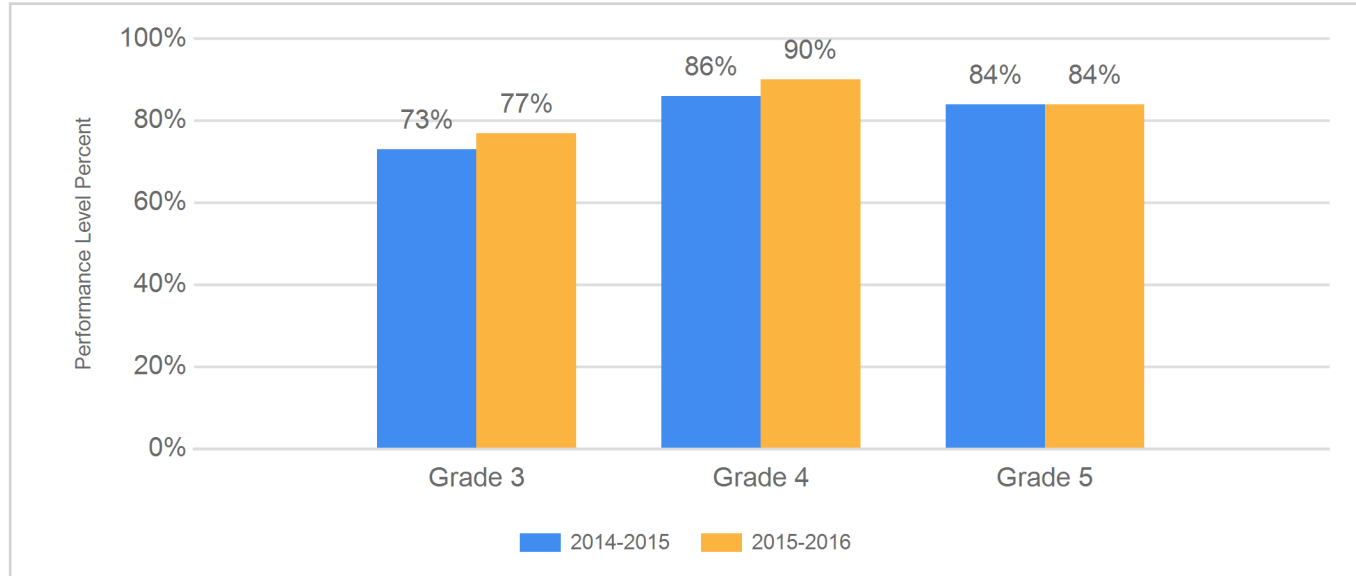
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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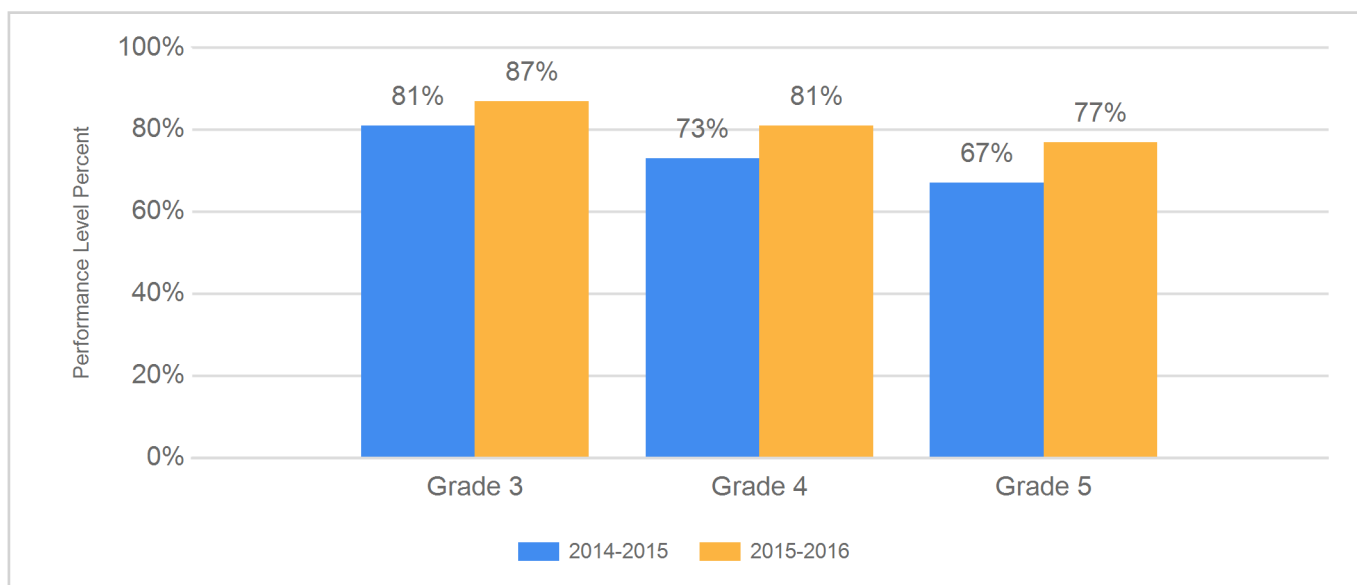
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

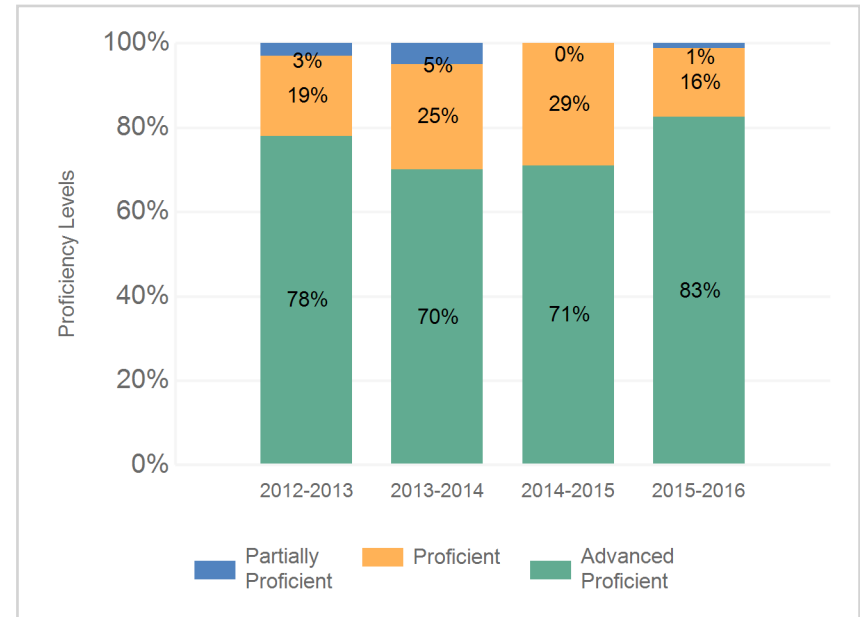
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	83%	16%	1%
White	81%	17%	1%
African American	N	N	N
Hispanic	S	S	S
American Indian	N	N	N
Asian	91%	9%	N
Two or More Races	S	S	S
Students with Disability	56%	39%	6%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	56	45	50
Student Growth on Math	70	53	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	1%	0%	1%
Approached (L3)	6%	4%	2%
Met (L4)	19%	18%	19%
Exceeded (L5)	1%	6%	24%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	2%	0%	1%
Approached (L3)	8%	5%	5%
Met (L4)	5%	17%	30%
Exceeded (L5)	1%	7%	18%



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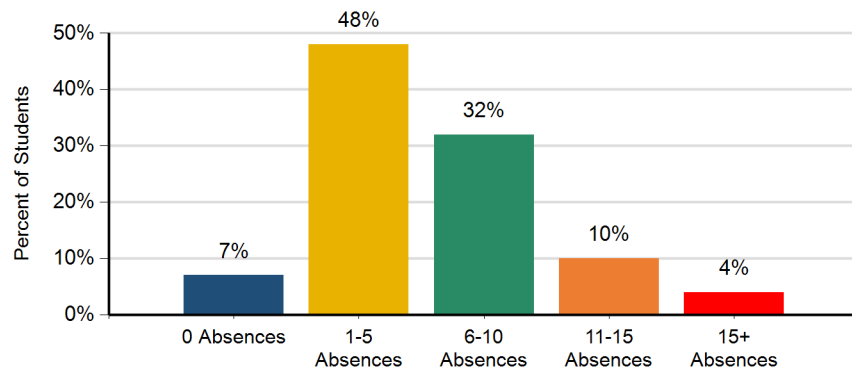
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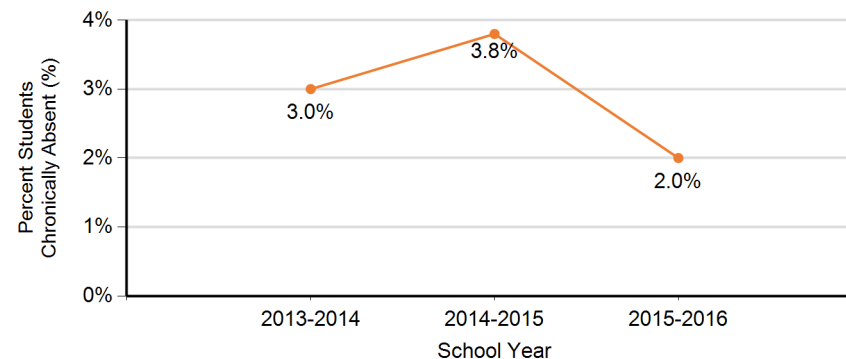
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

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





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Length of School Day

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

	School
2015-16	6 Hrs. 15 Mins.

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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

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.

2015-16	School
Faculty	13:1
Administrator	501:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	99%