



Forest Avenue School

2016-2017

Grade Span PK-02

13-1750-070

ESSEX

GLEN RIDGE BORO


287 FOREST AVE

GLEN RIDGE, NJ 07028-1818

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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Other Resources:

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	1	1	24
KG	67	74	70
1	77	65	76
2	65	77	67
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	7	6	2
Total	217	223	239

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	1	0
PK - Full Day	1	0	24
KG - Half Day	0	0	0
KG - Full Day	66	74	70

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	46%	49%
Male	54%	54%	52%
Economically Disadvantaged Students	0%	0%	0%
Students with Disabilities	8%	8%	8%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	77.4%
Asian	13.0%
Black or African American	3.3%
Native Hawaiian or Pacific Islander	2.9%
Hispanic	2.1%
American Indian or Alaska Native	0.0%
Two or More Races	1.3%

Enrollment by Home Language

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

Home Language	% of Students
English	97.5%
Other	2.4%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

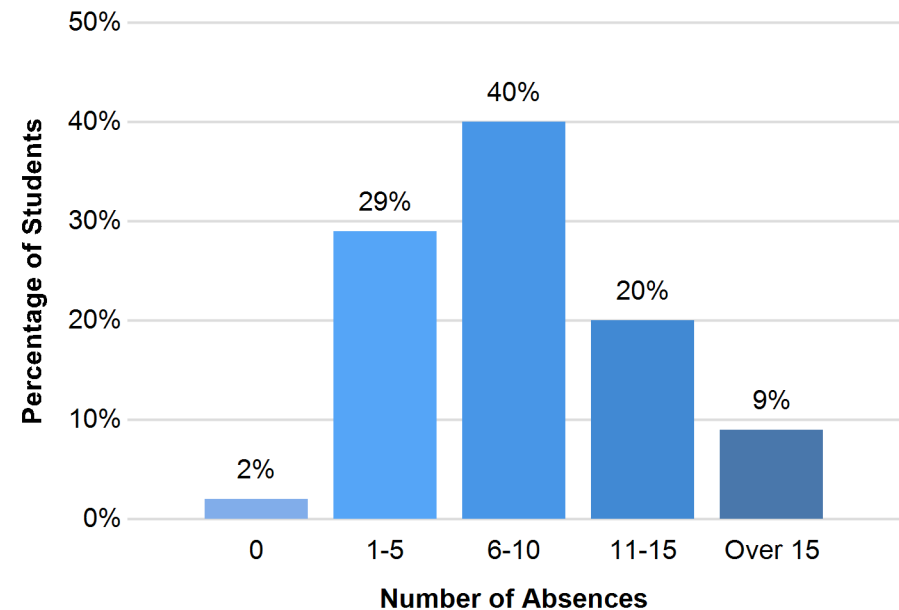
Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.20	9.80	Met Target
White	5.50	9.80	Met Target
Hispanic	N	**	**
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	9.80	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	N	**	**
English Learners	N	**	**

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



** *ESSA* accountability targets are only included if data is available for at least 20 students.



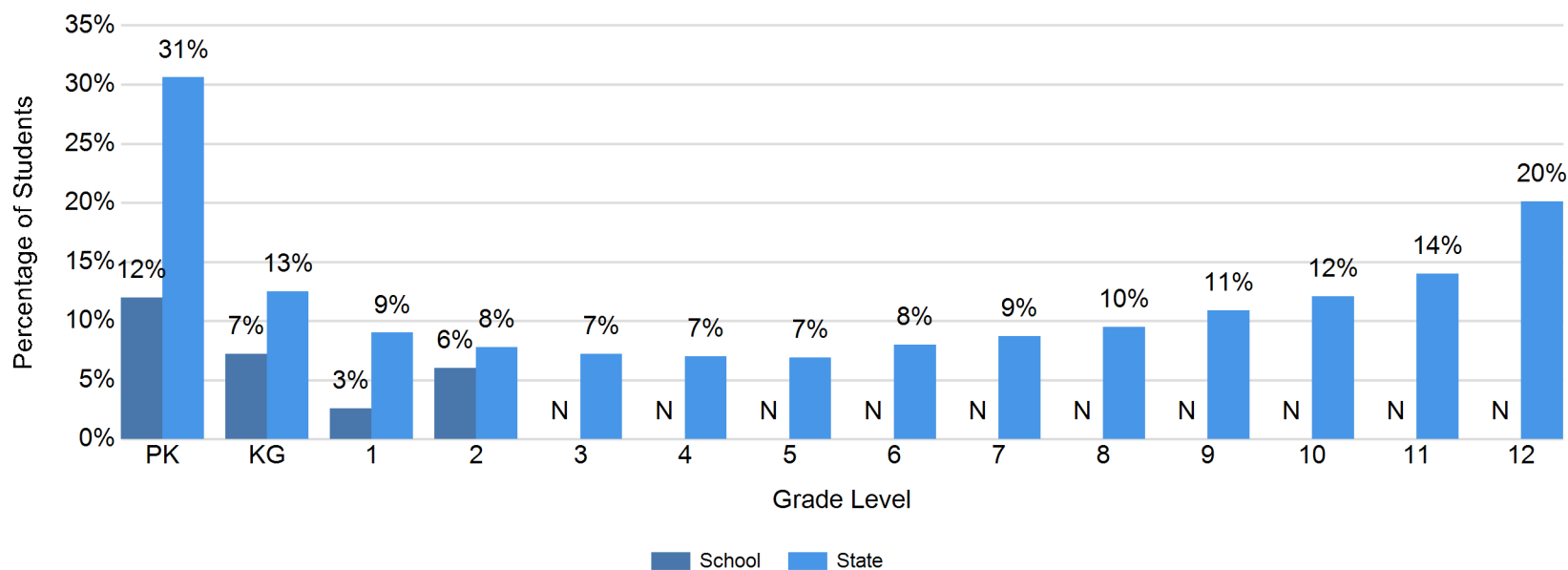
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

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

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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287 FOREST AVE

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Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$208	\$14,281	\$14,489



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	17	120,724
Average years experience in public schools	13.4	11.8
Average years experience in district	11.4	10.5
Teachers in district for 4 or more years	82%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,506
Average years experience in public schools	18.0	15.9
Average years experience in district	12.3	11.6
Administrators in district for 4 or more years	82%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	13:1
Administrators	239:1	173:1
Librarian/Media Specialists		635:1
Nurses		476:1
Counselors		318:1
Child Study Team		272:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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School General Info

Principal:	Mr. Murphy	Email Address:	mmurphy@glenridge.org
Address:	287 FOREST AVE GLEN RIDGE, NJ 07028-1818	Website:	https://www.glenridge.org/Domain/466
Phone:	(973)429-8308		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Forest STEAM Lab & Lessons; Annual Forest Avenue STEAM Fair • Friendly Fireflies Character Education Program • Curriculum Includes Everyday Math, Reading Wonders, and hands-on Science and Social Studies activities.
 Mission, Vision, Theme:	Partnered with a supportive community, the Glen Ridge Public Schools will provide all students the opportunity to achieve their full individual potential through a dynamic, stimulating and challenging educational program, aligned to the New Jersey State Core Curriculum Content Standards, that fosters respect, prepares students for life-long learning and enables students to contribute as citizens in an ever-changing, global society.
 Awards, Recognition, Accomplishments:	Numerous grants have been awarded to the Forest Avenue staff which recently include: Hall of Heroes: Connecting Literature to Visual Arts; Brain Pop; Heatin' Up Minds to MAKE STEAM!; and more.






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 <p>Courses, Curriculum, Instruction:</p>	<p>Curriculum includes Everyday Math, Reading Wonders, and hands-on Science and Social Studies activities. There is a Gifted & Talented program called "Young Learners", Reading Specialist/Basic Skills program, & Title 1 Math intervention program.</p>
 <p>Clubs and Activities:</p>	<p>The Discovery Program is an after-school enrichment program which includes classes such as: Crayola World of Design; Foods from Around the World; Gas Lamp Theater; Lego Robotics; Math Fun; Alien Planet Factory; Architect Jr.; Magic; Martial Arts; Keyboarding; Art a la Carte; Chess; Coding for Kids. There is also a Title 1 Math Homework Club.</p>
 <p>Before and After School Programs:</p>	<p>Before Care and After Care programs run by staff of the Glen Ridge Public Schools are available. PreK - Grade 2 (Ages 4 - 8) students participate in these programs.</p>



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 <p>Staff and Professional Learning:</p>	<p>One full day and two half-day Professional Development days are built into the school calendar. Staff meetings and grade-level meetings include professional development. Staff are provided a variety of meaningful professional learning opportunities and consultations through each year. Professional Learning Communities (PLCs) include the SciP, STEAM, Character Education/School Safety, Report Card Benchmarks, Literacy, Mindfulness, and more.</p>
 <p>Student Supports and Services:</p>	<p>District Special Education services include Preschool Disabled programs, K-2 Resource Room, Primary One self-contained, and inclusion in the general education program. Related services include BCBA, OT, PT, Speech, School Social Worker, Psychologist, and Counselor supports. Intervention committees include Child Study Team, I&RS, and Section 504. PreK-Grade 2 programs include varying levels of Instructional Aide Support.</p>
 <p>Student Health and Wellness:</p>	<p>A full-time School Nurse is available during school hours. Related Arts courses include Physical Education and Health. Group Counseling and individual student support is provided by the Social Worker, Psychologist, and School Counselor, as needed. Classroom teachers engage the children in daily brain/fitness breaks. Music and movement is also included in the Music program.</p>
 <p>Parent and Community Involvement:</p>	<p>The Forest Avenue Home & School Association (FAHSA) sponsors and designs many social, fundraising, and community service events/programs including: Back to School Pizza Party, Book Fair, Mum & Crumb, Festival of Jack o' Lanterns, Read Across America, Soccerthon, Grade 2 Promotion, STEAM Fair, Spring Carnival, Enrichment workshops, Social Fireflies, and more. The Glen Ridge Education Foundation (GREF) and numerous parent/community organizations benefit our teachers and learners</p>



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Facilities:

The Forest Avenue School was built in 1929. Recent upgrades include: Library/ Multipurpose; School Sign; Outdoor Learning Garden. The successful passing of 'Referendum 17' included funding for full window replacements, new boilers, new heating and air-conditioning throughout the building, renovated bathrooms, and more.



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School begins at 8:30 a.m. and ends at 3:00 p.m. for students. Related Arts classes include PE 3x per 6 day cycle, Music 2x, Library 1x, Art 2x, and Health 1x. Technology includes Chromebook Carts for K, 1, 2 students, classroom computers, and SMART Boards in every K-2 classroom. Google for Education is utilized including Google Docs, Sheets, and Slides. Google Tablets are used in various programs.



Other Information:



**Glen Ridge High School
2016-2017**


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This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
7	138	140	153
8	144	138	137
9	132	134	139
10	142	125	131
11	130	143	123
12	132	122	142
Ungraded	5	6	6
Total	822	808	831

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	49%	50%
Male	51%	52%	50%
Economically Disadvantaged Students	0%	0%	0%
Students with Disabilities	14%	15%	15%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	77.4%
Hispanic	5.8%
Black or African American	5.7%
Asian	5.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	6.1%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	830
Shared Time Students	1
Full Time Equivalent	831

Enrollment by Home Language

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

Home Language	% of Students
English	98.7%
<i>Other</i>	1.3%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	450	82.8	79.60	79.70	54.90	69.2	69.1	Met Target
White	350	82.6	81.40	80.10	63.90	70.6	69.6	Met Target
Hispanic	23	83.3	73.90	68.30	39.80	68.8	67.4	Met Target
Black or African American	24	87.9	50.00	55.30	35.20	45.1	48.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	24	81.8	91.60	92.70	80.70	77.2	80	Met Target†
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	29	80.6	75.90	86.80	54.90	64.3	75	Met Target†
Female	210	78.5	87.10	85.80	62.20	71.6		
Male	240	86.9	72.90	74.40	48.10	66.8		
Economically Disadvantaged Students	N	N	N	*	36.20	*	**	**
Non-Economically Disadvantaged Students	450	82.8	79.60	*	65.80	*		
Students with Disabilities	78	84.4	37.20	37.80	20.50	33.2	38.5	Met Target†
Students without Disabilities	372	82.4	88.50	88.40	61.90	76.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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† Target was met within a confidence interval.



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GLEN RIDGE, NJ 07028-1228

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	144	785	785	756	*	*	10%	30%	54%	84%	59%
White	105	787	787	764	*	*	11%	31%	54%	85%	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	10	768	768	737	*	*	*	*	*	70%	38%
Asian, Native Hawaiian, or Pacific Islander	11	788	788	784	0%	0%	0%	*	*	100%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	10	794	794	757	0%	0%	*	*	*	80%	59%
Female	73	788	788	764	*	*	*	25%	60%	85%	68%
Male	71	782	782	749	*	*	*	35%	48%	83%	51%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	144	785	785	766	*	*	10%	30%	54%	84%	70%
Students with Disabilities	25	746	746	719	*	*	*	*	*	36%	19%
Students without Disabilities	119	793	793	763	*	*	*	*	*	94%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	144	785	785	758	*	*	10%	30%	54%	84%	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



Glen Ridge High School
2016-2017
Grade Span 07-12

13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	130	774	774	757	*	*	9%	49%	30%	79%	59%
White	102	777	777	764	*	*	*	52%	32%	84%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	58	788	788	766	*	*	*	41%	47%	88%	68%
Male	72	762	762	749	*	*	*	56%	17%	72%	50%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	130	774	774	766	*	*	9%	49%	30%	79%	69%
Students with Disabilities	24	729	729	718	*	*	*	*	*	29%	18%
Students without Disabilities	106	784	784	764	*	*	*	*	*	91%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



Glen Ridge High School
2016-2017
Grade Span 07-12

13-1750-050
 ESSEX
 GLEN RIDGE BORO
 200 RIDGEWOOD AVE
 GLEN RIDGE, NJ 07028-1228

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	132	774	774	749	*	*	14%	51%	30%	81%	52%
White	110	773	773	757	*	*	15%	52%	28%	80%	62%
Hispanic	*	*	*	733	*	*	*	*	*	*	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	10	775	775	746	0%	*	*	*	*	80%	48%
Female	66	784	784	756	*	*	*	49%	42%	91%	60%
Male	66	764	764	741	*	*	*	53%	18%	71%	43%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	132	774	774	758	*	*	14%	51%	30%	81%	62%
Students with Disabilities	21	753	753	714	*	*	*	*	*	48%	13%
Students without Disabilities	111	778	778	754	*	*	*	*	*	87%	58%
English Learners	N	N	N	690	N	N	N	N	N	N	*
Non-English Learners	132	774	774	752	*	*	14%	51%	30%	81%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



Glen Ridge High School
2016-2017
Grade Span 07-12

13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	759	759	743	*	16%	*	44%	20%	64%	46%
White	*	*	*	749	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	26	769	769	752	*	*	*	46%	*	77%	54%
Male	43	753	753	734	*	*	*	42%	*	56%	39%
Economically Disadvantaged Students	N	N	N	726	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	69	759	759	751	*	16%	*	44%	20%	64%	54%
Students with Disabilities	11	725	725	704	*	*	*	*	0%	27%	12%
Students without Disabilities	58	765	765	749	*	*	*	*	24%	71%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	69	759	759	745	*	16%	*	44%	20%	64%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



Glen Ridge High School
2016-2017
Grade Span 07-12

13-1750-050
 ESSEX
 GLEN RIDGE BORO
 200 RIDGEWOOD AVE
 GLEN RIDGE, NJ 07028-1228

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	13	726	726	736	*	*	*	*	0%	31%	38%
White	*	*	*	738	*	*	*	*	*	*	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	756	N	N	N	N	N	N	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	*	*	*	744	*	*	*	*	*	*	46%
Male	*	*	*	729	*	*	*	*	*	*	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	*	*	*	709	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	13	726	726	737	*	*	*	*	0%	31%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**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.

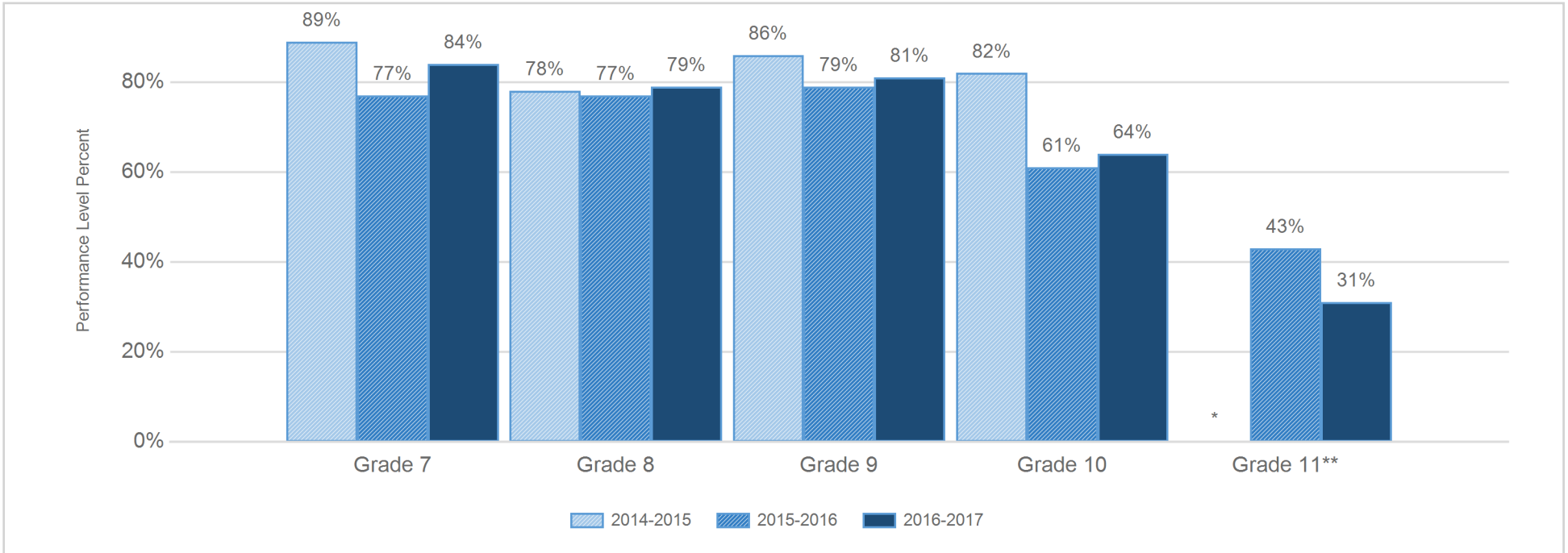


Glen Ridge High School
2016-2017
Grade Span 07-12

13-1750-050
 ESSEX
 GLEN RIDGE BORO
 200 RIDGEWOOD AVE
 GLEN RIDGE, NJ 07028-1228

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



**Glen Ridge High School
2016-2017
Grade Span 07-12**

**13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228**

Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	454	84.4	71.30	74.00	43.50	63.2	61.3	Met Target
White	356	84.7	70.50	72.80	52.40	62.6	62.2	Met Target
Hispanic	23	83.3	73.90	64.50	27.60	68.8	57.3	Met Target
Black or African American	25	93.7	44.00	50.00	21.70	42.8	35.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	23	81.2	95.70	97.00	75.60	79.7	80	Met Target†
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	27	75.0	85.20	86.50	44.90	67.3	58.8	Met Target
Female	214	80.2	74.30	74.30	44.10	62.4		
Male	240	88.5	68.70	73.80	42.90	63.8		
Economically Disadvantaged Students	N	N	N	*	25.10	*	**	**
Non-Economically Disadvantaged Students	454	84.4	71.30	*	54.30	*		
Students with Disabilities	77	84.2	29.90	38.00	16.50	26.6	25.9	Met Target
Students without Disabilities	377	84.4	79.80	81.30	48.80	70.5		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Glen Ridge High School
2016-2017
Grade Span 07-12

13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228

Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	768	768	741	*	*	19%	52%	25%	77%	40%
White	105	768	768	748	*	*	22%	51%	24%	75%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	10	751	751	726	0%	*	*	*	*	60%	19%
Asian, Native Hawaiian, or Pacific Islander	11	782	782	764	0%	0%	0%	*	*	100%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	73	765	765	743	*	*	*	49%	21%	70%	41%
Male	69	772	772	740	*	*	*	55%	29%	84%	38%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	22%
Non-Economically Disadvantaged Students	142	768	768	749	*	*	19%	52%	25%	77%	50%
Students with Disabilities	25	740	740	716	0%	*	48%	*	*	28%	11%
Students without Disabilities	117	774	774	746	0%	*	13%	*	*	87%	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	142	768	768	742	*	*	19%	52%	25%	77%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Glen Ridge High School
2016-2017
Grade Span 07-12

13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228

Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	743	743	728	*	*	30%	44%	*	47%	28%
White	47	748	748	736	*	*	32%	47%	*	51%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	22	752	752	730	*	*	*	50%	*	55%	30%
Male	42	738	738	725	*	*	*	41%	*	43%	26%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	19%
Non-Economically Disadvantaged Students	64	743	743	734	*	*	30%	44%	*	47%	34%
Students with Disabilities	23	724	724	705	*	*	*	*	*	17%	*
Students without Disabilities	41	754	754	734	*	*	*	*	*	63%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Glen Ridge High School
2016-2017
Grade Span 07-12

13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228

Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	128	776	776	743	*	*	16%	66%	13%	80%	42%
White	106	776	776	751	*	*	17%	66%	13%	79%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	64	775	775	744	0%	*	16%	66%	*	80%	43%
Male	64	777	777	741	0%	*	17%	67%	*	80%	40%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	128	776	776	751	*	*	16%	66%	13%	80%	52%
Students with Disabilities	19	753	753	714	*	*	*	*	0%	42%	10%
Students without Disabilities	109	780	780	747	*	*	*	*	16%	86%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	128	776	776	745	*	*	16%	66%	13%	80%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



Glen Ridge High School
2016-2017
Grade Span 07-12

13-1750-050
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GLEN RIDGE, NJ 07028-1228

Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	755	755	734	*	9%	26%	56%	*	63%	30%
White	88	754	754	740	*	*	30%	57%	*	61%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	56	760	760	735	*	*	20%	73%	*	75%	31%
Male	54	750	750	733	*	*	33%	39%	*	50%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	13	730	730	711	*	*	*	*	*	23%	*
Students without Disabilities	97	758	758	738	*	*	*	*	*	68%	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



Glen Ridge High School
2016-2017
Grade Span 07-12

13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228

Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	762	762	725	*	*	*	62%	*	69%	28%
White	29	763	763	731	*	*	*	62%	*	69%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	16	756	756	725	*	*	*	69%	*	69%	27%
Male	26	765	765	725	*	*	*	58%	*	69%	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	42	762	762	733	*	*	*	62%	*	69%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	42	762	762	726	*	*	*	62%	*	69%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

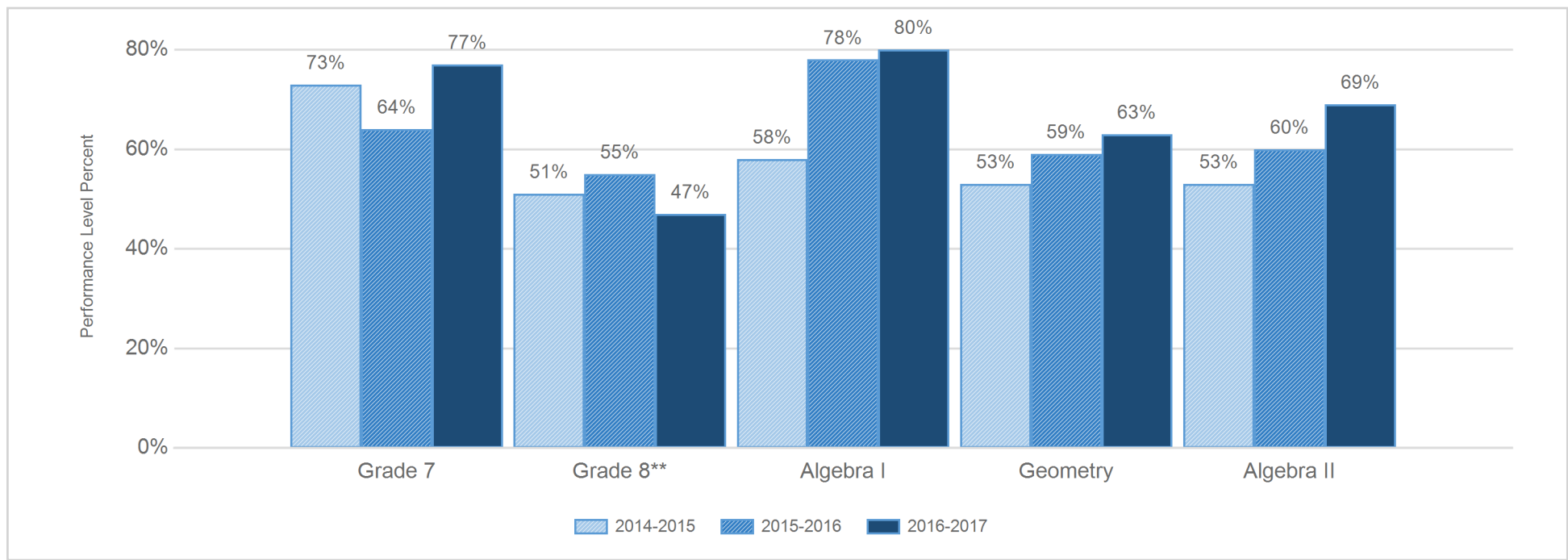


Glen Ridge High School
2016-2017
Grade Span 07-12

13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Glen Ridge High School
2016-2017
Grade Span 07-12

13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



Glen Ridge High School
2016-2017
Grade Span 07-12

13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

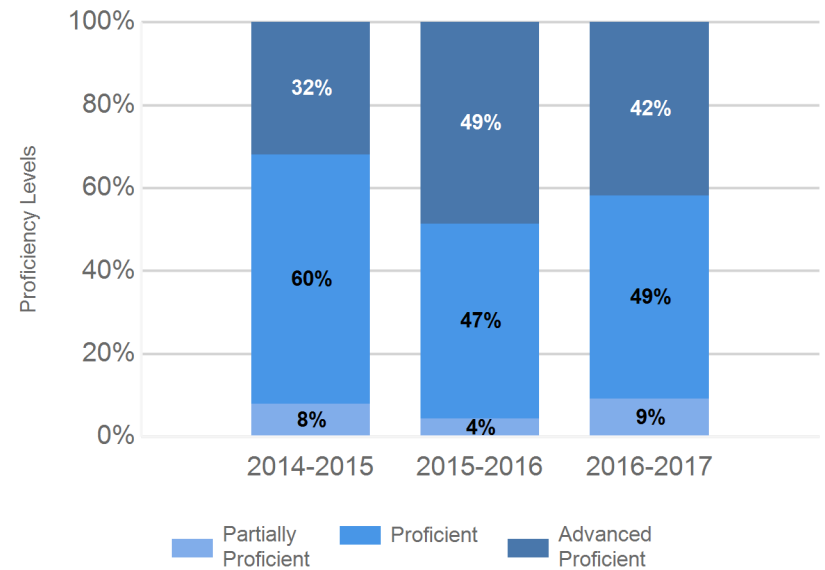
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	42%	49%	9%
White	43%	51%	6%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	60%	40%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	10%	55%	35%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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





Glen Ridge High School
2016-2017
Grade Span 07-12

13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228

This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

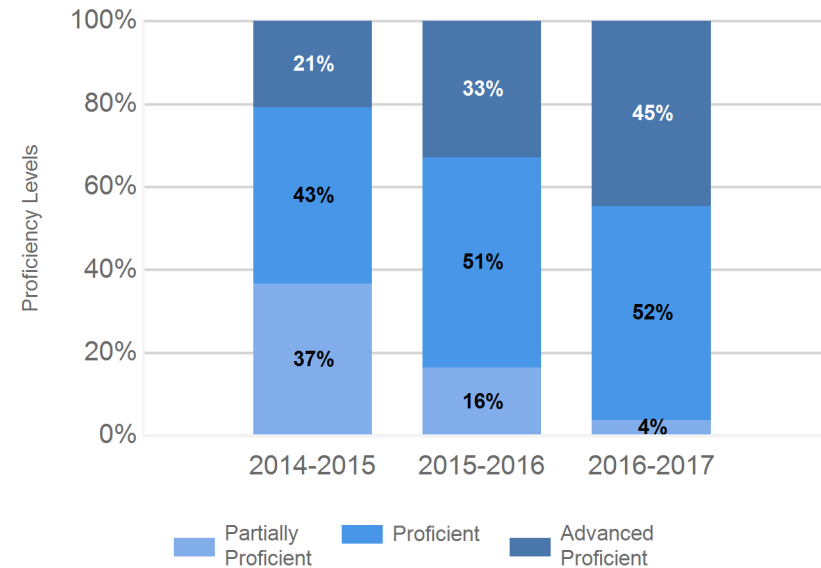
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	45%	52%	4%
White	44%	52%	5%
Hispanic	*	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	22%	67%	11%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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





Glen Ridge High School
2016-2017
Grade Span 07-12

13-1750-050
 ESSEX
 GLEN RIDGE BORO
 200 RIDGEWOOD AVE
 GLEN RIDGE, NJ 07028-1228

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	46	52	50	Met Target	28	64	50	Not Met
White	50	55	50	Met Target	27	62	52	Not Met
Hispanic	25	39	49	**	*	*	47	**
Black or African American	26	35	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	39	54	60	**	39	74.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	46	55.5	51	**	*	*	52	**
Economically Disadvantaged	N	N	N	N	N	N	N	N
Students with Disabilities	32	46	41	Not Met	47.5	66	43	Met Target
English Learners	*	*	53	**	N	N	N	N

** ESSA accountability targets are only included if data is available for at least 20 students.



Glen Ridge High School
2016-2017
Grade Span 07-12

13-1750-050
 ESSEX
 GLEN RIDGE BORO
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 GLEN RIDGE, NJ 07028-1228

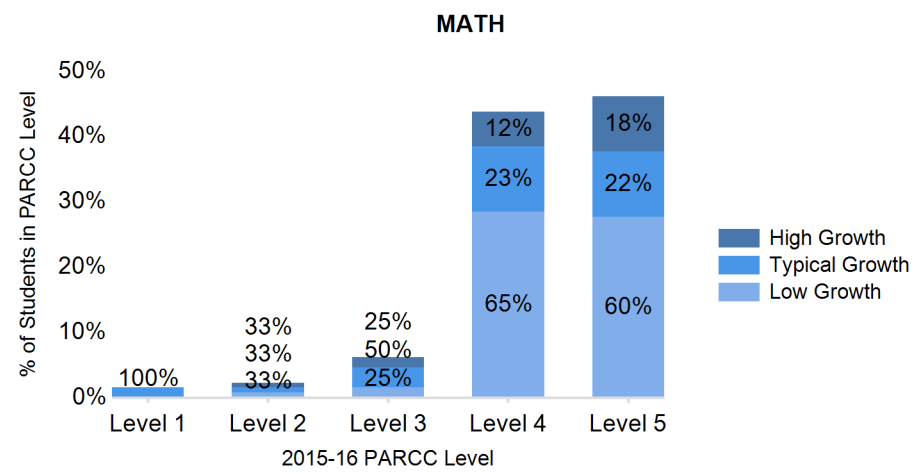
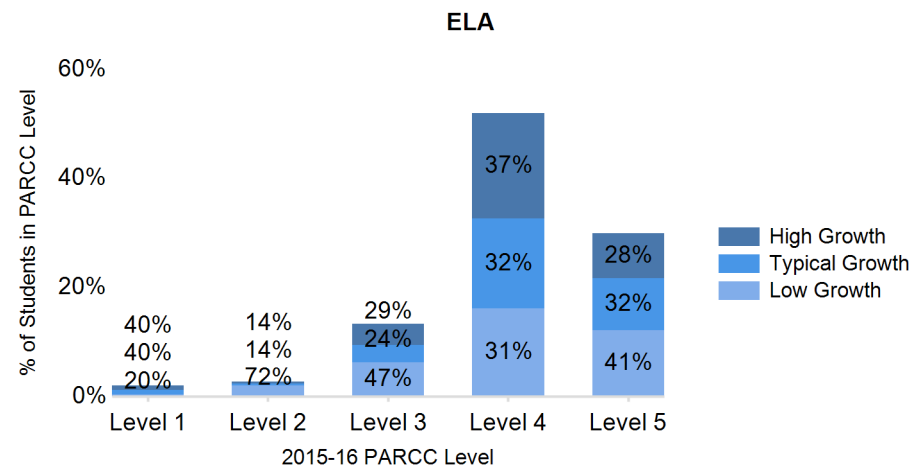
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35 **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

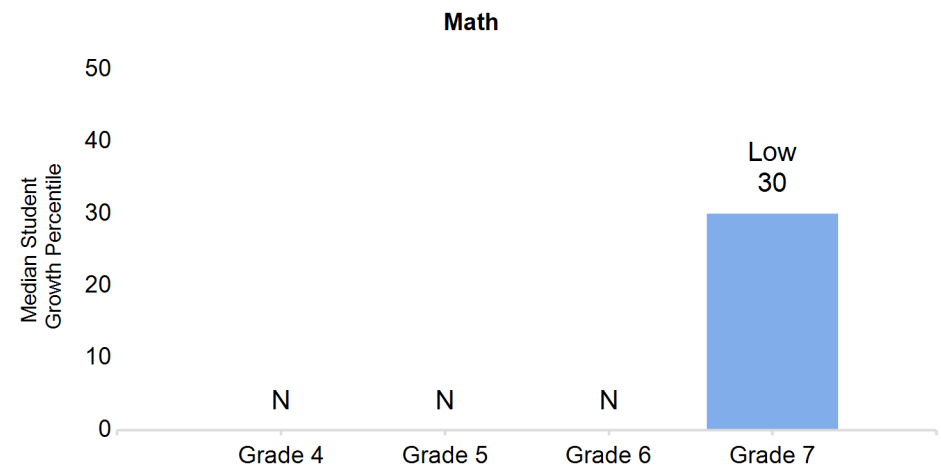
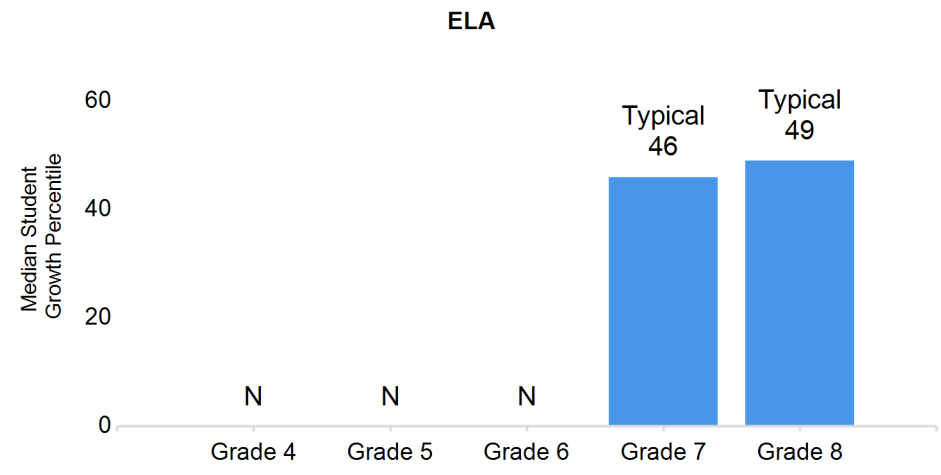
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



**Glen Ridge High School
2016-2017**

Grade Span 07-12

13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228

This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	98.8%	89.4%
Percentage of students taking the SAT	98.9%	70.0%
Percentage of students taking the ACT	65.7%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	548	481	Varies By Grade	90%	67%
PSAT - Math	531	483	Varies By Grade	71%	49%
SAT - Reading and Writing	607	551	480	91%	77%
SAT - Math	592	552	530	80%	58%
ACT - Reading	26	24	22	80%	65%
ACT - English	27	24	18	96%	79%
ACT - Math	25	24	22	75%	65%
ACT - Science	25	23	23	67%	54%



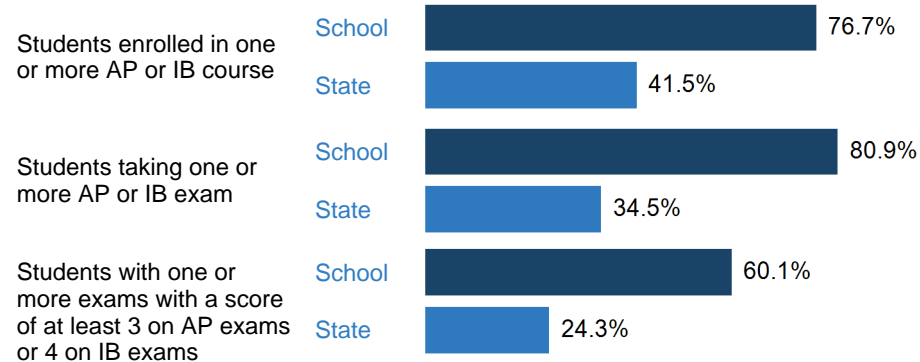
Glen Ridge High School
2016-2017
Grade Span 07-12

13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228

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

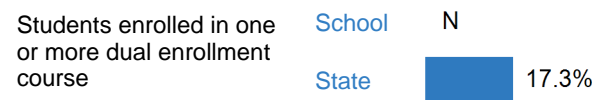
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	19	18
AP Calculus AB	24	23
AP Calculus BC	12	12
AP Chemistry	10	10
AP Computer Science A	35	32
AP Computer Science Principles	0	39
AP English Language and Composition	53	53
AP English Literature and Composition	24	24
AP Environmental Science	1	0
AP French Language and Culture	17	17
AP Human Geography	1	1
AP Macroeconomics	12	6
AP Microeconomics	0	3
AP Music Theory	6	6
AP Physics 1	81	77
AP Physics 2	34	32
AP Psychology	5	4
AP Spanish Language	17	17
AP Statistics	19	19
AP Studio Art—Drawing Portfolio	0	5



**Glen Ridge High School
2016-2017**

Grade Span 07-12

13-1750-050

ESSEX

GLEN RIDGE BORO

200 RIDGEWOOD AVE

GLEN RIDGE, NJ 07028-1228

AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—Two-Dimensional	13	7
AP U.S. Government and Politics	1	0
AP U.S. History	31	32
AP World History	22	22
Total Exams Taken		459
Exams with scores of at least 3 on AP exams or 4 on IB exams		293



Glen Ridge High School
2016-2017

Grade Span 07-12

13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228

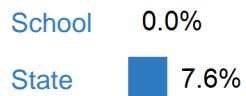
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

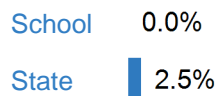
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



Glen Ridge High School
2016-2017

Grade Span 07-12

13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
7	2	0	0	0	0	0	155
8	122	0	0	0	0	0	57
9	56	80	1	0	0	0	4
10	3	75	67	4	0	2	0
11	0	5	50	68	3	13	0
12	0	0	1	38	70	16	15
Schoolwide	183	160	119	110	73	31	231
Enrolled in AP/IB Course					36	19	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	119	2	0	0	24	0
10	17	114	0	0	0	0
11	5	36	0	0	91	6
12	16	17	0	0	61	19
Schoolwide	157	169	0	0	176	25
Enrolled in AP/IB Course	19	10		0	114	0



Glen Ridge High School
2016-2017

Grade Span 07-12

13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	139	0	0	0	0	0
10	0	131	0	0	0	0
11	0	123	45	4	2	1
12	22	3	63	42	9	54
Schoolwide	161	257	108	46	11	55
Enrolled in AP/IB Course	22	31	0	0	0	1

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	59	76	22	0	0	19	0
8	71	47	0	0	0	14	0
9	60	53	0	0	0	15	0
10	66	47	0	0	0	17	0
11	68	28	0	0	0	0	1
12	56	30	0	0	0	0	1
Schoolwide	380	281	22	0	0	65	2
Enrolled in AP/IB Course	17	17	0	0	0	0	0
Enrolled in Level 3 or Higher	95	50	0	0	0	17	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



Glen Ridge High School
2016-2017
Grade Span 07-12

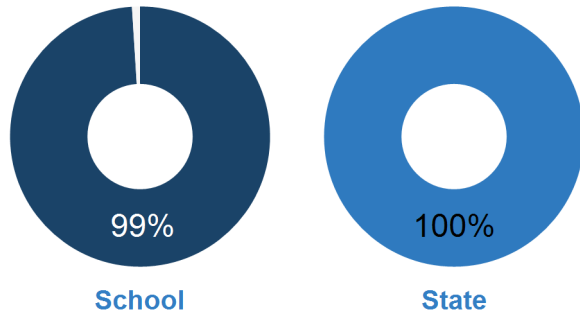
13-1750-050
ESSEX
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GLEN RIDGE, NJ 07028-1228

Visual and Performing Arts – Course Participation

This chart shows the percentages of students in the school and across the state that were enrolled in one or more **Visual and Performing Arts** classes with separate rates for grades 6-8 and grades 9-12. The chart also shows the percentage of students in the school and across the state that were enrolled in one or more courses within each of the four arts disciplines.

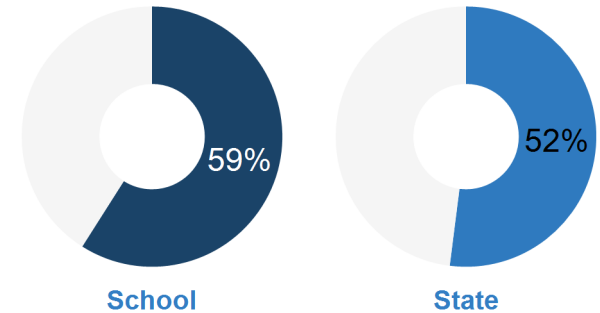
Grades 6-8:

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

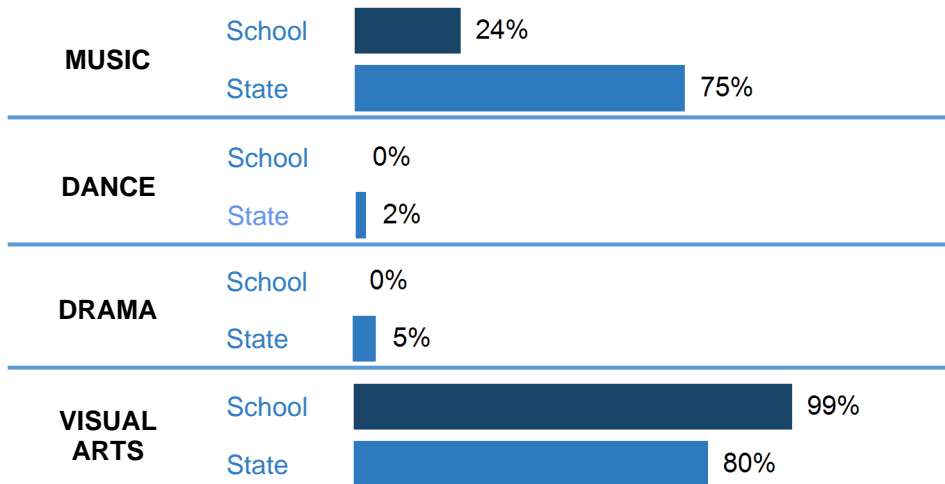


Grades 9-12:

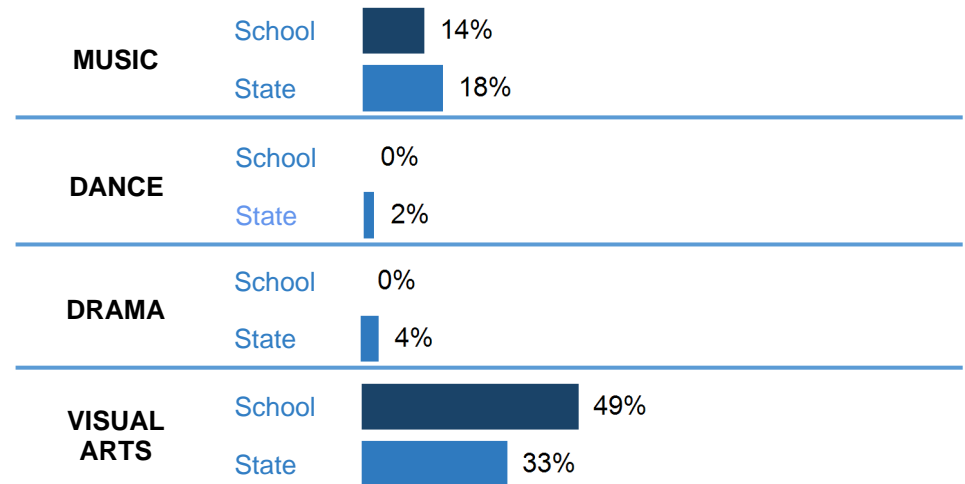
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





**Glen Ridge High School
2016-2017
Grade Span 07-12**

**13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228**

This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	97.9%	90.5%	99.2%	91.8%	96.9%	N	Met Goal	99.3%	N	Met Goal
White	98.3%	94.5%	99.1%	95.1%	97.2%	N	Met Goal	99.1%	N	Met Goal
Hispanic	*	84.3%	*	86.3%	*	**	**	*	**	**
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	*	83.9%	N	85.6%	N	N	N	N	N	N
Students with Disabilities	89.5%	78.8%	94.4%	82.1%	83.3%	**	**	100.0%	**	**
English Learners	*	76.1%	N	79.7%	N	N	N	N	N	N
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	97.9%	-
2016	96.9%	99.2%
2015	97.8%	99.3%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.2%	1.1%
2015-2016	0%	1.1%
2014-2015	0%	1.1%

** ESSA accountability targets are only included if data is available for at least 20 students



**Glen Ridge High School
2016-2017**

Grade Span 07-12

**13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228**

This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	83%	3.4%	96.6%
White	80.7%	3.4%	96.6%
Hispanic	*	0%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	N	N	N
Students with Disabilities	73.3%	27.3%	72.7%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	87%	2.8%	97.2%	52.3%	47.7%	22.4%	77.6%
White	86.3%	1.1%	98.9%	52.3%	47.7%	20.5%	79.6%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	N	N	N	N	N	N	N
Students with Disabilities	87.5%	7.1%	92.9%	42.9%	57.1%	28.6%	71.4%
English Learners	N	N	N	N	N	N	N



Glen Ridge High School
2016-2017
Grade Span 07-12

13-1750-050
 ESSEX
 GLEN RIDGE BORO
 200 RIDGEWOOD AVE
 GLEN RIDGE, NJ 07028-1228

This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

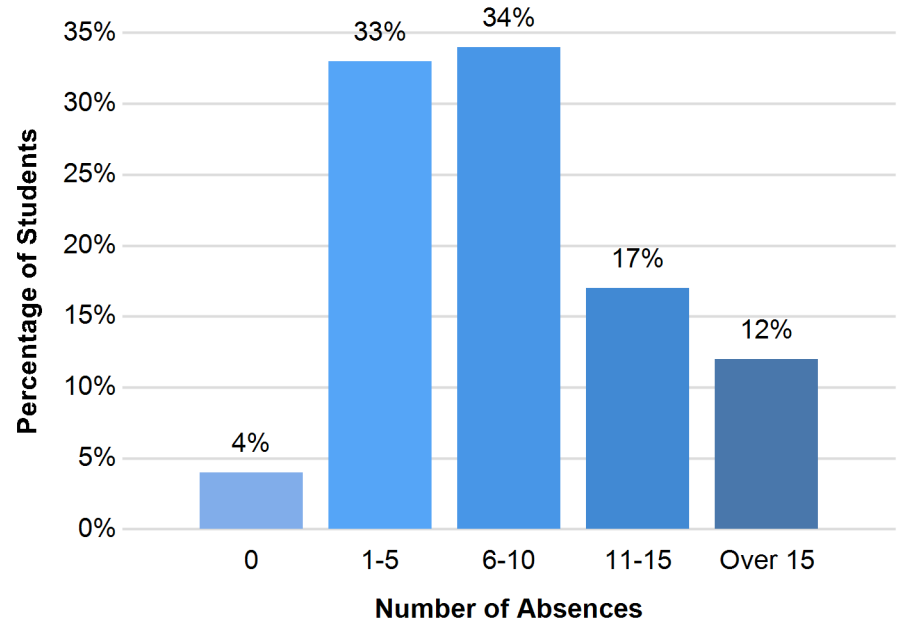
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.70	12.60	Met Target
White	6.60	12.60	Met Target
Hispanic	4.10	12.60	Met Target
Black or African American	10.40	12.60	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.30	12.60	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	9.80	12.60	Met Target
Economically Disadvantaged Students	N	**	**
Students with Disabilities	10.90	12.60	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





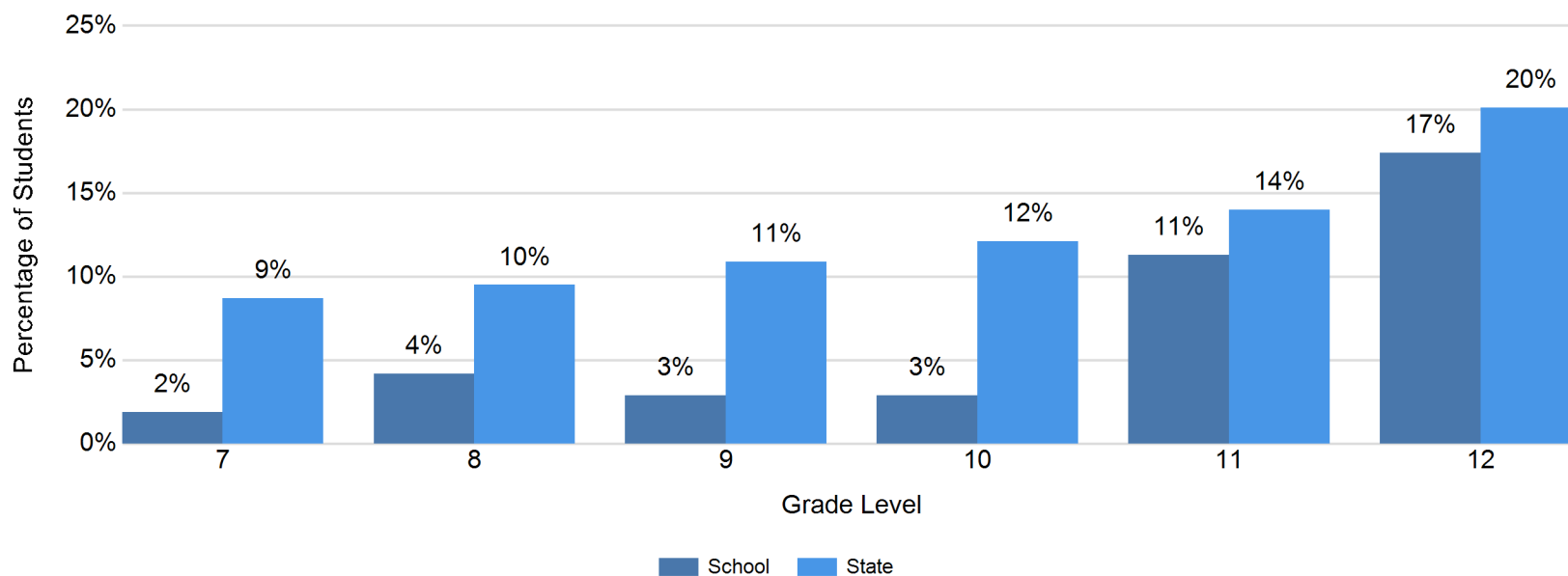
Glen Ridge High School
2016-2017

Grade Span 07-12

13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Glen Ridge High School
2016-2017

Grade Span 07-12

13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:00AM
Typical End Time	3:15PM
Length of School Day	7 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs. 20 Mins.
Shared Time - Instructional Time	3 Hrs. 10 Mins.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	4
Vandalism	0
Weapons	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	1.93

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.1%
Out-of-School Suspensions	1.2%
Any Suspension	1.3%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



**Glen Ridge High School
2016-2017
Grade Span 07-12**

13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	105.0 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$208	\$14,281	\$14,489



**Glen Ridge High School
2016-2017**

Grade Span 07-12

13-1750-050

ESSEX

GLEN RIDGE BORO

200 RIDGEWOOD AVE

GLEN RIDGE, NJ 07028-1228

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	75	120,724
Average years experience in public schools	12.8	11.8
Average years experience in district	10.7	10.5
Teachers in district for 4 or more years	81%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,506
Average years experience in public schools	18.0	15.9
Average years experience in district	12.3	11.6
Administrators in district for 4 or more years	82%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	13:1
Administrators	208:1	173:1
Librarian/Media Specialists		635:1
Nurses		476:1
Counselors		318:1
Child Study Team		272:1



Glen Ridge High School
2016-2017
Grade Span 07-12

13-1750-050
 ESSEX
 GLEN RIDGE BORO
 200 RIDGEWOOD AVE
 GLEN RIDGE, NJ 07028-1228

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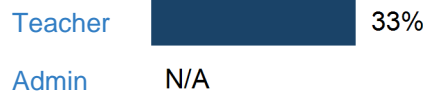
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Teachers and Administrators - Level of Education

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

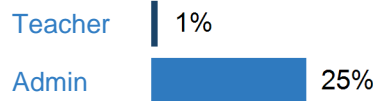
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



Glen Ridge High School
2016-2017
Grade Span 07-12

13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	85.1	12.5%
Mathematics Proficiency	93.6	12.5%
Graduation - 4-Year	83.0	15.0%
Graduation - 5-Year	88.9	15.0%
English Language Arts Growth	66.0	15.0%
Mathematics Growth	45.5	15.0%
Chronic Absenteeism	72.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		75.7
Summative Rating: Percentile rank of Summative Score		87.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



**Glen Ridge High School
2016-2017
Grade Span 07-12**

13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	75.7	19.6	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	Met Target	Not Met	No
White	81.3	19.6	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	Met Target	Not Met	No
Hispanic	**	**	No	Met Target	Met Target	Met Target	**	**	**	**	No
Black or African American	**	**	No	Met Target†	Met Target	Met Target	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	Met Target†	Met Target	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	**	**	No
Two or More Races	**	**	No	Met Target†	Met Target	Met Target	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	N	N	**	**	No
Students with Disabilities	54.7	11.9	No	Met Target†	Met Target	Met Target	**	**	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	N	N	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Glen Ridge High School
2016-2017
Grade Span 07-12




13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228

School General Info

Principal:	Mr. Melchor	Email Address:	lmelchor@glenridge.org
Address:	200 RIDGEWOOD AVE GLEN RIDGE, NJ 07028-1228	Website:	https://www.glenridge.org/Domain/108
Phone:	(973)429-8303		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Named One of America’s Most Challenging High Schools by The Washington Post. 16th in New Jersey and 508th Nationally. • Named One of the Best High Schools by Us News and World Report 14th in New Jersey and 317th Nationally • Ranked 30th Best Public School in New Jersey by Niche.com Teachers were ranked 10th Best in New Jersey
 <p>Mission, Vision, Theme:</p>	<p>MISSION STATEMENT In partnership with a close knit community, the Glen Ridge Public Schools will maximize the potential of each individual student through a motivational and highly challenging academic program. This will be accomplished in an atmosphere respectful of individual and cultural differences, so that students can advance their post-secondary education, contribute socially, and compete productively in an ever changing, increasingly technological global society.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>GRHS students consistently distinguish themselves by achieving numerous recognitions and awards, including: • Nationally Recognized by Newsweek Magazine and US News and World Report • Recognized by NJ Monthly Magazine • National Merit Commendations Advanced Placement Scholars • Advanced Placement Scholars with Distinction • Advanced Placement Scholars with Honors • National Advanced Placement Scholars</p>






Glen Ridge High School
2016-2017
Grade Span 07-12

13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228

School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>A diverse program of studies with particular emphasis on college preparation. Glen Ridge High School has a 1:1 Chromebook initiative for all grade 7-12 students. Student interests are addressed by programs in practical arts, graphic arts, photography, computers, and performing and fine arts. Students score well above state and national averages on standardized tests. Over 90 % of the student body participate in clubs, organizations, or interscholastic athletics. "</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Cross-Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Co-ed), Ice Hockey (Co-ed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Co-ed)</p> <p>Girls Soccer - 2016 North 2 Group I Champions, North Group I Champions, Group I State Finalists Boys Soccer 2016 - North 2 Group I Sectional Finalists. Boys Basketball - 2016-17 North 2 Group I Sectional Finalists. Baseball 2017 - North 2 Group I Champions Girls Lacrosse 2017 - Essex County Champions & SEC Champions. Golf - 2017 SEC Champions</p>
 <p>Clubs and Activities:</p>	<p>Art Honor Society Chemistry Club Chinese Club Choral Club Community Service Club Computers & Technology Club Cupcakes for Cancer Drama Club Environmental Club Feminist Club Film Club French Club French Honor Society Future Educators Club Gay Straight Alliance GLI Hispanic Honor Society Homework Club Jazz band Journalist Key Club Literary Magazine Model United Nations National Honor Society Robotics FTC Science League Sharing The Arts Spanish Club</p>







Glen Ridge High School
2016-2017
Grade Span 07-12

13-1750-050
ESSEX
GLEN RIDGE BORO
200 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1228

School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>Out-of-District professional learning development opportunities include: Workshops, Conferences, Consultants, and Graduate Courses. In-District professional learning development opportunities include: Faculty Meetings, Grade Level/Department Meetings, Consultants, Professional Days, Committees and Technology Boot Camp.</p>
 <p>Postsecondary Information:</p>	<p>Colleges and Universities that our graduates have enrolled in include: Babson College, Bates College, Boston University, Carnegie Mellon University, College of William and Mary, Cornell University, Duke University, Georgetown University, Lehigh University, McGill University, New York University, Rice University, Stanford University, Swarthmore College, Tufts University, Tulane University. UC Berkeley, University of Michigan, University of Pennsylvania, Washington University, Yale University.</p>
 <p>Student Supports and Services:</p>	<p>The Child Study Team (CST) is an interdisciplinary unit of professionals, composed of a school psychologist, school social worker, and learning disabilities teacher consultant who utilize an individualized approach to meet student needs. The CST recommends pre-intervention techniques and strategies to parents and teachers and consults and makes diagnoses on students with intellectual, physical, social, emotional, developmental or academic difficulties.</p>
 <p>Parent and Community Involvement:</p>	<p>The Glen Ridge Home and School Association is a non-profit organization for the promotion of cooperation between home, school and community for the benefit of Glen Ridge students. Its mission is to reinforce a family/school community, which enriches the academic, cultural, and social environment of Glen Ridge students. The Home & School communicates through regularly scheduled meetings, newsletters and school website.</p>



Linden Avenue School
2016-2017


Grade Span PK-02

13-1750-080
ESSEX
GLEN RIDGE BORO
205 LINDEN AVE
GLEN RIDGE, NJ 07028

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
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Linden Avenue School

2016-2017

Grade Span PK-02

13-1750-080
ESSEX
GLEN RIDGE BORO
205 LINDEN AVE
GLEN RIDGE, NJ 07028

Footnotes

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**Linden Avenue School
2016-2017**

Grade Span PK-02

13-1750-080
ESSEX
GLEN RIDGE BORO
205 LINDEN AVE
GLEN RIDGE, NJ 07028

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	3	5	38
KG	66	56	59
1	70	70	59
2	75	73	68
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	12	5	11
Total	226	209	235

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	49%	52%
Male	50%	51%	49%
Economically Disadvantaged Students	0%	0%	0%
Students with Disabilities	17%	11%	13%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	67.7%
Hispanic	12.8%
Asian	9.8%
Black or African American	7.2%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.1%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	4	0
PK - Full Day	1	1	38
KG - Half Day	0	0	0
KG - Full Day	66	56	59

Enrollment by Home Language

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

Home Language	% of Students
English	97.9%
Other	2.1%



Linden Avenue School
2016-2017

Grade Span PK-02

13-1750-080
ESSEX
GLEN RIDGE BORO
205 LINDEN AVE
GLEN RIDGE, NJ 07028

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

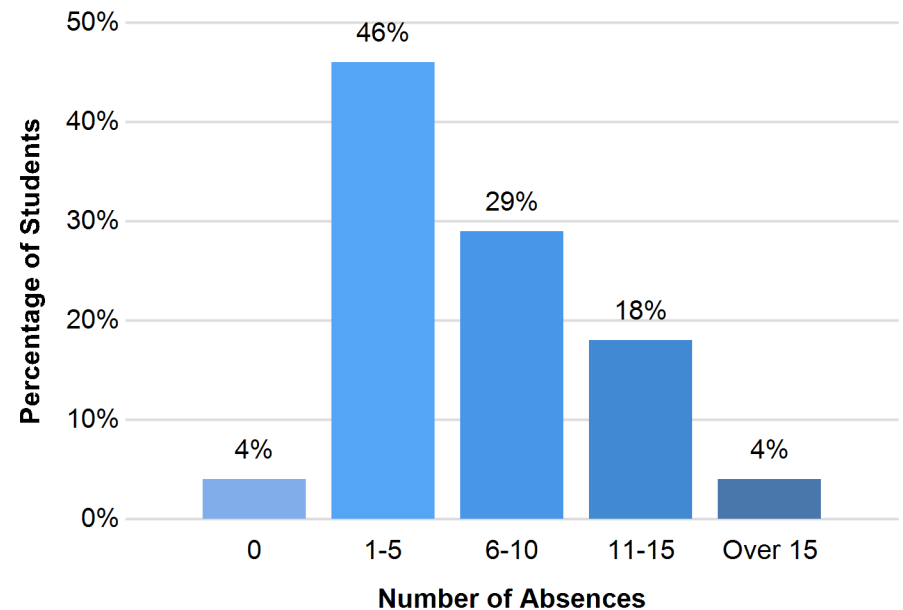
Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.60	9.80	Met Target
White	0.80	9.80	Met Target
Hispanic	4.00	9.80	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	0	9.80	Met Target
English Learners	N	**	**

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



** ESSA accountability targets are only included if data is available for at least 20 students.



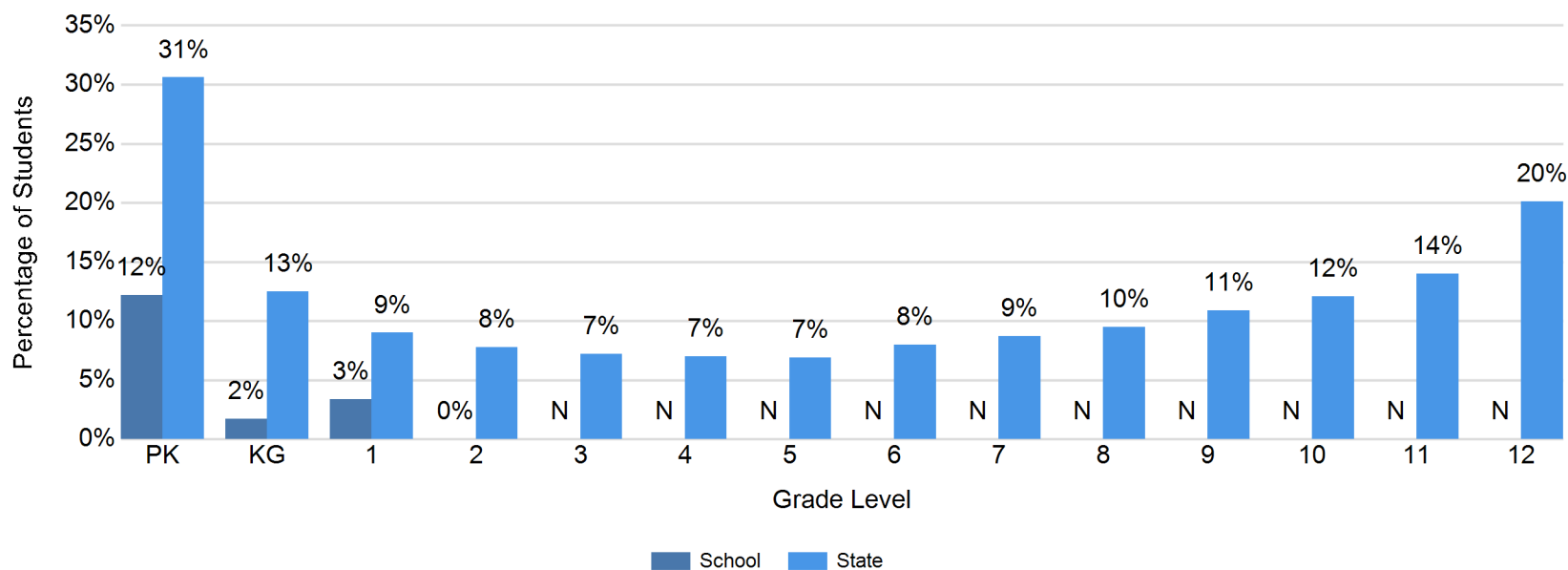
**Linden Avenue School
2016-2017**

Grade Span PK-02

13-1750-080
ESSEX
GLEN RIDGE BORO
205 LINDEN AVE
GLEN RIDGE, NJ 07028

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Linden Avenue School
2016-2017

Grade Span PK-02

13-1750-080
ESSEX
GLEN RIDGE BORO
205 LINDEN AVE
GLEN RIDGE, NJ 07028

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	4 Hrs. 0 Mins.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Linden Avenue School
2016-2017

Grade Span PK-02

13-1750-080
ESSEX
GLEN RIDGE BORO
205 LINDEN AVE
GLEN RIDGE, NJ 07028

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$208	\$14,281	\$14,489



**Linden Avenue School
2016-2017**

Grade Span PK-02

13-1750-080
ESSEX
GLEN RIDGE BORO
205 LINDEN AVE
GLEN RIDGE, NJ 07028

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	17	120,724
Average years experience in public schools	14.2	11.8
Average years experience in district	10.6	10.5
Teachers in district for 4 or more years	82%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,506
Average years experience in public schools	18.0	15.9
Average years experience in district	12.3	11.6
Administrators in district for 4 or more years	82%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	13:1
Administrators	235:1	173:1
Librarian/Media Specialists		635:1
Nurses		476:1
Counselors		318:1
Child Study Team		272:1



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ESSEX
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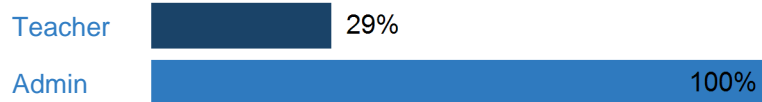
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



**Linden Avenue School
2016-2017**

Grade Span PK-02




13-1750-080
ESSEX
GLEN RIDGE BORO
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GLEN RIDGE, NJ 07028

School General Info

Principal:	Mr. Caravela	Email Address:	jcaravela@glenridge.org
Address:	205 LINDEN AVE GLEN RIDGE, NJ 07028	Website:	https://www.glenridge.org/Domain/398
Phone:	(973)429-8301		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Makerspace/STEAM lessons and activities. Fall and Spring Maker Days. • PAWS Up for Respect Character Education Program • Curriculum Includes Everyday Math, Reading Wonders, and hands-on Science and Social Studies activities.
 Mission, Vision, Theme:	Partnered with a supportive community, the Glen Ridge Public Schools will provide all students the opportunity to achieve their full individual potential through a dynamic, stimulating and challenging educational program, aligned to the New Jersey State Core Curriculum Content Standards, that fosters respect, prepares students for life-long learning and enables students to contribute as citizens in an ever-changing, global society.
 Awards, Recognition, Accomplishments:	Numerous grants have been awarded to the Linden Avenue staff which recently include: Little Makers - a Traveling makerspace, iRover SmartBoard/Table for PreKindergarten, and Sew STEAMing - Second grade sewing machines, and BrainPop for first graders.






**Linden Avenue School
2016-2017**

Grade Span PK-02

**13-1750-080
ESSEX
GLEN RIDGE BORO
205 LINDEN AVE
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 <p>Courses, Curriculum, Instruction:</p>	<p>Curriculum Includes Everyday Math, Reading Wonders, and hands-on Science and Social Studies activities. There is a G&T pullout program called the Young Learners Program, Reading Specialist/Basic Skills program, & Title 1 Math and after school title 1 Math Homework Club.</p>
 <p>Clubs and Activities:</p>	<p>The Discovery Program is an after school enrichment program which includes classes such as Yoga, STEAM activities, Hands-on science, Chef it Up cooking, LEGO Club, Hip-Hop, Ballet, computer fun, kickball, and martial arts. Title 1 Math Homework Club.</p>
 <p>Before and After School Programs:</p>	<p>Before Care and After Care programs run by staff of the Glen Ridge Public Schools. PreK - Grade 2 (Ages 4 - 8) students participate in these programs.</p>







**Linden Avenue School
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Grade Span PK-02

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 <p>Staff and Professional Learning:</p>	<p>One full day and 2 half-day professional days are built into the school calendar. Staff meetings and grade level meetings include professional development. Professional Learning Communities (PLCs) include the SciP, Makerspace, Character Education/School Safety, Report Card Benchmarks, Literacy, and Mindfulness.</p>
 <p>Student Supports and Services:</p>	<p>Special Education services begin with a self-contained Preschool Disabled Classroom, a pullout Resource Room program for grades K-2 students, inclusion in the regular education Pre-Kindergarten and K-2 classrooms are included. the Reading Specialist and Title 1 math teachers work with identified students on a pull-out basis. In-class support is also available for children who need extra help in the classroom.</p>
 <p>Student Health and Wellness:</p>	<p>Physical Education classes take place 3 times in our 6 day cycle and health is one time per 6 day cycle. Classroom teachers engage the children in daily brain/fitness breaks where brief physical activities help to refocus the children. Music and movement is also included during music classes which take place 2x in our 6 day cycle.</p>
 <p>Parent and Community Involvement:</p>	<p>The Home and School parent association sponsor many social, fundraising, and community service events including: School-wide pizza parties, Mum & Crumb, Pumpkin Walk, Science Fair and 2 Maker Days, Author visit, Read Across America, Food drives, Pennies for Patients, Halloween candy for Troops, Breast Cancer, Autism, and Food allergy Awareness days.</p>



Linden Avenue School
2016-2017
Grade Span PK-02

13-1750-080
ESSEX
GLEN RIDGE BORO
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Facilities:

The Linden Avenue School was built in 1911. Recent renovations include: Library/ Multipurpose in 2016; Gym/cafe in 2013; Playground upgrades in 2010, 2012, and 2014; Outdoor Learning Garden established 2005.



Linden Avenue School
2016-2017
Grade Span PK-02

13-1750-080
ESSEX
GLEN RIDGE BORO
205 LINDEN AVE
GLEN RIDGE, NJ 07028

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School begins at 8:30 a.m. and ends at 3:00 p.m. for students. Related Arts classes include PE 3x per 6 day cycle, Music 2x, Library 1x, Art 2x, and Health 1x. Technology includes Chromebook Carts for K, 1, 2 students, classroom computers and SMART Boards in every k-2 classroom Google for Education is utilized including Google Docs, Sheets, and Slides; SmartBoards in all classrooms, iRover boards in Prek classrooms; Tablet usage in special education.



Other Information:




Ridgewood Avenue School
2016-2017
Grade Span 03-06

13-1750-075
ESSEX
GLEN RIDGE BORO
235 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1019

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
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Ridgewood Avenue School
2016-2017
Grade Span 03-06

13-1750-075
ESSEX
GLEN RIDGE BORO
235 RIDGEWOOD AVE
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Ridgewood Avenue School
2016-2017
Grade Span 03-06

13-1750-075
ESSEX
GLEN RIDGE BORO
235 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1019

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

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

This table shows the percentage of students by racial and ethnic group.

Grade	2014-15	2015-16	2016-17
3	139	137	153
4	148	143	143
5	149	152	146
6	139	143	150
Ungraded	10	8	9
Total	585	583	601

Student Group	2014-15	2015-16	2016-17
Female	48%	50%	49%
Male	52%	50%	51%
Economically Disadvantaged Students	0%	0%	0%
Students with Disabilities	18%	16%	16%
English Learners	0%	0%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	75.2%
Asian	7.5%
Hispanic	6.8%
Black or African American	2.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	7.8%

Enrollment by Home Language

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

Home Language	% of Students
English	96.5%
Afar	2.0%
Other	1.6%



Ridgewood Avenue School
2016-2017
Grade Span 03-06

13-1750-075
 ESSEX
 GLEN RIDGE BORO
 235 RIDGEWOOD AVE
 GLEN RIDGE, NJ 07028-1019

English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	564	97.2	80.00	79.70	54.90	80	79.3	Met Goal
White	419	96.5	79.00	80.10	63.90	79	78.5	Met Target
Hispanic	40	100.0	65.00	68.30	39.80	65	68.9	Met Target†
Black or African American	14	100.0	64.20	55.30	35.20	64.2	**	**
Asian, Native Hawaiian, or Pacific Islander	44	97.8	93.20	92.70	80.70	93.2	80	Met Goal
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	47	100.0	93.60	86.80	54.90	93.6	80	Met Goal
Female	270	95.9	84.80	85.80	62.20	84.8		
Male	294	98.4	75.50	74.40	48.10	75.5		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	94	93.2	38.30	37.80	20.50	37.5	38.5	Met Target†
Students without Disabilities	470	98.0	88.30	88.40	61.90	88.3		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Ridgewood Avenue School
2016-2017

Grade Span 03-06

13-1750-075
ESSEX
GLEN RIDGE BORO
235 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1019

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	154	779	779	749	*	*	19%	51%	23%	75%	50%
White	114	773	773	759	*	*	21%	56%	16%	72%	61%
Hispanic	13	779	779	734	0%	0%	*	*	*	69%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	15	804	804	775	0%	*	0%	*	*	93%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	72	785	785	754	*	*	18%	50%	29%	79%	55%
Male	82	774	774	745	*	*	20%	52%	18%	71%	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	154	779	779	762	*	*	19%	51%	23%	75%	63%
Students with Disabilities	34	747	747	720	*	*	38%	32%	*	38%	24%
Students without Disabilities	120	788	788	755	*	*	13%	57%	*	85%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	154	779	779	752	*	*	19%	51%	23%	75%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Ridgewood Avenue School
2016-2017

Grade Span 03-06

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	778	778	753	*	*	10%	49%	36%	85%	56%
White	102	777	777	762	*	*	11%	46%	36%	82%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	14	791	791	755	0%	0%	*	*	*	93%	56%
Female	71	782	782	758	*	*	*	48%	39%	87%	61%
Male	71	775	775	749	*	*	*	49%	32%	82%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	142	778	778	764	*	*	10%	49%	36%	85%	69%
Students with Disabilities	25	746	746	725	0%	*	*	*	*	36%	25%
Students without Disabilities	117	785	785	759	0%	*	*	*	*	95%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	142	778	778	755	*	*	10%	49%	36%	85%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Ridgewood Avenue School
2016-2017

Grade Span 03-06

13-1750-075
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	140	784	784	756	*	*	7%	58%	30%	88%	59%
White	109	784	784	763	*	*	*	62%	28%	90%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	11	793	793	779	0%	*	0%	*	*	91%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	66	791	791	761	*	*	*	59%	36%	96%	66%
Male	74	778	778	750	*	*	*	57%	24%	81%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	18	750	750	725	*	*	*	*	*	56%	22%
Students without Disabilities	122	789	789	762	*	*	*	*	*	93%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



Ridgewood Avenue School
2016-2017
Grade Span 03-06

13-1750-075
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	148	772	772	752	*	*	21%	48%	28%	76%	54%
White	110	771	771	758	*	*	25%	52%	23%	75%	63%
Hispanic	11	757	757	740	*	*	*	*	*	55%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	15	782	782	753	0%	*	0%	*	*	93%	56%
Female	71	774	774	758	*	*	17%	48%	31%	79%	61%
Male	77	770	770	746	*	*	25%	48%	25%	73%	46%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	148	772	772	761	*	*	21%	48%	28%	76%	65%
Students with Disabilities	18	742	742	722	*	*	*	*	*	28%	17%
Students without Disabilities	130	776	776	758	*	*	*	*	*	82%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

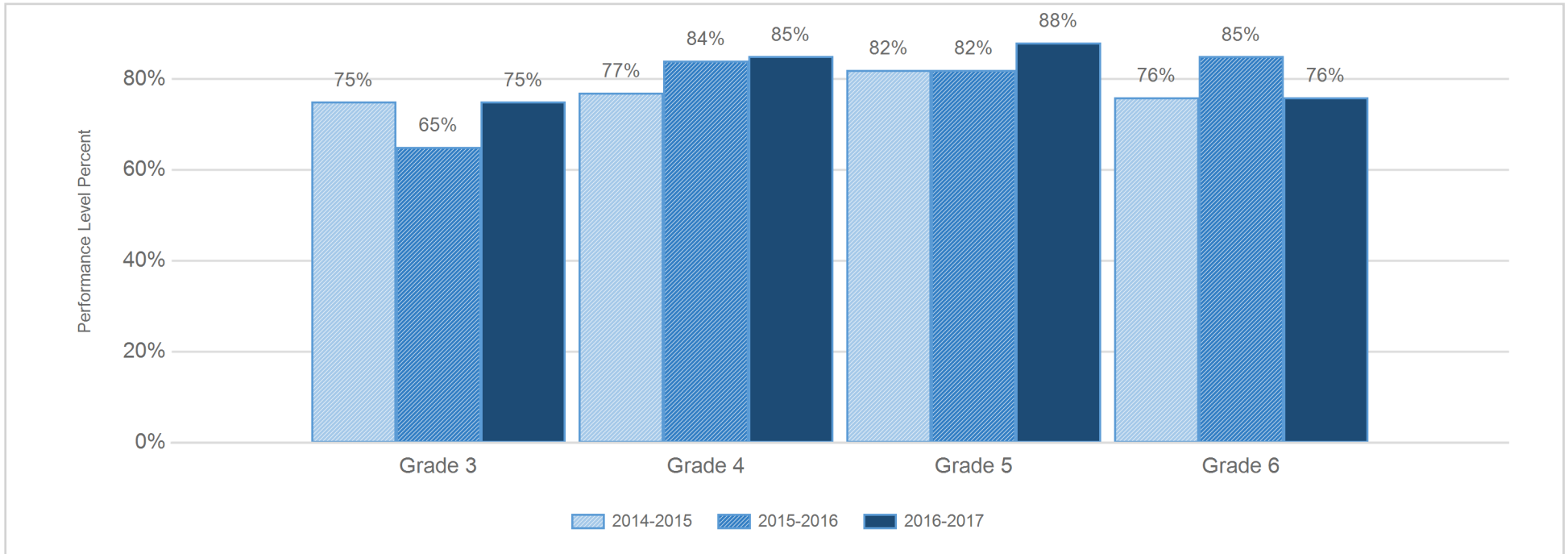


Ridgewood Avenue School
2016-2017
Grade Span 03-06

13-1750-075
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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Ridgewood Avenue School
2016-2017
Grade Span 03-06

13-1750-075
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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	562	96.8	76.10	74.00	43.50	76.1	79.1	Met Target†
White	419	96.5	74.70	72.80	52.40	74.7	78.2	Met Target†
Hispanic	39	97.6	58.90	64.50	27.60	58.9	60.7	Met Target†
Black or African American	13	93.7	61.50	50.00	21.70	60.1	**	**
Asian, Native Hawaiian, or Pacific Islander	44	97.8	97.70	97.00	75.60	97.7	80	Met Goal
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	47	100.0	87.20	86.50	44.90	87.2	80	Met Goal
Female	268	95.2	74.30	74.30	44.10	74.3		
Male	294	98.4	77.90	73.80	42.90	77.9		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	94	93.2	44.60	38.00	16.50	43.7	41.9	Met Target
Students without Disabilities	468	97.6	82.50	81.30	48.80	82.5		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Ridgewood Avenue School
2016-2017

Grade Span 03-06

13-1750-075
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GLEN RIDGE, NJ 07028-1019

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	153	764	764	751	*	*	24%	46%	22%	68%	53%
White	114	760	760	759	*	*	25%	47%	18%	65%	63%
Hispanic	12	753	753	738	0%	*	*	*	*	50%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	15	788	788	779	0%	0%	*	*	*	93%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	71	761	761	751	*	*	27%	42%	20%	62%	52%
Male	82	766	766	751	*	*	21%	49%	24%	73%	53%
Economically Disadvantaged Students	N	N	N	736	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	153	764	764	761	*	*	24%	46%	22%	68%	65%
Students with Disabilities	34	746	746	729	*	*	32%	38%	*	47%	29%
Students without Disabilities	119	769	769	755	*	*	21%	48%	*	74%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	153	764	764	753	*	*	24%	46%	22%	68%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Ridgewood Avenue School
2016-2017

Grade Span 03-06

13-1750-075
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235 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1019

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	141	764	764	747	*	*	23%	60%	10%	70%	47%
White	102	761	761	755	*	*	24%	62%	*	69%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	14	770	770	747	0%	*	*	*	*	79%	48%
Female	70	761	761	747	*	*	26%	56%	*	66%	47%
Male	71	766	766	747	*	*	20%	65%	*	75%	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	141	764	764	757	*	*	23%	60%	10%	70%	61%
Students with Disabilities	25	747	747	724	*	*	*	48%	*	52%	22%
Students without Disabilities	116	767	767	751	*	*	*	63%	*	74%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	141	764	764	749	*	*	23%	60%	10%	70%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Ridgewood Avenue School
2016-2017
Grade Span 03-06

13-1750-075
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 GLEN RIDGE, NJ 07028-1019

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	140	780	780	747	*	*	11%	47%	39%	86%	46%
White	109	778	778	754	*	*	11%	50%	36%	85%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	11	801	801	774	0%	0%	0%	*	*	100%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	66	779	779	747	*	*	*	53%	36%	89%	47%
Male	74	782	782	746	*	*	*	42%	41%	82%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	18	759	759	725	*	*	*	*	*	56%	19%
Students without Disabilities	122	783	783	751	*	*	*	*	*	90%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



Ridgewood Avenue School
2016-2017

Grade Span 03-06

13-1750-075
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Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	149	771	771	743	*	*	11%	54%	28%	82%	44%
White	111	768	768	751	*	*	13%	60%	22%	81%	54%
Hispanic	11	757	757	731	*	*	*	*	*	64%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	15	777	777	745	0%	*	*	*	*	87%	46%
Female	71	768	768	745	*	*	*	56%	24%	80%	45%
Male	78	773	773	742	*	*	*	53%	31%	83%	43%
Economically Disadvantaged Students	N	N	N	728	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	149	771	771	752	*	*	11%	54%	28%	82%	56%
Students with Disabilities	18	737	737	717	*	*	*	*	*	28%	13%
Students without Disabilities	131	775	775	748	*	*	*	*	*	89%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

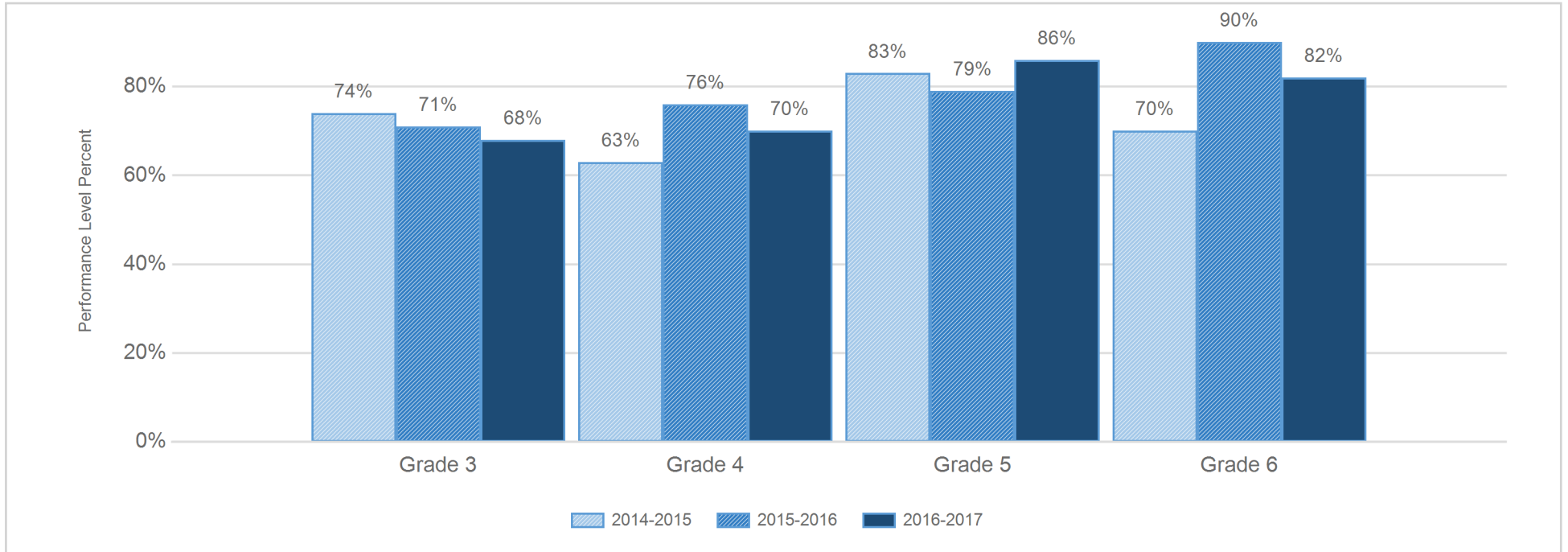


Ridgewood Avenue School
2016-2017
Grade Span 03-06

13-1750-075
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Ridgewood Avenue School
2016-2017
Grade Span 03-06

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 GLEN RIDGE, NJ 07028-1019

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	*	*
6	N	N

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



**Ridgewood Avenue School
2016-2017**

Grade Span 03-06

13-1750-075
ESSEX
GLEN RIDGE BORO
235 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1019

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

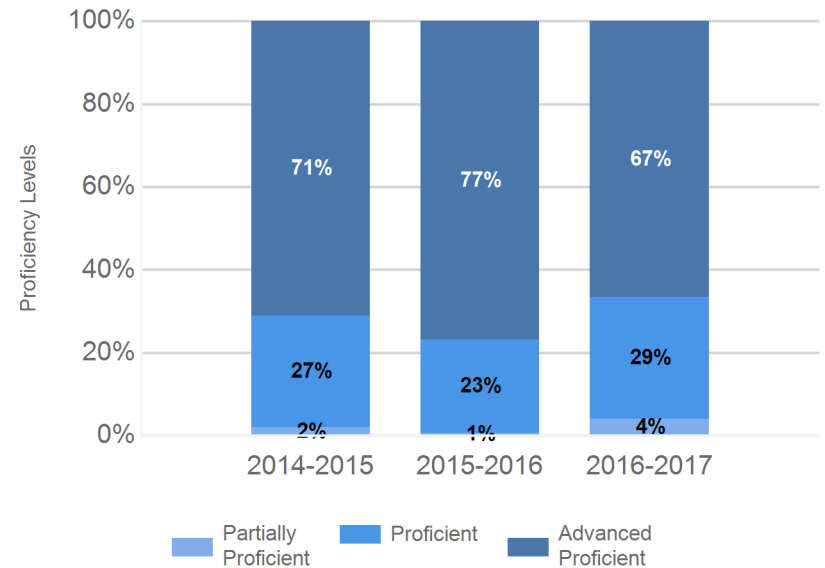
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	67%	29%	4%
White	*	N	N
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	30%	4%
Economically Disadvantaged Students	N	N	N
Students with Disabilities	*	N	N
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





Ridgewood Avenue School
2016-2017
Grade Span 03-06

13-1750-075
 ESSEX
 GLEN RIDGE BORO
 235 RIDGEWOOD AVE
 GLEN RIDGE, NJ 07028-1019

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	56	52	50	Met Target	72	64	50	Exceeds Target
White	57	55	50	Met Target	70	62	52	Exceeds Target
Hispanic	43	39	49	Met Target	76	*	47	Exceeds Target
Black or African American	49	35	45	**	72	*	43	**
Asian, Native Hawaiian, or Pacific Islander	59.5	54	60	Met Target	77	74.5	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	59	55.5	51	Met Target	71.5	*	52	Exceeds Target
Economically Disadvantaged	*	*	47	**	*	*	46	**
Students with Disabilities	53	46	41	Met Target	74	66	43	Exceeds Target
English Learners	N	N	N	N	N	N	N	N

** ESSA accountability targets are only included if data is available for at least 20 students.



Ridgewood Avenue School
2016-2017

Grade Span 03-06

13-1750-075
ESSEX
GLEN RIDGE BORO
235 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1019

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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

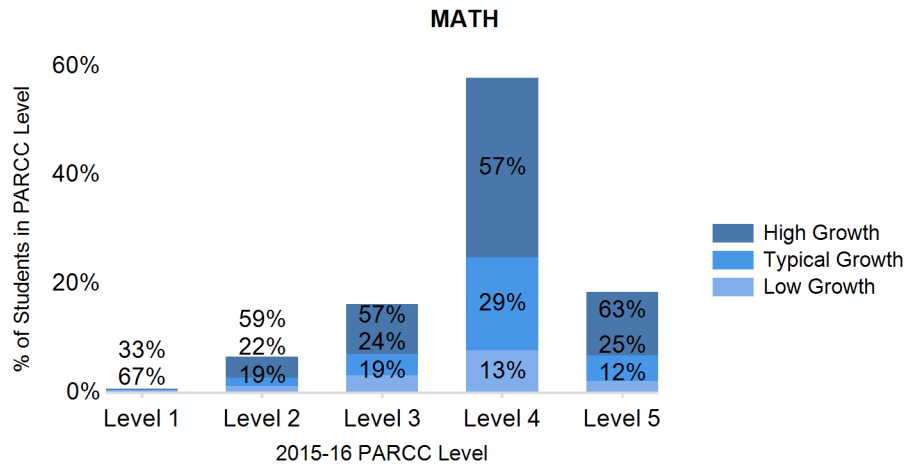
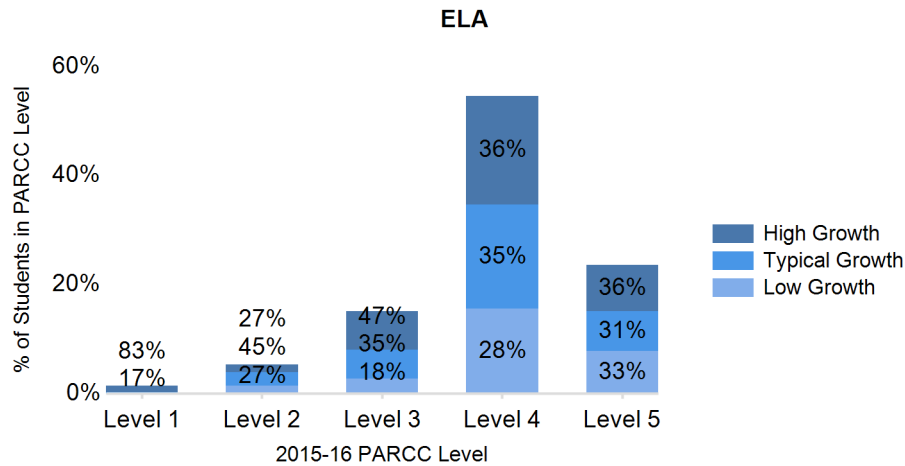
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

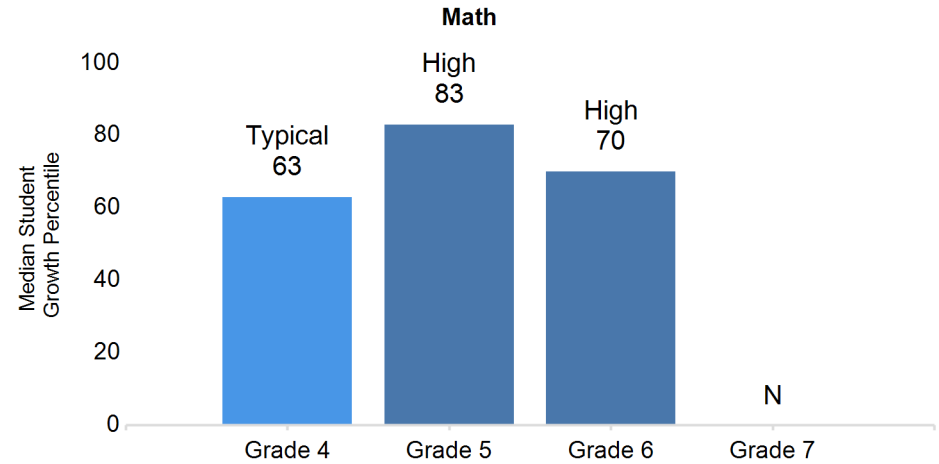
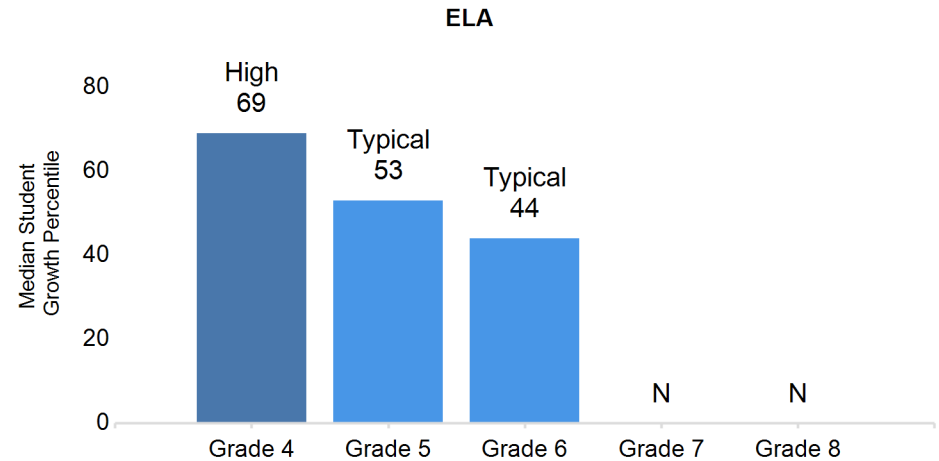
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Ridgewood Avenue School
2016-2017

Grade Span 03-06

13-1750-075
ESSEX
GLEN RIDGE BORO
235 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1019

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

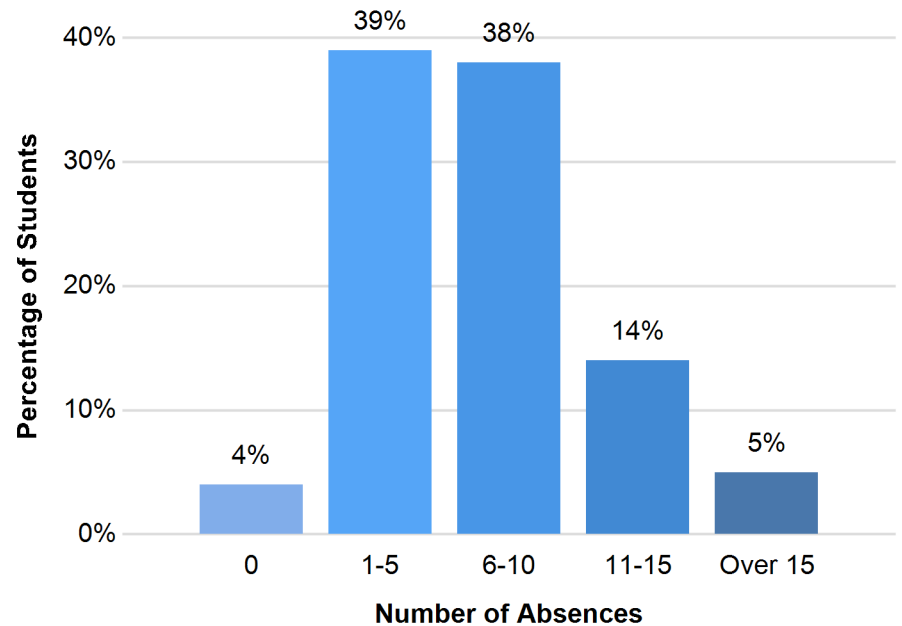
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.00	7.30	Met Target
White	1.80	7.30	Met Target
Hispanic	4.80	7.30	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	0	7.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	7.30	Met Target
Economically Disadvantaged Students	N	**	**
Students with Disabilities	3.80	7.30	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



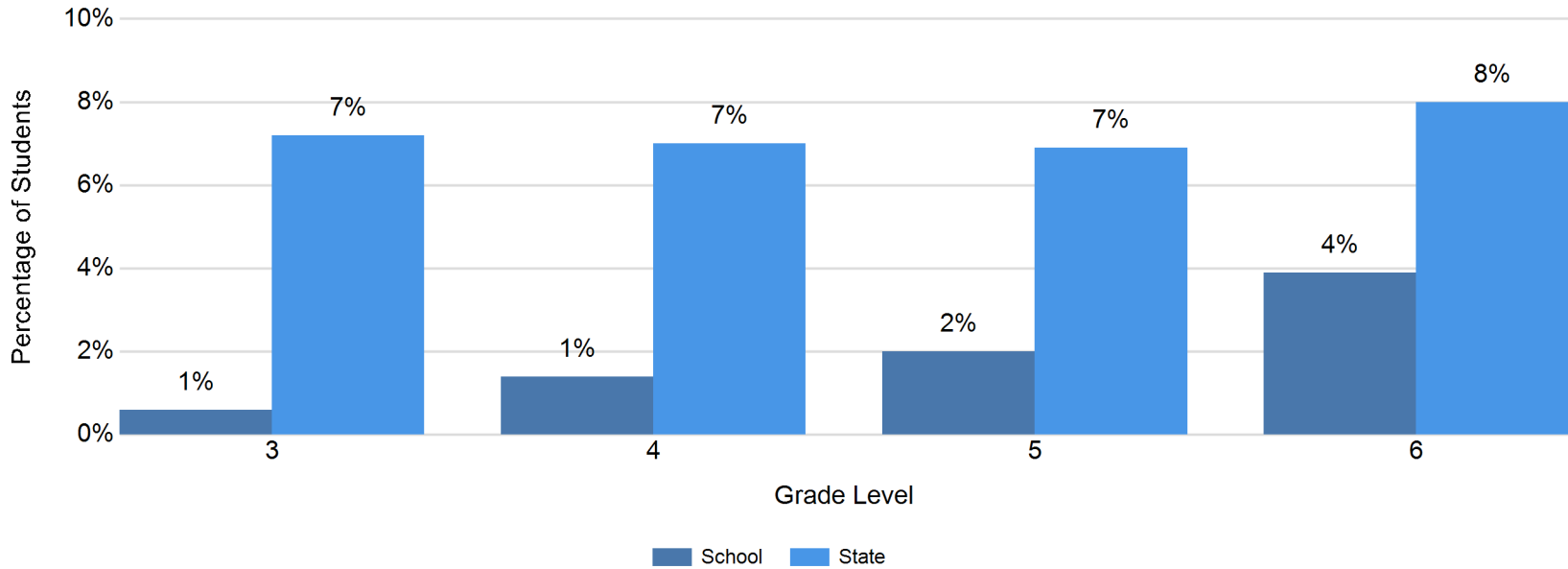


Ridgewood Avenue School
2016-2017
Grade Span 03-06

13-1750-075
ESSEX
GLEN RIDGE BORO
235 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1019

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Ridgewood Avenue School
2016-2017
Grade Span 03-06

13-1750-075
ESSEX
GLEN RIDGE BORO
235 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1019

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:20AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.33

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.2%
Out-of-School Suspensions	1.5%
Any Suspension	1.7%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Ridgewood Avenue School
2016-2017
Grade Span 03-06

13-1750-075
 ESSEX
 GLEN RIDGE BORO
 235 RIDGEWOOD AVE
 GLEN RIDGE, NJ 07028-1019

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.1:1	105.0 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$208	\$14,281	\$14,489



**Ridgewood Avenue School
2016-2017**

Grade Span 03-06

13-1750-075
ESSEX
GLEN RIDGE BORO
235 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1019

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	44	120,724
Average years experience in public schools	11.5	11.8
Average years experience in district	10.2	10.5
Teachers in district for 4 or more years	86%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,506
Average years experience in public schools	18.0	15.9
Average years experience in district	12.3	11.6
Administrators in district for 4 or more years	82%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	13:1
Administrators	301:1	173:1
Librarian/Media Specialists		635:1
Nurses		476:1
Counselors		318:1
Child Study Team		272:1



Ridgewood Avenue School
2016-2017
Grade Span 03-06

13-1750-075
 ESSEX
 GLEN RIDGE BORO
 235 RIDGEWOOD AVE
 GLEN RIDGE, NJ 07028-1019

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



Ridgewood Avenue School
2016-2017
Grade Span 03-06

13-1750-075
 ESSEX
 GLEN RIDGE BORO
 235 RIDGEWOOD AVE
 GLEN RIDGE, NJ 07028-1019

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	88.9	17.5%
Mathematics Proficiency	93.8	17.5%
English Language Arts Growth	66.5	25.0%
Mathematics Growth	97.2	25.0%
Chronic Absenteeism	95.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		87.2
Summative Rating: Percentile rank of Summative Score		96.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



**Ridgewood Avenue School
2016-2017**

Grade Span 03-06

13-1750-075
ESSEX
GLEN RIDGE BORO
235 RIDGEWOOD AVE
GLEN RIDGE, NJ 07028-1019

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	87.2	11.9	No	Met Goal	Met Target†	Met Target	Met Target	Exceeds Target	No
White	85.6	11.9	No	Met Target	Met Target†	Met Target	Met Target	Exceeds Target	No
Hispanic	75.9	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Exceeds Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	82.2	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	90.0	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	90.4	11.9	No	Met Target†	Met Target	Met Target	Met Target	Exceeds Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Ridgewood Avenue School
 2016-2017
 Grade Span 03-06


13-1750-075
 ESSEX
 GLEN RIDGE BORO
 235 RIDGEWOOD AVE
 GLEN RIDGE, NJ 07028-1019

School General Info

Principal:	Mr. Donovan	Email Address:	mdonovan@glenridge.org
Address:	235 RIDGEWOOD AVE GLEN RIDGE, NJ 07028-1019		
Phone:	(973)429-8306		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Curriculum Highlights include Everyday Math, Guided Reading and Writer's Workshop • Our Synergistics Lab is a STEAM Lab that provides hands-on learning for Grades 3-6 • We have a thriving Arts Program with an Elementary Strings Orchestra and a School Play involving 200 students
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Ridgewood Avenue School
2016-2017
Grade Span 03-06

13-1750-075
 ESSEX
 GLEN RIDGE BORO
 235 RIDGEWOOD AVE
 GLEN RIDGE, NJ 07028-1019

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 <p>Courses, Curriculum, Instruction:</p>	<p>During the 2016-2017 year we implemented the use of the MAP assessment as a data driven opportunity to evaluate and track student progress throughout the school year. We use school scores, student experiences and parent input to facilitate improvements. One example would be our ongoing new departmentalized model in 5th grade.</p>
 <p>Clubs and Activities:</p>	<p>Band, Chorus, Jazz Band, Strings Orchestra, Green Team, Art Club, Spanish Club, School Talent Show, "Rhino Romp" (school walk/run), Safe School Ambassadors, Student Council</p>
 <p>Before and After School Programs:</p>	<p>Before and After Care Programs, Discovery Classes offered for Students After School (sponsored by our Home and School Association)</p>







Ridgewood Avenue School
2016-2017
Grade Span 03-06

13-1750-075
 ESSEX
 GLEN RIDGE BORO
 235 RIDGEWOOD AVE
 GLEN RIDGE, NJ 07028-1019

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 <p>Staff and Professional Learning:</p>	<p>Professional Development Days for Staff, Conquer Mathematics Training, PLCs, Strategic Planning Committee, Team Leaders, SciP Team</p>
 <p>Student Supports and Services:</p>	<p>Intervention and Referral Services Team, Guidance Counselor, Child Study Team</p>
 <p>Student Health and Wellness:</p>	<p>Introduction of Fitness Room, Field Day, School Run/Walk (Rhino Romp)</p>
 <p>Parent and Community Involvement:</p>	<p>Excellent Home and School Association; very focused on supporting the school and the students. Actively involved parents and community. Parent Organization focused on Students with Special Needs and a Parent Organization focused on Advocating for Gifted Students</p>