




Benjamin Franklin Middle School
2016-2017
Grade Span 06-08

03-4390-060
 BERGEN
 RIDGEWOOD VILLAGE
 335 NORTH VAN DIEN AVE
 RIDGEWOOD, NJ 07451

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.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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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 |
|----------|---------|---------|---------|
| 6 | 236 | 236 | 214 |
| 7 | 245 | 251 | 239 |
| 8 | 246 | 245 | 247 |
| Ungraded | 10 | 14 | 11 |
| Total | 737 | 746 | 711 |

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 | 51% | 51% | 51% |
| Male | 49% | 49% | 49% |
| Economically Disadvantaged Students | 1% | 2% | 2% |
| Students with Disabilities | 15% | 14% | 14% |
| English Learners | 2% | 3% | 2% |
| 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 | 62.2% |
| Asian | 23.6% |
| Hispanic | 8.2% |
| Black or African American | 1.1% |
| American Indian or Alaska Native | 0.1% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 4.8% |

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 | 91.0% |
| Korean | 3.7% |
| Chinese | 1.3% |
| Japanese | 1.3% |
| Other | 2.6% |



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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 | 633 | 92.2 | 80.30 | 81.30 | 54.90 | 77.8 | 63.4 | Met Target |
| White | 389 | 90.1 | 78.70 | 80.80 | 63.90 | 74.6 | 60 | Met Target |
| Hispanic | 49 | 88.1 | 77.50 | 73.50 | 39.80 | 71.4 | 54 | Met Target |
| Black or African American | * | * | * | * | 35.20 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 151 | 97.6 | 85.40 | 86.10 | 80.70 | 85.4 | 77.7 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 53.70 | * | ** | ** |
| Two or More Races | 35 | 97.2 | 82.80 | 89.00 | 54.90 | 82.8 | 73.3 | Met Goal |
| Female | 323 | 93.1 | 86.60 | 87.00 | 62.20 | 85.1 | | |
| Male | 310 | 91.3 | 73.60 | 75.60 | 48.10 | 70.4 | | |
| Economically Disadvantaged Students | 21 | 95.5 | 38.10 | 39.40 | 36.20 | * | N | N |
| Non-Economically Disadvantaged Students | 612 | 92.1 | 81.70 | 82.60 | 65.80 | * | | |
| Students with Disabilities | 97 | 86.0 | 29.90 | 35.80 | 20.50 | 27 | 31 | Met Target† |
| Students without Disabilities | 536 | 93.4 | 89.40 | 89.50 | 61.90 | 87.8 | | |
| English Learners | 15 | 100.0 | 60.00 | 58.00 | 25.20 | 60 | ** | ** |
| Non-English Learners | 618 | 92.0 | 80.70 | 82.00 | 57.40 | 78.2 | | |
| Homeless Students | N | N | N | N | 26.40 | N | | |
| Students In Foster Care | N | N | N | * | 24.80 | N | | |
| Military-Connected Students | * | * | * | * | 53.50 | * | | |
| 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.



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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 | 199 | 772 | 773 | 752 | * | * | 16% | 55% | 25% | 79% | 54% |
| White | 115 | 766 | 770 | 758 | * | * | 18% | 57% | 18% | 76% | 63% |
| Hispanic | 12 | 770 | 761 | 740 | 0% | * | * | * | * | 83% | 38% |
| Black or African American | * | * | * | 736 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 55 | 787 | 787 | 776 | * | 0% | * | 51% | 40% | 91% | 81% |
| American Indian or Alaska Native | * | * | * | 749 | * | * | * | * | * | * | 52% |
| Two or More Races | 14 | 775 | 779 | 753 | 0% | 0% | * | * | * | 71% | 56% |
| Female | 102 | 779 | 777 | 758 | * | * | 10% | 58% | 31% | 89% | 61% |
| Male | 97 | 765 | 769 | 746 | * | * | 23% | 52% | 18% | 69% | 46% |
| Economically Disadvantaged Students | * | * | * | 737 | * | * | * | * | * | * | 34% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 65% |
| Students with Disabilities | 23 | 736 | 736 | 722 | * | * | 44% | * | 0% | 30% | 17% |
| Students without Disabilities | 176 | 777 | 778 | 758 | * | * | 13% | * | 28% | 86% | 61% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 199 | 772 | * | 753 | * | * | 16% | 55% | 25% | 79% | * |
| 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% |



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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 | 219 | 778 | 774 | 756 | * | * | 13% | 39% | 43% | 82% | 59% |
| White | 131 | 773 | 770 | 764 | * | * | 16% | 44% | 36% | 79% | 69% |
| Hispanic | 11 | 772 | 764 | 742 | * | 0% | 0% | * | * | 91% | 44% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 38% |
| Asian, Native Hawaiian, or Pacific Islander | 62 | 788 | 789 | 784 | 0% | * | * | 29% | 57% | 86% | 85% |
| American Indian or Alaska Native | N | N | N | 755 | N | N | N | N | N | N | 59% |
| Two or More Races | 11 | 787 | 779 | 757 | 0% | * | 0% | * | * | 91% | 59% |
| Female | 111 | 784 | 780 | 764 | * | * | 10% | 37% | 51% | 88% | 68% |
| Male | 108 | 772 | 768 | 749 | * | * | 17% | 41% | 35% | 76% | 51% |
| Economically Disadvantaged Students | * | * | * | 739 | * | * | * | * | * | * | 40% |
| Non-Economically Disadvantaged Students | * | * | * | 766 | * | * | * | * | * | * | 70% |
| Students with Disabilities | 33 | 745 | 741 | 719 | * | * | 42% | 30% | * | 39% | 19% |
| Students without Disabilities | 186 | 784 | 780 | 763 | * | * | 8% | 40% | * | 90% | 67% |
| English Learners | * | * | * | 701 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 758 | * | * | * | * | * | * | * |
| 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% |



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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 | 238 | 776 | 776 | 757 | * | * | 11% | 50% | 31% | 81% | 59% |
| White | 152 | 776 | 777 | 764 | * | * | 15% | 52% | 29% | 81% | 68% |
| Hispanic | 28 | 764 | 761 | 742 | * | * | * | 39% | 36% | 75% | 44% |
| Black or African American | * | * | * | 738 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | 46 | 782 | 784 | 786 | * | * | * | 39% | 41% | 80% | 86% |
| American Indian or Alaska Native | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Two or More Races | 10 | 771 | 788 | 758 | 0% | 0% | * | * | 0% | 90% | 60% |
| Female | 124 | 781 | 783 | 766 | * | * | 10% | 44% | 40% | 84% | 68% |
| Male | 114 | 771 | 769 | 749 | * | * | 13% | 56% | 21% | 77% | 50% |
| Economically Disadvantaged Students | * | * | * | 739 | * | * | * | * | * | * | 40% |
| Non-Economically Disadvantaged Students | * | * | * | 766 | * | * | * | * | * | * | 69% |
| Students with Disabilities | 34 | 738 | 739 | 718 | * | * | 44% | * | 0% | 27% | 18% |
| Students without Disabilities | 204 | 782 | 784 | 764 | * | * | 6% | * | 36% | 90% | 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 | * | * | * | 756 | * | * | * | * | * | * | 61% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 21% |

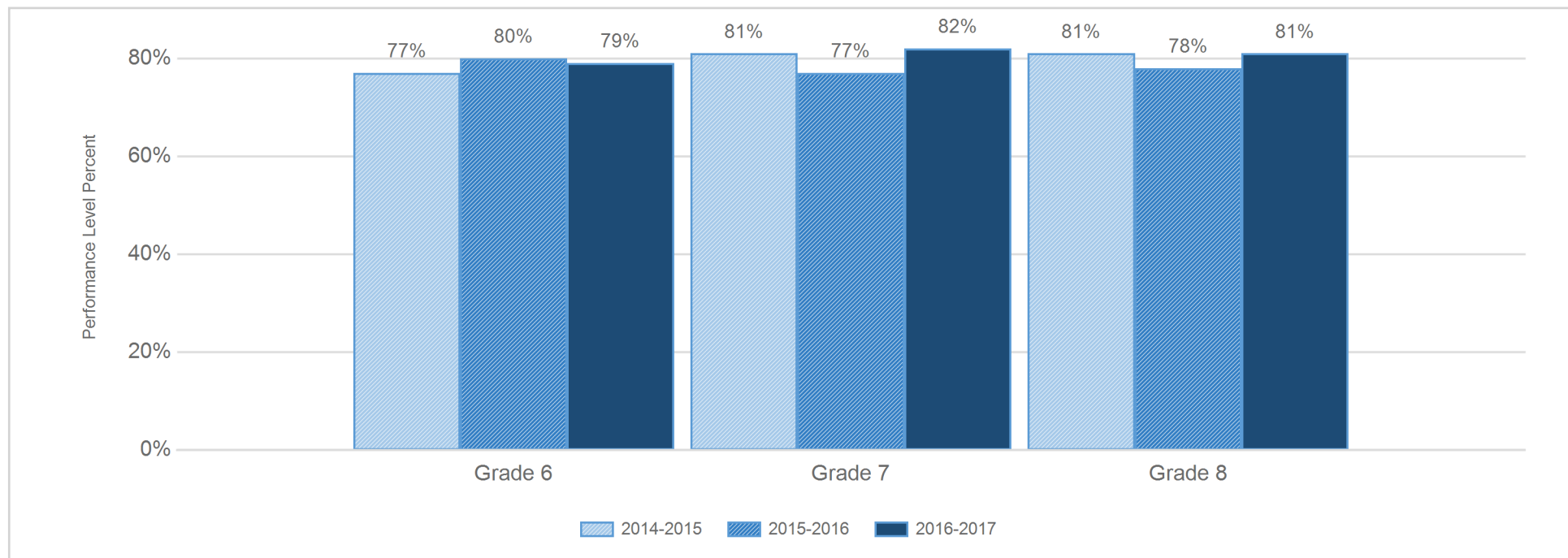


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English Language Arts/Literacy Assessment - Performance Trends

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





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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 | 624 | 92.2 | 70.70 | 75.40 | 43.50 | 68.5 | 55.9 | Met Target |
| White | 387 | 90.1 | 66.20 | 74.30 | 52.40 | 62.7 | 52.6 | Met Target |
| Hispanic | 49 | 88.3 | 65.30 | 62.80 | 27.60 | 60.2 | 43.6 | Met Target |
| Black or African American | * | * | * | * | 21.70 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 145 | 97.6 | 84.90 | 85.10 | 75.60 | 84.9 | 75.9 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 42.50 | * | ** | ** |
| Two or More Races | 34 | 97.1 | 76.50 | 84.20 | 44.90 | 76.5 | 46.3 | Met Target |
| Female | 321 | 93.1 | 72.60 | 75.90 | 44.10 | 71.3 | | |
| Male | 303 | 91.2 | 68.70 | 75.10 | 42.90 | 65.6 | | |
| Economically Disadvantaged Students | 21 | 95.5 | 38.10 | 36.90 | 25.10 | * | N | N |
| Non-Economically Disadvanatged Students | 603 | 92.1 | 71.80 | 76.80 | 54.30 | * | | |
| Students with Disabilities | 97 | 86.0 | 20.70 | 33.90 | 16.50 | 18.7 | 18.4 | Met Target |
| Students without Disabilities | 527 | 93.3 | 79.90 | 83.30 | 48.80 | 78.4 | | |
| English Learners | 14 | 100.0 | 71.40 | 64.00 | 23.30 | 71.4 | N | N |
| Non-English Learners | 610 | 91.9 | 70.60 | 75.90 | 45.20 | 68.3 | | |
| Homeless Students | N | N | N | N | 16.40 | N | | |
| Students In Foster Care | N | N | N | * | 15.10 | N | | |
| Military-Connected Students | * | * | * | * | 39.90 | * | | |
| Migrant Students | N | N | N | N | 18.20 | N | | |

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† Target was met within a confidence interval.



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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 | 188 | 760 | 763 | 743 | * | * | 17% | 65% | 10% | 75% | 44% |
| White | 112 | 755 | 760 | 751 | * | * | 20% | 66% | * | 70% | 54% |
| Hispanic | * | * | * | 731 | * | * | * | * | * | * | 27% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 20% |
| Asian, Native Hawaiian, or Pacific Islander | 48 | 776 | 777 | 771 | * | 0% | * | 60% | 29% | 90% | 77% |
| American Indian or Alaska Native | * | * | * | 744 | * | * | * | * | * | * | 42% |
| Two or More Races | 13 | 760 | 768 | 745 | * | * | * | 77% | 0% | 77% | 46% |
| Female | 99 | 763 | 763 | 745 | * | * | 14% | 71% | * | 81% | 45% |
| Male | 89 | 758 | 763 | 742 | * | * | 19% | 60% | * | 69% | 43% |
| Economically Disadvantaged Students | * | * | * | 728 | * | * | * | * | * | * | 24% |
| Non-Economically Disadvantaged Students | * | * | * | 752 | * | * | * | * | * | * | 56% |
| Students with Disabilities | 23 | 729 | 730 | 717 | * | * | * | * | * | 39% | 13% |
| Students without Disabilities | 165 | 765 | 767 | 748 | * | * | * | * | * | 80% | 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.



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Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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 | 193 | 758 | 757 | 741 | * | 7% | 25% | 62% | * | 67% | 40% |
| White | 122 | 754 | 754 | 748 | * | 9% | 31% | 57% | * | 59% | 49% |
| Hispanic | * | * | * | 730 | * | * | * | * | * | * | 23% |
| Black or African American | * | * | * | 726 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | 46 | 769 | 769 | 764 | 0% | * | * | 70% | * | 87% | 72% |
| American Indian or Alaska Native | N | N | N | 741 | N | N | N | N | N | N | 45% |
| Two or More Races | 10 | 762 | 761 | 740 | 0% | 0% | * | * | 0% | 80% | 39% |
| Female | 101 | 758 | 758 | 743 | * | * | 26% | 63% | * | 68% | 41% |
| Male | 92 | 757 | 756 | 740 | * | * | 24% | 60% | * | 66% | 38% |
| Economically Disadvantaged Students | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Non-Economically Disadvantaged Students | * | * | * | 749 | * | * | * | * | * | * | 50% |
| Students with Disabilities | 33 | 732 | 735 | 716 | * | * | 55% | * | 0% | 12% | 11% |
| Students without Disabilities | 160 | 763 | 761 | 746 | * | * | 19% | * | 7% | 79% | 45% |
| English Learners | * | * | * | 712 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 742 | * | * | * | * | * | * | * |
| 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.



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Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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 | 47 | 711 | 711 | 728 | * | * | * | * | * | * | 28% |
| White | 31 | 714 | 711 | 736 | * | * | * | * | * | * | 35% |
| Hispanic | * | * | * | 721 | * | * | * | * | * | * | 21% |
| Black or African American | N | N | N | 715 | N | N | N | N | N | N | 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 | 26 | 710 | 710 | 730 | * | * | * | * | * | * | 30% |
| Male | 21 | 712 | 712 | 725 | * | * | * | * | * | * | 26% |
| Economically Disadvantaged Students | * | * | * | 719 | * | * | * | * | * | * | 19% |
| Non-Economically Disadvantaged Students | * | * | * | 734 | * | * | * | * | * | * | 34% |
| Students with Disabilities | 25 | 699 | 702 | 705 | * | * | * | * | * | * | * |
| Students without Disabilities | 22 | 724 | 722 | 734 | * | * | * | * | * | * | * |
| 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.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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 | 199 | 769 | 764 | 743 | * | * | 16% | 76% | 6% | 81% | 42% |
| White | 118 | 767 | 762 | 751 | 0% | * | 16% | 78% | * | 81% | 52% |
| Hispanic | 19 | 764 | * | 728 | 0% | * | * | 79% | 0% | 79% | 24% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | 50 | 777 | * | 774 | * | 0% | * | 68% | * | 82% | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | * | * | * | 741 | * | * | * | * | * | * | 41% |
| Female | 97 | 766 | 763 | 744 | * | * | 16% | 78% | * | 81% | 43% |
| Male | 102 | 771 | 765 | 741 | * | * | 17% | 74% | * | 81% | 40% |
| Economically Disadvantaged Students | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Non-Economically Disadvantaged Students | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Students with Disabilities | * | * | * | 714 | * | * | * | * | * | * | 10% |
| Students without Disabilities | * | * | * | 747 | * | * | * | * | * | * | 47% |
| English Learners | * | * | * | 708 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | * |
| 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 | * | * | * | 742 | * | * | * | * | * | * | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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 | 23 | 774 | 759 | 734 | * | * | * | 78% | * | 100% | 30% |
| White | 15 | 772 | 757 | 740 | * | * | * | 87% | * | 100% | 38% |
| Hispanic | N | N | N | 722 | N | N | N | N | N | N | 14% |
| Black or African American | N | N | N | 719 | N | N | N | N | N | N | * |
| 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 | N | N | N | 733 | N | N | N | N | N | N | 32% |
| Female | 13 | 772 | 759 | 735 | * | * | * | * | * | 100% | 31% |
| Male | 10 | 775 | 759 | 733 | * | * | * | * | * | 100% | 30% |
| Economically Disadvantaged Students | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Non-Economically Disadvantaged Students | 23 | 774 | * | 740 | * | * | * | 78% | * | 100% | 39% |
| Students with Disabilities | N | N | N | 711 | N | N | N | N | N | N | * |
| Students without Disabilities | 23 | 774 | * | 738 | * | * | * | 78% | * | 100% | * |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 23 | 774 | * | 735 | * | * | * | 78% | * | 100% | * |
| 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 | * |

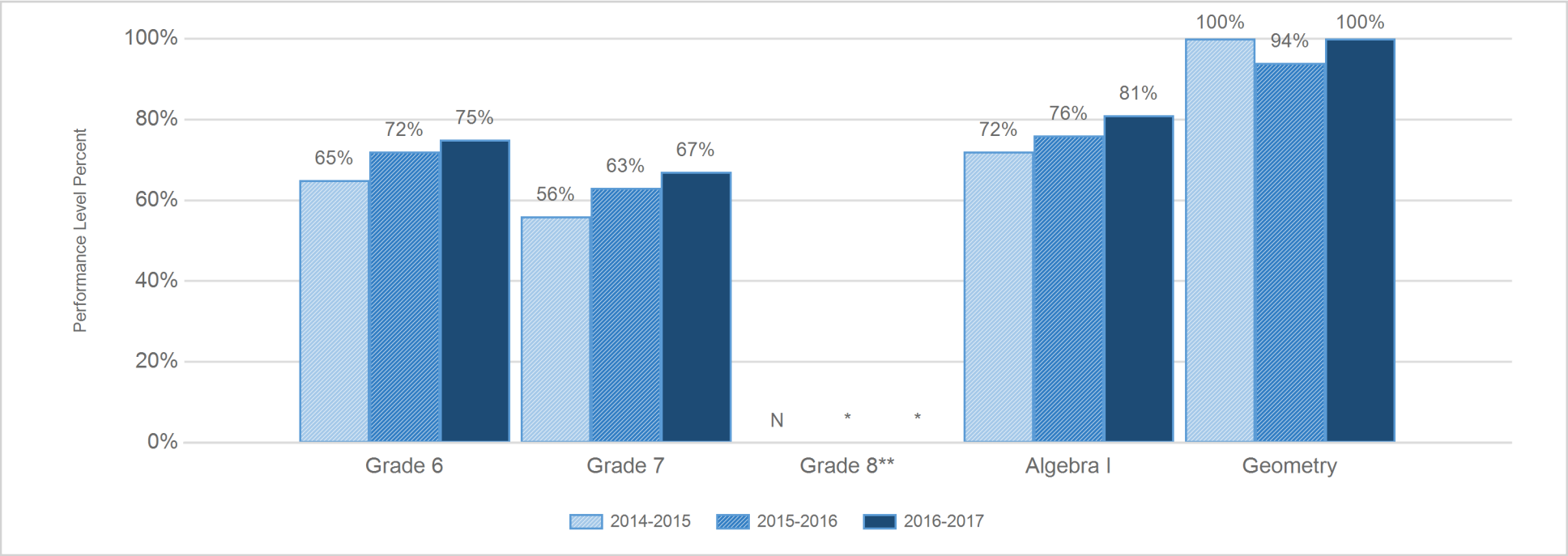


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Mathematics Assessment – Performance Trends

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.



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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 |
|-------|---------------------------|----------------------------|
| 6 | * | * |
| 7 | * | * |
| 8 | * | * |

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 | * | * | * |
| 4 | N | N | N |
| 5+ | N | N | N |



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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.

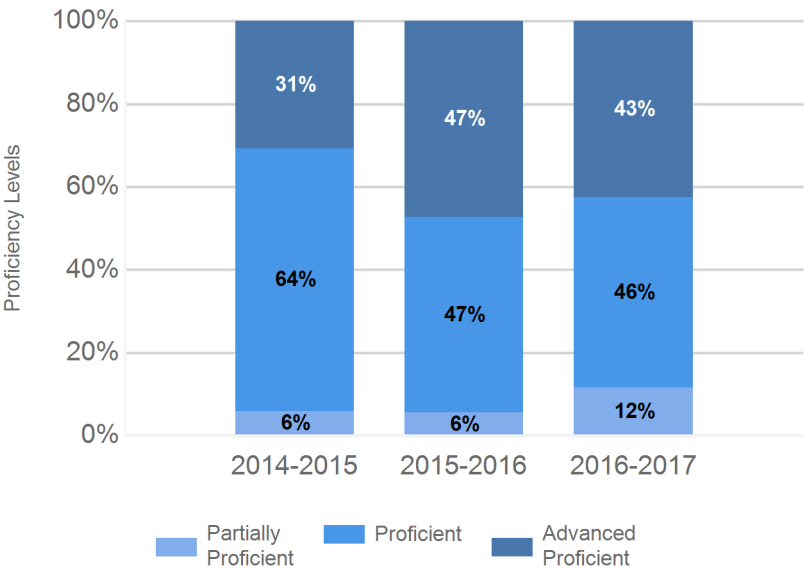
NJASK Science Assessment Performance: Grade 8

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 | 43% | 46% | 12% |
| White | 44% | 47% | 9% |
| Hispanic | 24% | 52% | 24% |
| Black or African American | N | * | N |
| Asian, Native Hawaiian, or Pacific Islander | 48% | 37% | 15% |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | 60% | * | N |
| Economically Disadvantaged Students | * | * | * |
| Students with Disabilities | 3% | 49% | 49% |
| English Learners | N | * | * |

NJASK Science Assessment Performance Trends: Grade 8

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





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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 | 42 | 48 | 50 | Met Target | 43 | 49 | 50 | Met Target |
| White | 39 | 45 | 50 | Not Met | 39 | 46 | 52 | Not Met |
| Hispanic | 46 | 49 | 49 | Met Target | 39 | 44.5 | 47 | ** |
| Black or African American | * | * | 45 | ** | * | * | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 46 | * | 60 | Met Target | 61 | * | 59 | Exceeds Target |
| American Indian or Alaska Native | * | * | 51 | ** | * | * | 51 | ** |
| Two or More Races | 48.5 | 56 | 51 | Met Target | 51 | 49 | 52 | Met Target |
| Economically Disadvantaged | 21 | 34.5 | 47 | ** | * | 52 | 46 | ** |
| Students with Disabilities | 37 | 34 | 41 | Not Met | 34 | 38 | 43 | Not Met |
| English Learners | 68 | 64 | 53 | ** | * | 65 | 51 | ** |

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



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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:

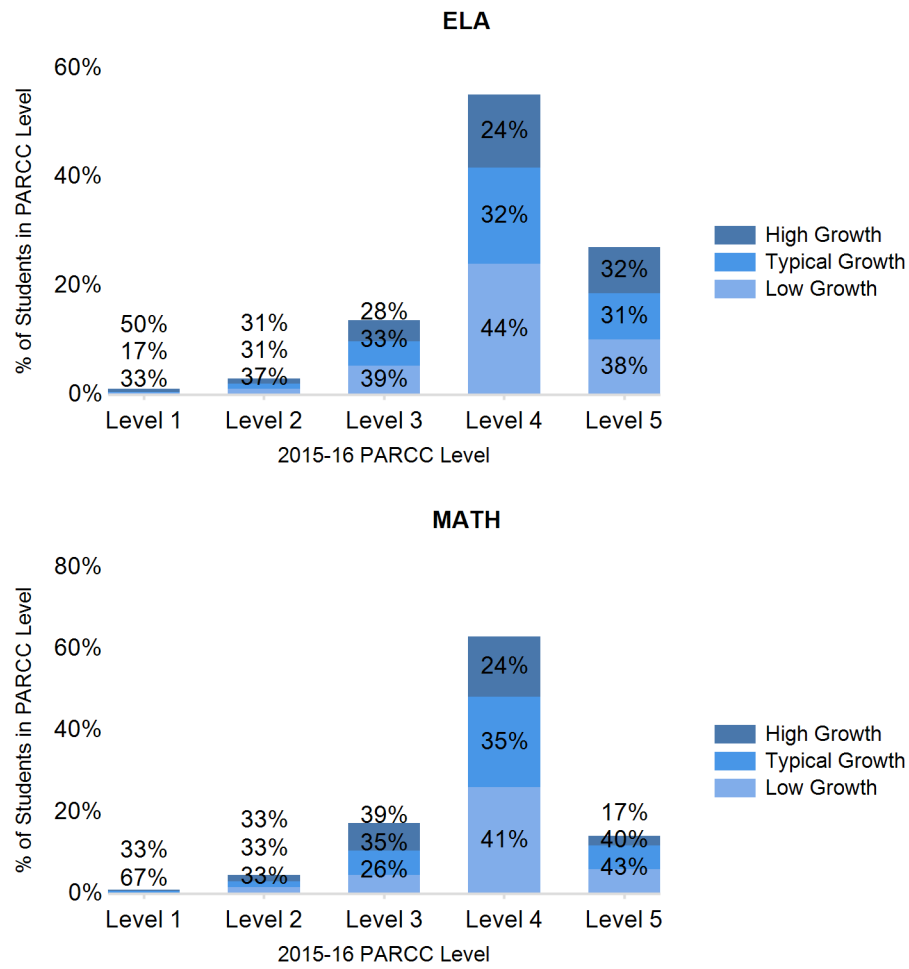
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

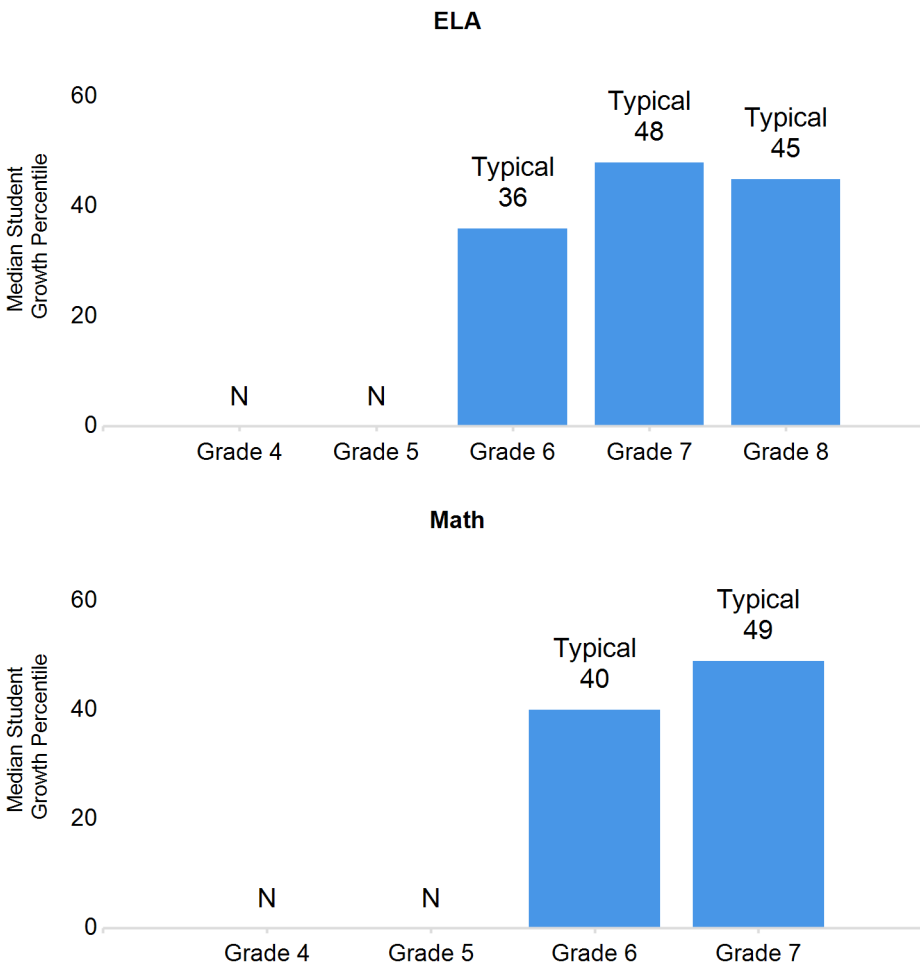
Student Growth by Performance Level

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.





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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](#).

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. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|------------|-----------|----------|----------------------------|
| 6 | 1 | 0 | 218 |
| 7 | 29 | 0 | 217 |
| 8 | 191 | 23 | 50 |
| Schoolwide | 221 | 23 | 485 |

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 row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 6 | 198 | 194 | 0 | 192 | 0 | 0 | 0 |
| 7 | 132 | 46 | 0 | 30 | 0 | 0 | 0 |
| 8 | 141 | 36 | 0 | 30 | 0 | 0 | 0 |
| Schoolwide | 471 | 276 | 0 | 252 | 0 | 0 | 0 |
| Enrolled in Level 3 or Higher | 141 | 36 | 0 | 30 | 0 | 0 | 0 |



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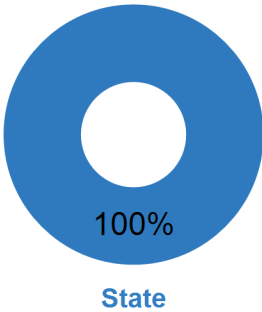
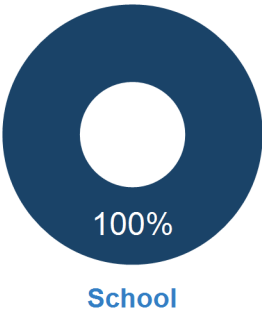
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Visual and Performing Arts – Course Participation

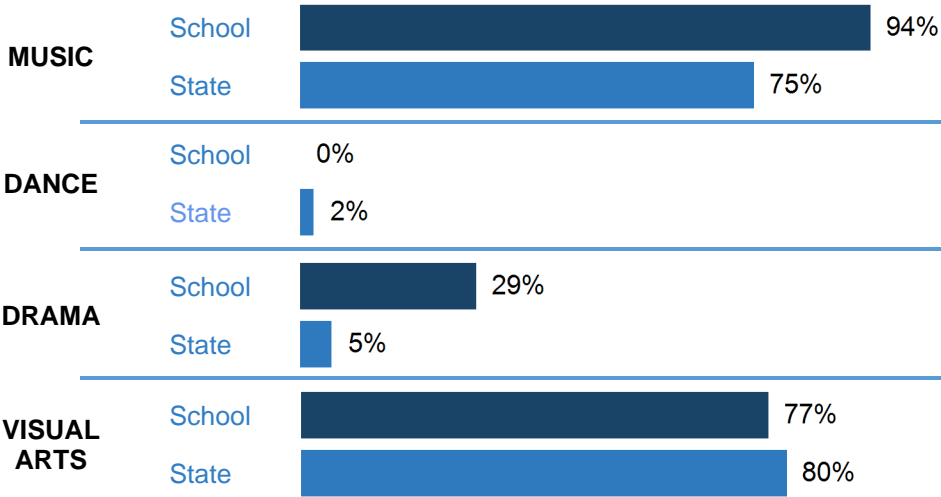
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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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

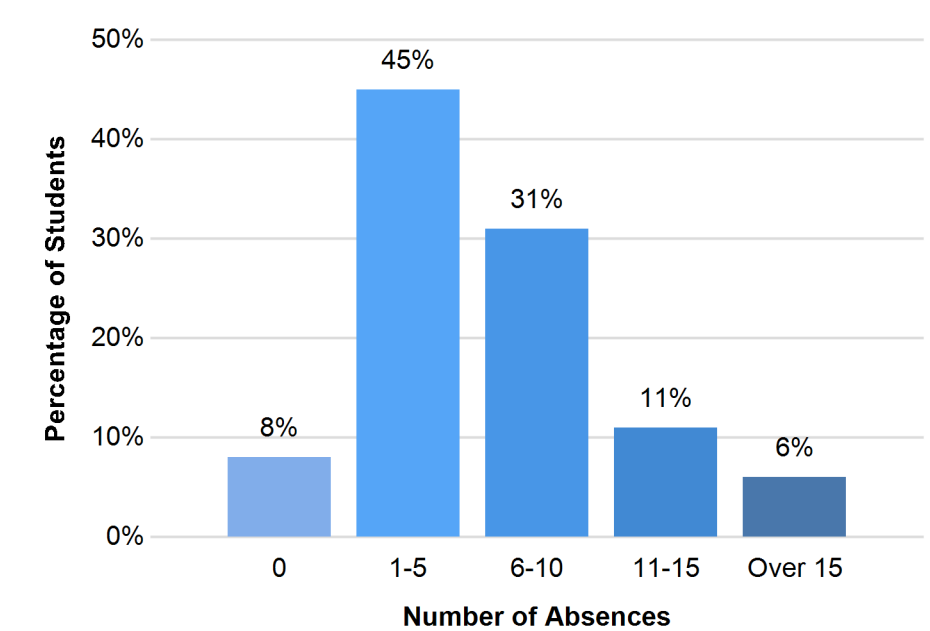
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 4.20 | 8.70 | Met Target |
| White | 5.60 | 8.70 | Met Target |
| Hispanic | 3.40 | 8.70 | Met Target |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 1.20 | 8.70 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | 2.80 | 8.70 | Met Target |
| Economically Disadvantaged Students | N | ** | ** |
| Students with Disabilities | 7.10 | 8.70 | 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.



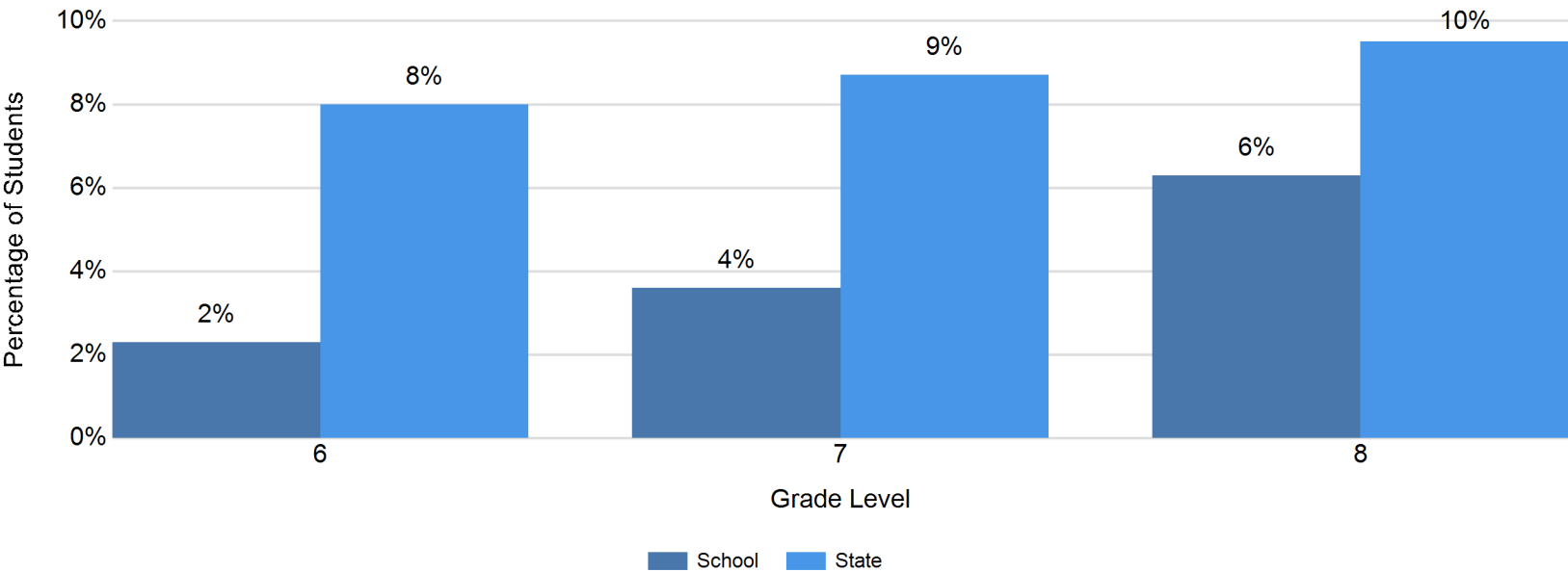


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Chronic Absenteeism by Grade

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 | 8:00AM |
| Typical End Time | 2:55PM |
| Length of School Day | 6 Hrs 55 Mins |
| Full Time - Instructional Time | 5 Hrs. 42 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) | 5 |
| Total Unique Incidents | 5 |
| Incidents Per 100 Students Enrolled | 0.70 |

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 | 0.7% |
| Out-of-School Suspensions | 0.4% |
| Any Suspension | 1.0% |

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 |



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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 | 228.9 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 | \$244 | \$14,235 | \$14,479 |



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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 | 52 | 120,724 |
| Average years experience in public schools | 15.3 | 11.8 |
| Average years experience in district | 13.0 | 10.5 |
| Teachers in district for 4 or more years | 77% | 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 | 31 | 9,506 |
| Average years experience in public schools | 16.8 | 15.9 |
| Average years experience in district | 9.9 | 11.6 |
| Administrators in district for 4 or more years | 84% | 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 | 237:1 | 183:1 |
| Librarian/Media Specialists | | 631:1 |
| Nurses | | 631:1 |
| Counselors | | 437:1 |
| Child Study Team | | 227:1 |



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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 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 | 89% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 93% | 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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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 | 79.3 | 17.5% |
| Mathematics Proficiency | 83.1 | 17.5% |
| English Language Arts Growth | 19.5 | 25.0% |
| Mathematics Growth | 26.1 | 25.0% |
| Chronic Absenteeism | 78.9 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 51.7 |
| Summative Rating: Percentile rank of Summative Score | | 52.4 |
| 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.



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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 | 51.7 | 11.9 | No | Met Target | Met Target | Met Target | Met Target | Met Target | No |
| White | 38.2 | 11.9 | No | Met Target | Met Target | Met Target | Not Met | Not Met | No |
| Hispanic | 74.6 | 11.9 | No | Met Target | Met Target | Met Target | Met Target | ** | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | 49.3 | 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 | 64.6 | 11.9 | No | Met Goal | Met Target | Met Target | Met Target | Met Target | No |
| Economically Disadvantaged Students | ** | ** | No | N | N | ** | ** | ** | No |
| Students with Disabilities | 47.0 | 11.9 | No | Met Target† | Met Target | Met Target | Not Met | Not Met | No |
| English Learners | ** | ** | No | ** | 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.



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School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Mr. Orsini | Email Address: | aorsini@ridgewood.k12.nj.us |
| Address: | 335 NORTH VAN DIEN AVE RIDGEWOOD, NJ 07451 | Website: | http://www.ridgewood.k12.nj.us |
| Phone: | (201)670-2780 | Facebook: | https://www.facebook.com/RidgewoodPublicSchools |
| | | Twitter: | https://twitter.com/RwdPubSchools |

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"> • Attention to the needs of young adolescents is a primary focus. • Highly trained professional staff is able to meet the needs of all learners. • Parent and community involvement enrich the middle school experience. |
|  Mission, Vision, Theme: | Mission Statement - The Ridgewood Public Schools, committed to a tradition of excellence and innovation, in partnership with the community, provide a rich and challenging learning environment, enabling students to maximize their unique potentials to become life-long learners and productive, responsible citizens. |
|  Awards, Recognition, Accomplishments: | Ridgewood Public Schools has been consistently ranking in state and national publications. |





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School Narrative

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

| | |
|---|---|
|  Courses, Curriculum, Instruction: | The K-12 district curriculum is aligned to the NJSLs and provides students with a rich and challenging learning experience. Through a well-articulated academic program and in conjunction with varied extended learning opportunities, students are encouraged to maximize their potential, while being prepared for responsible citizenship in a globally connected society. The K-12 curriculum effectively strikes a balance between a tradition of excellence and a culture of innovation. |
|  Clubs and Activities: | Ridgewood Public Schools offer a variety of co-curricular activities at all levels with Ridgewood High School sponsoring 100 award-winning activities. |







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School Narrative

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

| | |
|---|---|
|  Staff and Professional Learning: | Professional development in Ridgewood is organized around the district's identified annual goals. New teachers participate in a rich orientation program that begins in the summer and extends across the school year. Professional development days involve teachers in collaborative curriculum work, and the district supports teachers' participation in learning opportunities outside of Ridgewood. The district has made a strong commitment to Orton Gillingham training for its K-12 staff. |
|  Student Supports and Services: | The district offers an array of support services to meet the needs of diverse learners. This includes comprehensive programs for Special Education students, English Language Learners, students with 504 Plans and students with Health Plans. The district uses Intervention and Referral Services and offers Basic Skills Instruction. Guidance Counselors and Child Study Teams work closely with students and their families, and teachers consistently integrate differentiated instructional strategies. |
|  Student Health and Wellness: | Ridgewood Public Schools offer a full and progressive wellness program K-12. |
|  Parent and Community Involvement: | Parents and community members are involved through: Home and School Association, Federated Home and School Association, Learning Services Home and School Association, and Foundation. During the 2016-17 school year, our parent organization raised and donated \$1,067,145.85 in goods and services to the district. |





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School Narrative

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| | |
|--|--|
| <div> Climate Surveys:</div> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Parents</p> <p>Parents can access our community surveys on our website under Parents, Parent/Guardian Survey.</p> |
| <div> Facilities:</div> | <p>Ridgewood Public Schools consist of 11 well-kept district facilities dating from 1894-1966 with many additions, the latest in 4 schools in 2009.</p> |



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School Narrative

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



Other Information:

Benjamin Franklin Middle School (BF) seeks to maximize the unique potential of every learner. We do this by educating the whole child, including the social, emotional, and intellectual development of our students. Our standards-based curriculum emphasizes authentic and rigorous learning experiences, problem solving, multiple intelligences, and cooperative and project-based learning throughout our instructional program. A collaborative teaching model is infused into our classrooms at all three grade levels and continues to be a highlight of our program. We have fully embraced technology at BF. We have implemented a “one-to-one” initiative, and each of our students has their own Chromebook to use during the school day as well as at home. All of our students have Google Docs accounts and can seamlessly work between home and school, as well as collaborate with their peers and teachers. This year, we have a new Maker Space room for STEAM activities within the school, and we added Design Thinking classes to the curricula. We provide a full range of services to promote the social/emotional growth of our students including guidance counseling, student assistance counseling, and psychological and social work services. BF continues to emphasize its commitment to nurturing a caring, supportive social/emotional learning environment. The concepts of respect and responsibility are infused throughout our entire instructional program. BFBN is our student-produced daily live television program, broadcast for over 25 years. BFBN is a state and nationally recognized program that has aired over 3000 shows. BF continues its service to the community by offering nearly 700 gifts to the children at the Paterson Head Start Program during the December holiday season. In addition, the Social Service Club continues its outstanding service to the community by providing support to local charities, agencies, and organizations in need of assistance.




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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.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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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 |
|----------|---------|---------|---------|
| 6 | 204 | 241 | 250 |
| 7 | 211 | 210 | 246 |
| 8 | 220 | 210 | 217 |
| Ungraded | 15 | 17 | 18 |
| Total | 650 | 678 | 731 |

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% | 47% | 46% |
| Male | 51% | 53% | 54% |
| Economically Disadvantaged Students | 4% | 4% | 3% |
| Students with Disabilities | 15% | 15% | 15% |
| English Learners | 1% | 2% | 2% |
| 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 | 69.5% |
| Asian | 14.4% |
| Hispanic | 9.8% |
| Black or African American | 1.4% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 4.9% |

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 | 91.5% |
| Korean | 2.1% |
| Spanish | 1.8% |
| Japanese | 1.1% |
| Russian | 1.1% |
| Other | 2.4% |



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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 | 657 | 95.2 | 78.10 | 81.30 | 54.90 | 78.1 | 69.8 | Met Target |
| White | 459 | 94.7 | 77.80 | 80.80 | 63.90 | 77.3 | 65.8 | Met Target |
| Hispanic | 61 | 93.1 | 62.30 | 73.50 | 39.80 | 60.6 | 57.6 | Met Target |
| Black or African American | * | * | * | * | 35.20 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 93 | 99.0 | 88.10 | 86.10 | 80.70 | 88.1 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | 50.00 | 53.70 | N | ** | ** |
| Two or More Races | 37 | 97.4 | 86.50 | 89.00 | 54.90 | 86.5 | 80 | Met Goal |
| Female | 316 | 97.4 | 85.20 | 87.00 | 62.20 | 85.2 | | |
| Male | 341 | 93.4 | 71.60 | 75.60 | 48.10 | 70 | | |
| Economically Disadvantaged Students | 29 | 97.0 | 27.50 | 39.40 | 36.20 | 27.5 | 34 | Met Target† |
| Non-Economically Disadvantaged Students | 628 | 95.1 | 80.40 | 82.60 | 65.80 | 80.4 | | |
| Students with Disabilities | 106 | 94.1 | 31.10 | 35.80 | 20.50 | 30.7 | 33.5 | Met Target† |
| Students without Disabilities | 551 | 95.4 | 87.10 | 89.50 | 61.90 | 87.1 | | |
| English Learners | 11 | 100.0 | 27.30 | 58.00 | 25.20 | 27.3 | ** | ** |
| Non-English Learners | 646 | 95.1 | 78.90 | 82.00 | 57.40 | 78.9 | | |
| Homeless Students | N | N | N | N | 26.40 | N | | |
| Students In Foster Care | N | N | N | * | 24.80 | N | | |
| Military-Connected Students | N | N | N | 50.00 | 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.



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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 | 239 | 774 | 773 | 752 | * | * | 13% | 46% | 33% | 79% | 54% |
| White | 168 | 773 | 770 | 758 | 0% | 7% | 13% | 51% | 29% | 80% | 63% |
| Hispanic | 19 | 756 | 761 | 740 | * | * | * | 53% | * | 63% | 38% |
| Black or African American | * | * | * | 736 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 36 | 788 | 787 | 776 | * | 0% | * | 31% | 56% | 86% | 81% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 52% |
| Two or More Races | 13 | 783 | 779 | 753 | 0% | 0% | * | * | * | 85% | 56% |
| Female | 115 | 776 | 777 | 758 | * | * | 10% | 48% | 35% | 83% | 61% |
| Male | 124 | 773 | 769 | 746 | * | * | 16% | 45% | 31% | 76% | 46% |
| Economically Disadvantaged Students | * | * | * | 737 | * | * | * | * | * | * | 34% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 65% |
| Students with Disabilities | 28 | 736 | 736 | 722 | * | * | * | * | * | 21% | 17% |
| Students without Disabilities | 211 | 779 | 778 | 758 | * | * | * | * | * | 87% | 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 | * | * | * | 727 | * | * | * | * | * | * | 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% |



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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 | 243 | 770 | 774 | 756 | * | * | 17% | 41% | 33% | 74% | 59% |
| White | 171 | 767 | 770 | 764 | * | * | 19% | 42% | 29% | 71% | 69% |
| Hispanic | 20 | 759 | 764 | 742 | * | * | * | 50% | * | 65% | 44% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 38% |
| Asian, Native Hawaiian, or Pacific Islander | 40 | 790 | 789 | 784 | 0% | * | * | 38% | 55% | 93% | 85% |
| American Indian or Alaska Native | N | N | N | 755 | N | N | N | N | N | N | 59% |
| Two or More Races | 11 | 771 | 779 | 757 | * | 0% | * | * | * | 73% | 59% |
| Female | 110 | 777 | 780 | 764 | * | * | 11% | 45% | 39% | 84% | 68% |
| Male | 133 | 765 | 768 | 749 | * | * | 23% | 38% | 29% | 66% | 51% |
| Economically Disadvantaged Students | * | * | * | 739 | * | * | * | * | * | * | 40% |
| Non-Economically Disadvantaged Students | * | * | * | 766 | * | * | * | * | * | * | 70% |
| Students with Disabilities | 38 | 738 | 741 | 719 | * | * | 29% | * | * | 34% | 19% |
| Students without Disabilities | 205 | 776 | 780 | 763 | * | * | 15% | * | * | 82% | 67% |
| English Learners | * | * | * | 701 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 758 | * | * | * | * | * | * | * |
| 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% |



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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 | 207 | 777 | 776 | 757 | * | * | 11% | 50% | 33% | 83% | 59% |
| White | 141 | 778 | 777 | 764 | * | * | 10% | 52% | 33% | 84% | 68% |
| Hispanic | 27 | 758 | 761 | 742 | * | * | * | 48% | * | 59% | 44% |
| Black or African American | * | * | * | 738 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | 22 | 788 | 784 | 786 | * | * | * | 50% | 46% | 96% | 86% |
| American Indian or Alaska Native | N | N | N | 751 | N | N | N | N | N | N | 52% |
| Two or More Races | 12 | 803 | 788 | 758 | 0% | 0% | 0% | * | * | 100% | 60% |
| Female | 104 | 787 | 783 | 766 | * | * | * | 48% | 42% | 90% | 68% |
| Male | 103 | 768 | 769 | 749 | * | * | * | 52% | 23% | 75% | 50% |
| Economically Disadvantaged Students | 11 | 733 | * | 739 | * | * | * | * | 0% | 27% | 40% |
| Non-Economically Disadvantaged Students | 196 | 780 | * | 766 | * | * | * | * | 35% | 86% | 69% |
| Students with Disabilities | 38 | 739 | 739 | 718 | * | * | * | 34% | * | 37% | 18% |
| Students without Disabilities | 169 | 786 | 784 | 764 | * | * | * | 53% | * | 93% | 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% |

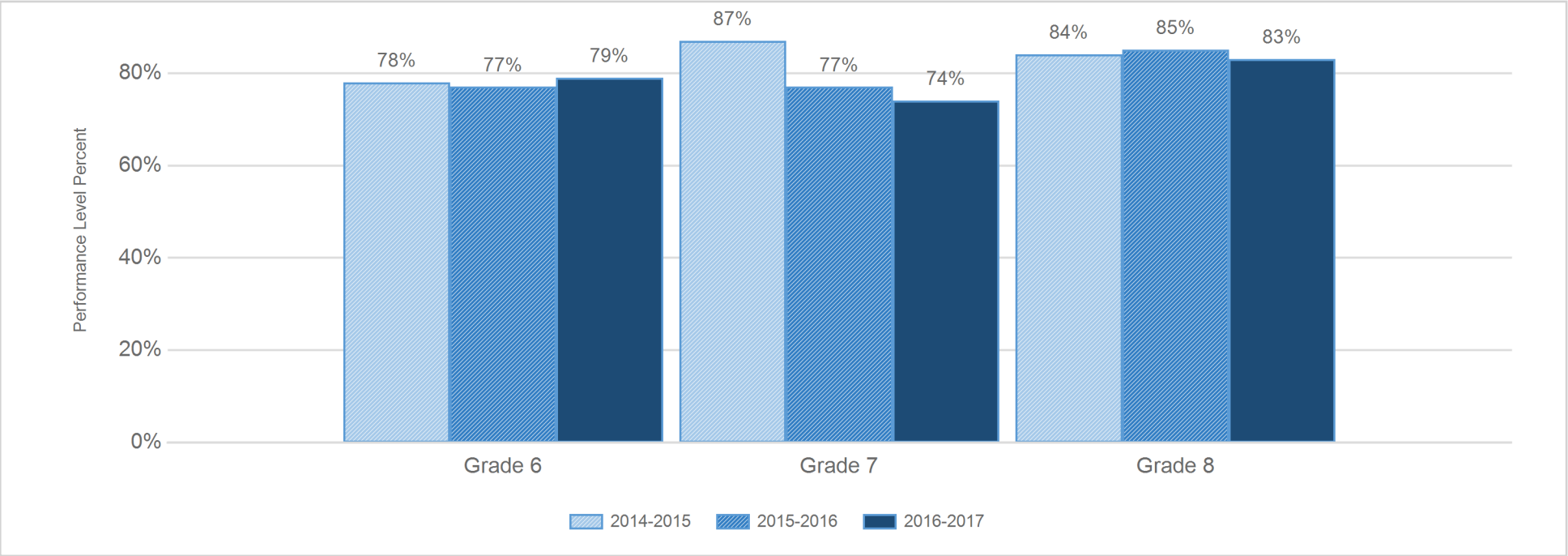


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English Language Arts/Literacy Assessment - Performance Trends

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





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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 | 643 | 95.0 | 71.00 | 75.40 | 43.50 | 71 | 67 | Met Target |
| White | 453 | 94.7 | 70.20 | 74.30 | 52.40 | 69.7 | 63.2 | Met Target |
| Hispanic | 60 | 91.8 | 51.60 | 62.80 | 27.60 | 49.5 | 57.6 | Met Target† |
| Black or African American | * | * | * | * | 21.70 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 87 | 99.0 | 82.70 | 85.10 | 75.60 | 82.7 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | 50.00 | 42.50 | N | ** | ** |
| Two or More Races | 36 | 97.3 | 88.90 | 84.20 | 44.90 | 88.9 | 80 | Met Goal |
| Female | 309 | 97.3 | 71.20 | 75.90 | 44.10 | 71.2 | | |
| Male | 334 | 93.0 | 70.70 | 75.10 | 42.90 | 68.8 | | |
| Economically Disadvantaged Students | 29 | 97.0 | 31.00 | 36.90 | 25.10 | * | 39 | Met Target† |
| Non-Economically Disadvantaged Students | 614 | 94.9 | 72.80 | 76.80 | 54.30 | * | | |
| Students with Disabilities | 105 | 94.1 | 29.50 | 33.90 | 16.50 | 29.1 | 35.8 | Met Target† |
| Students without Disabilities | 538 | 95.2 | 79.00 | 83.30 | 48.80 | 79 | | |
| English Learners | 11 | 100.0 | 54.50 | 64.00 | 23.30 | 54.5 | ** | ** |
| Non-English Learners | 632 | 94.9 | 71.30 | 75.90 | 45.20 | 70.9 | | |
| Homeless Students | N | N | N | N | 16.40 | N | | |
| Students In Foster Care | N | N | N | * | 15.10 | N | | |
| Military-Connected Students | N | N | N | 25.00 | 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.



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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 | 229 | 765 | 763 | 743 | * | * | 17% | 60% | 18% | 78% | 44% |
| White | 163 | 764 | 760 | 751 | * | * | 18% | 63% | 14% | 77% | 54% |
| Hispanic | 20 | 749 | * | 731 | * | * | * | * | * | 50% | 27% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 20% |
| Asian, Native Hawaiian, or Pacific Islander | 31 | 779 | 777 | 771 | * | * | * | 52% | 45% | 97% | 77% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42% |
| Two or More Races | 12 | 777 | 768 | 745 | * | * | * | 83% | * | 100% | 46% |
| Female | 111 | 762 | 763 | 745 | * | * | 21% | 60% | 14% | 74% | 45% |
| Male | 118 | 768 | 763 | 742 | * | * | 13% | 59% | 22% | 81% | 43% |
| Economically Disadvantaged Students | * | * | * | 728 | * | * | * | * | * | * | 24% |
| Non-Economically Disadvantaged Students | * | * | * | 752 | * | * | * | * | * | * | 56% |
| Students with Disabilities | 27 | 732 | 730 | 717 | * | * | * | * | * | 22% | 13% |
| Students without Disabilities | 202 | 770 | 767 | 748 | * | * | * | * | * | 85% | 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 | * | * | * | 717 | * | * | * | * | * | * | 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.



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Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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 | 211 | 756 | 757 | 741 | * | * | 29% | 53% | 9% | 61% | 40% |
| White | 151 | 754 | 754 | 748 | * | 9% | 29% | 54% | * | 60% | 49% |
| Hispanic | 18 | 747 | * | 730 | 0% | * | * | * | 0% | 44% | 23% |
| Black or African American | * | * | * | 726 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | 31 | 768 | 769 | 764 | 0% | * | * | 55% | * | 74% | 72% |
| American Indian or Alaska Native | N | N | N | 741 | N | N | N | N | N | N | 45% |
| Two or More Races | 10 | 761 | 761 | 740 | * | 0% | * | * | * | 70% | 39% |
| Female | 99 | 757 | 758 | 743 | * | * | 29% | 57% | * | 64% | 41% |
| Male | 112 | 755 | 756 | 740 | * | * | 29% | 49% | * | 59% | 38% |
| Economically Disadvantaged Students | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Non-Economically Disadvantaged Students | * | * | * | 749 | * | * | * | * | * | * | 50% |
| Students with Disabilities | 38 | 737 | 735 | 716 | * | * | 29% | 26% | * | 32% | 11% |
| Students without Disabilities | 173 | 760 | 761 | 746 | * | * | 29% | 58% | * | 68% | 45% |
| English Learners | * | * | * | 712 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 742 | * | * | * | * | * | * | * |
| 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.



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Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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 | 30 | 711 | 711 | 728 | * | * | * | * | * | * | 28% |
| White | 14 | 705 | 711 | 736 | * | * | * | * | * | * | 35% |
| Hispanic | 13 | 722 | * | 721 | * | * | * | * | 0% | 15% | 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 | N | N | N | 726 | N | N | N | N | N | N | 28% |
| Female | 14 | 710 | 710 | 730 | * | * | * | * | * | * | 30% |
| Male | 16 | 711 | 712 | 725 | * | * | * | * | * | * | 26% |
| Economically Disadvantaged Students | * | * | * | 719 | * | * | * | * | * | * | 19% |
| Non-Economically Disadvantaged Students | * | * | * | 734 | * | * | * | * | * | * | 34% |
| Students with Disabilities | 17 | 705 | 702 | 705 | * | * | * | * | * | * | * |
| Students without Disabilities | 13 | 718 | 722 | 734 | * | * | * | * | * | * | * |
| 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.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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 | 178 | 768 | 764 | 743 | * | * | 15% | 75% | * | 80% | 42% |
| White | 129 | 766 | 762 | 751 | 0% | * | 16% | 74% | * | 78% | 52% |
| Hispanic | * | * | * | 728 | * | * | * | * | * | * | 24% |
| Black or African American | * | * | * | 724 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | 24 | 783 | * | 774 | 0% | 0% | * | 75% | * | 88% | 76% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 30% |
| Two or More Races | * | * | * | 741 | * | * | * | * | * | * | 41% |
| Female | 84 | 766 | 763 | 744 | * | * | 13% | 81% | * | 82% | 43% |
| Male | 94 | 769 | 765 | 741 | * | * | 17% | 69% | * | 78% | 40% |
| Economically Disadvantaged Students | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Non-Economically Disadvantaged Students | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Students with Disabilities | 20 | 748 | * | 714 | * | * | * | * | * | 40% | 10% |
| Students without Disabilities | 158 | 770 | * | 747 | * | * | * | * | * | 85% | 47% |
| English Learners | * | * | * | 708 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | * |
| 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% |



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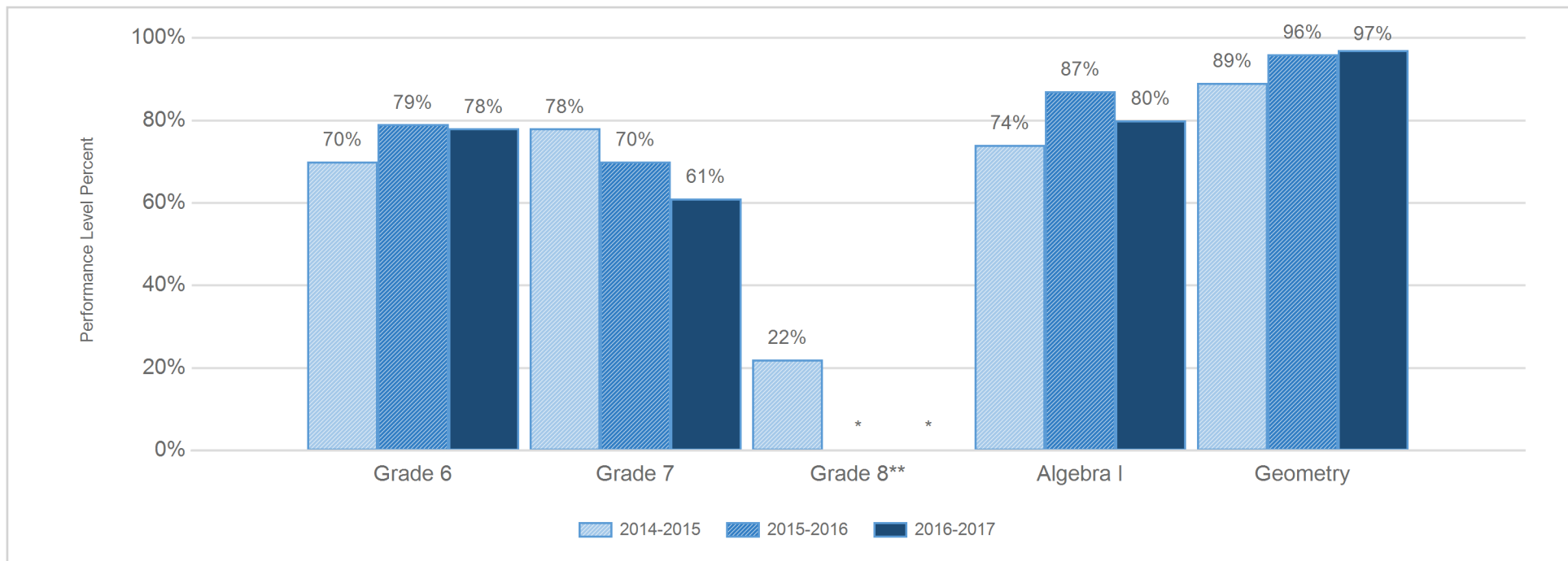
Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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 | 34 | 773 | 759 | 734 | 0% | 0% | * | 74% | * | 97% | 30% |
| White | 20 | 771 | 757 | 740 | 0% | 0% | * | 80% | * | 95% | 38% |
| Hispanic | * | * | * | 722 | * | * | * | * | * | * | 14% |
| Black or African American | N | N | N | 719 | N | N | N | N | N | N | * |
| 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 | 18 | 775 | 759 | 735 | * | * | * | 78% | * | 100% | 31% |
| Male | 16 | 772 | 759 | 733 | * | * | * | 69% | * | 94% | 30% |
| Economically Disadvantaged Students | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Non-Economically Disadvantaged Students | 34 | 773 | * | 740 | 0% | 0% | * | 74% | * | 97% | 39% |
| Students with Disabilities | * | * | * | 711 | * | * | * | * | * | * | * |
| Students without Disabilities | * | * | * | 738 | * | * | * | * | * | * | * |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 34 | 773 | * | 735 | 0% | 0% | * | 74% | * | 97% | * |
| 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 | * |

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.



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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 |
|-------|---------------------------|----------------------------|
| 6 | * | * |
| 7 | * | * |
| 8 | 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 | * | * | * |
| 4 | * | * | * |
| 5+ | N | N | N |



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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.

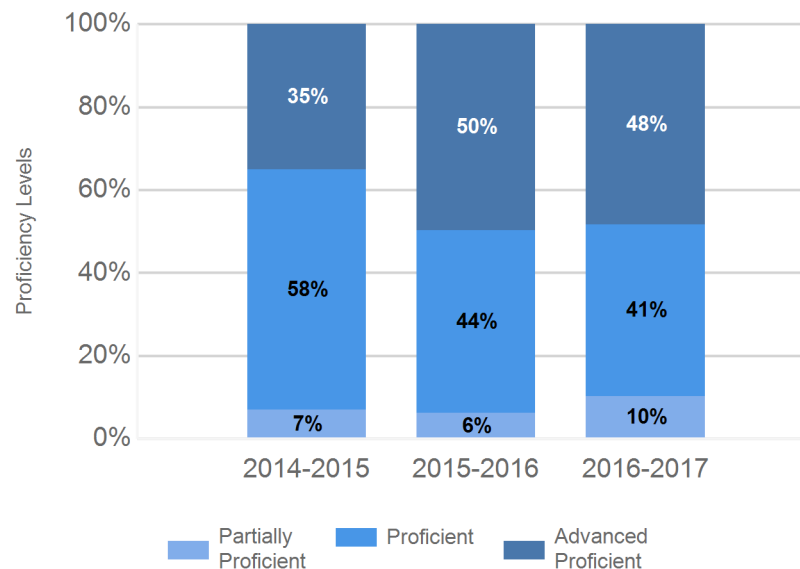
NJASK Science Assessment Performance: Grade 8

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 | 48% | 41% | 10% |
| White | 49% | 45% | 7% |
| Hispanic | 37% | 33% | 30% |
| Black or African American | N | * | * |
| Asian, Native Hawaiian, or Pacific Islander | 58% | 38% | 4% |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | 75% | * | * |
| Economically Disadvantaged Students | * | * | * |
| Students with Disabilities | 23% | 40% | 38% |
| English Learners | N | * | * |

NJASK Science Assessment Performance Trends: Grade 8

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





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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 | 34.5 | 48 | 50 | Not Met | 49 | 49 | 50 | Met Target |
| White | 33 | 45 | 50 | Not Met | 47 | 46 | 52 | Met Target |
| Hispanic | 37.5 | 49 | 49 | Not Met | 49.5 | 44.5 | 47 | Met Target |
| Black or African American | * | * | 45 | ** | * | * | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 44.5 | * | 60 | Met Target | 58 | * | 59 | Met Target |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | 56 | 51 | Not Met | * | 49 | 52 | Met Target |
| Economically Disadvantaged | 32 | 34.5 | 47 | ** | 41.5 | 52 | 46 | ** |
| Students with Disabilities | 26 | 34 | 41 | Not Met | 45 | 38 | 43 | Met Target |
| English Learners | * | 64 | 53 | ** | * | 65 | 51 | ** |

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



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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:

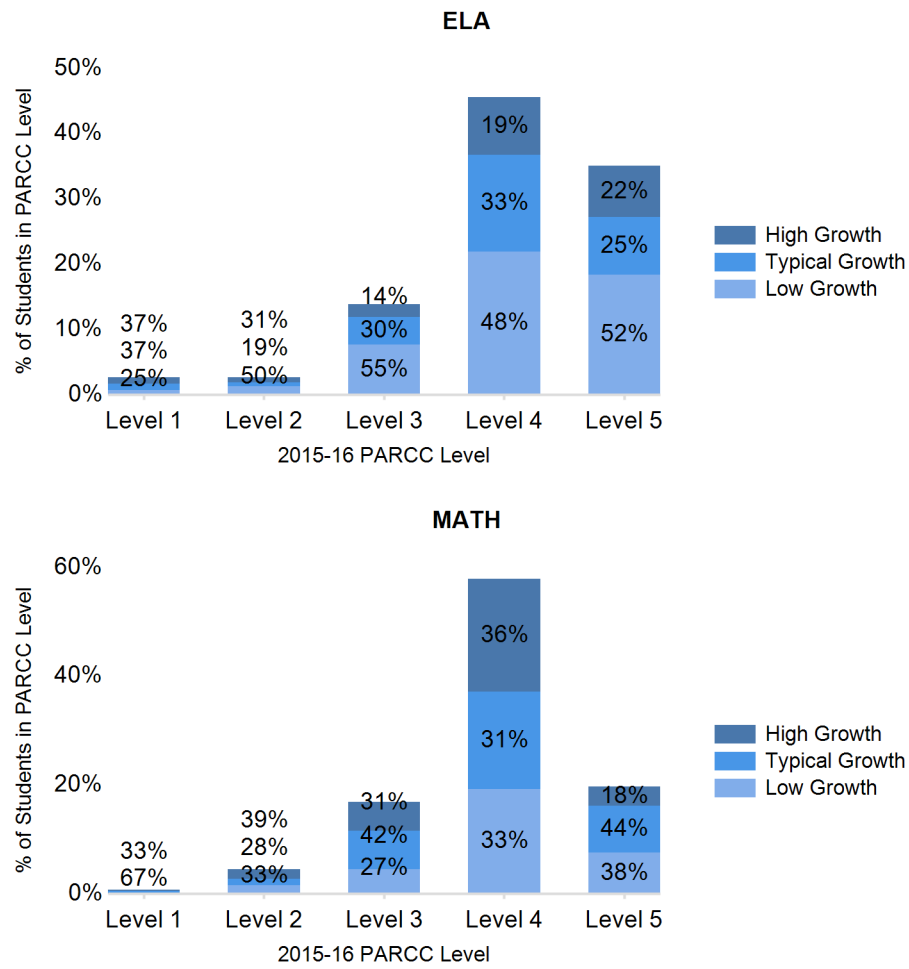
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

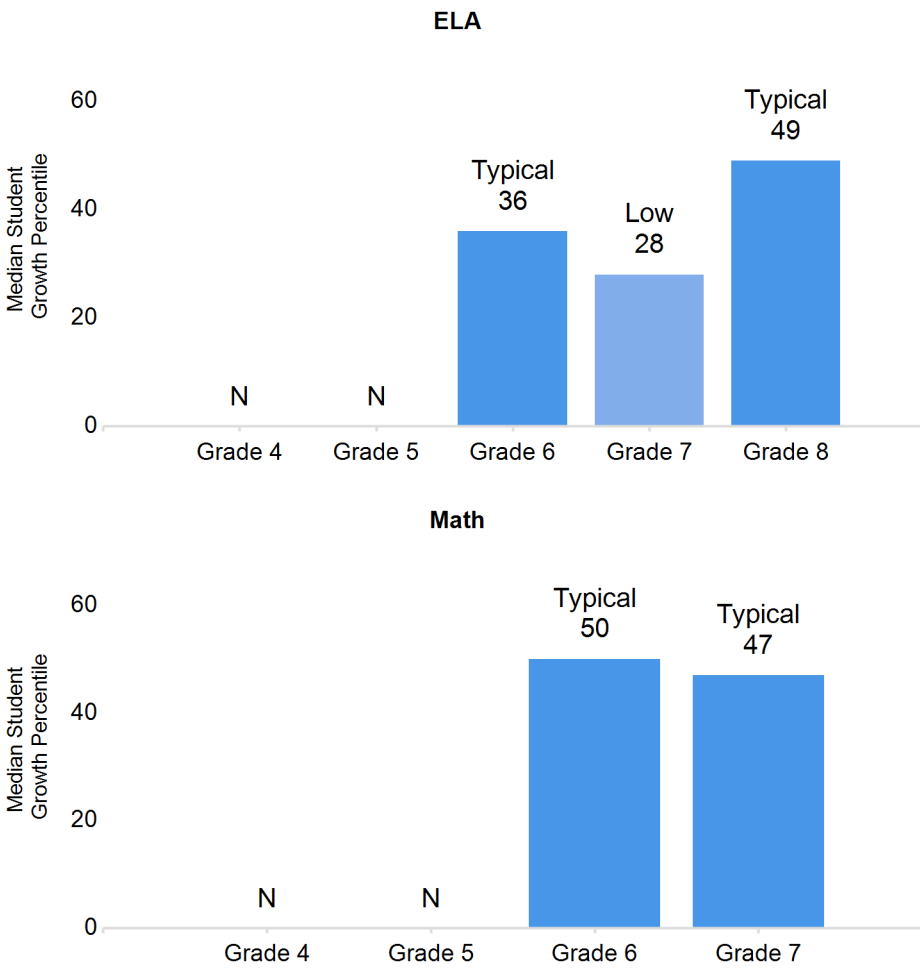
Student Growth by Performance Level

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.





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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](#).

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. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|------------|-----------|----------|----------------------------|
| 6 | 0 | 0 | 256 |
| 7 | 32 | 0 | 224 |
| 8 | 161 | 37 | 34 |
| Schoolwide | 193 | 37 | 514 |

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 row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 6 | 206 | 206 | 0 | 204 | 0 | 0 | 0 |
| 7 | 150 | 42 | 0 | 59 | 0 | 0 | 0 |
| 8 | 94 | 60 | 0 | 58 | 0 | 0 | 0 |
| Schoolwide | 450 | 308 | 0 | 321 | 0 | 0 | 0 |
| Enrolled in Level 3 or Higher | 68 | 60 | 0 | 58 | 0 | 0 | 0 |



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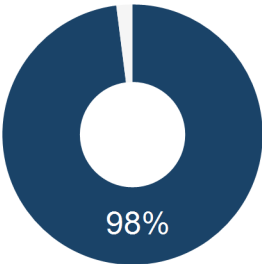
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Visual and Performing Arts – Course Participation

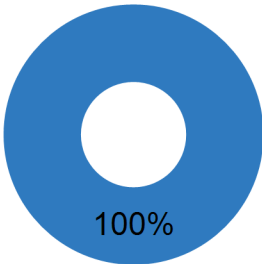
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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

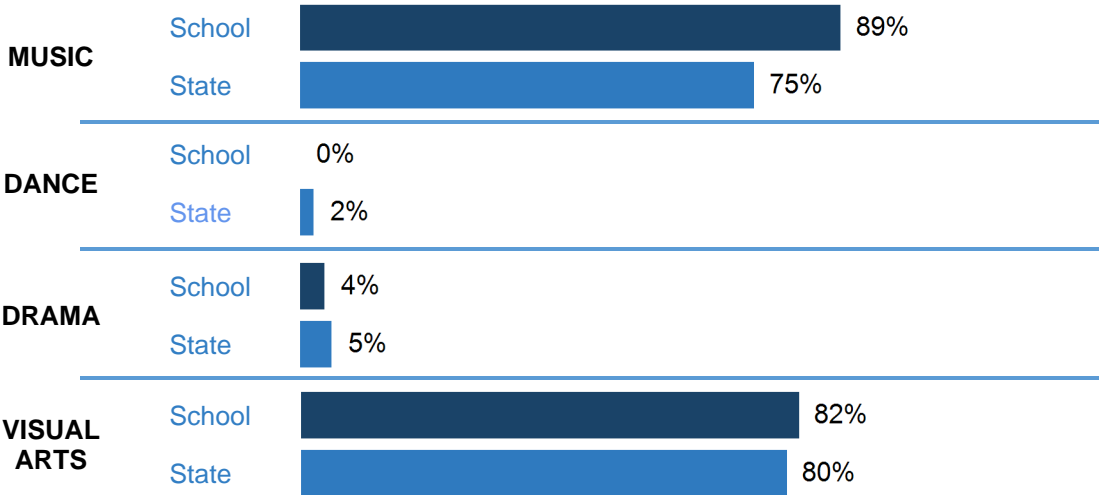


School



State

Students enrolled in one or more classes by discipline:





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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

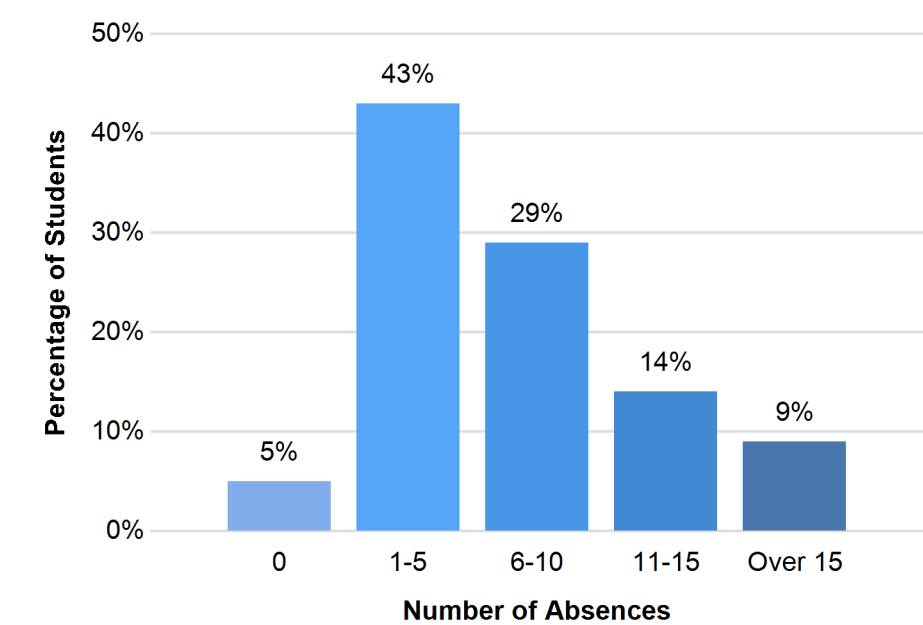
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 6.00 | 8.70 | Met Target |
| White | 6.40 | 8.70 | Met Target |
| Hispanic | 9.70 | 8.70 | Not Met |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 1.00 | 8.70 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | 5.30 | 8.70 | Met Target |
| Economically Disadvantaged Students | 16.70 | 8.70 | Not Met |
| Students with Disabilities | 8.30 | 8.70 | 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.



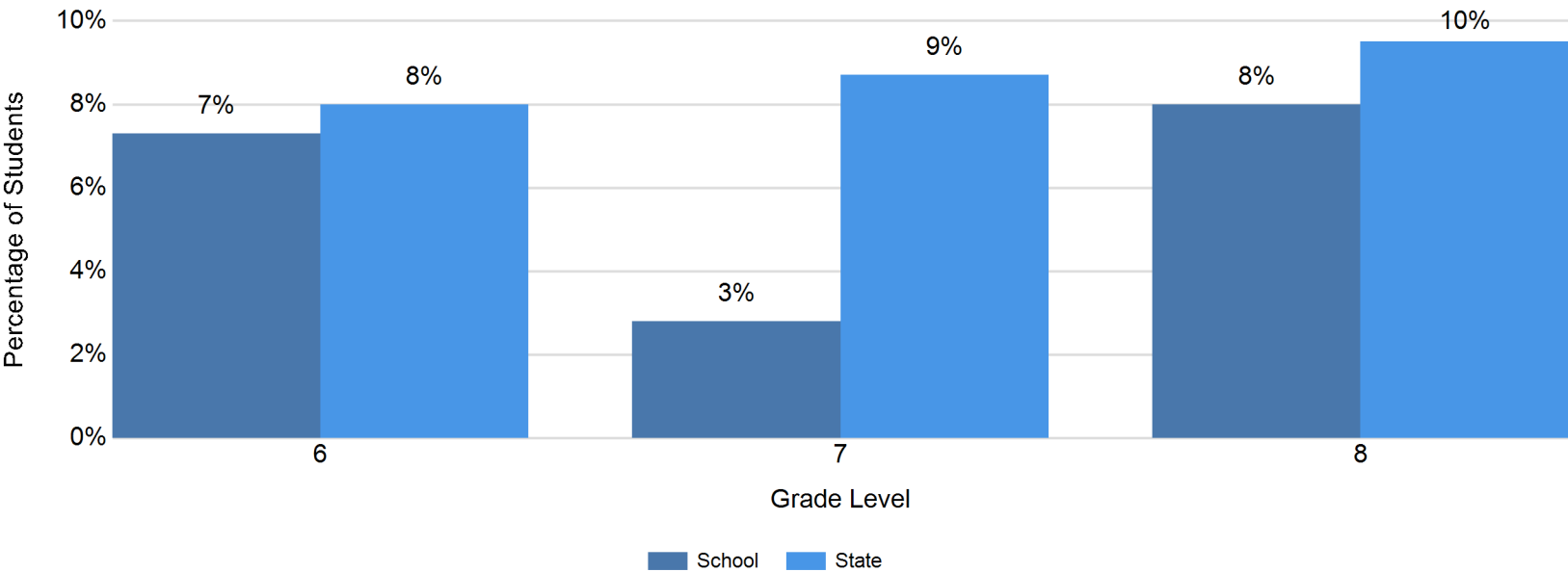


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Chronic Absenteeism by Grade

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 | 8:00AM |
| Typical End Time | 2:55PM |
| Length of School Day | 6 Hrs 55 Mins |
| Full Time - Instructional Time | 5 Hrs. 42 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) | 6 |
| Total Unique Incidents | 6 |
| Incidents Per 100 Students Enrolled | 0.82 |

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 | 3.0% |
| Out-of-School Suspensions | 0.5% |
| Any Suspension | 3.3% |

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 |



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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 | 228.9 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 | \$244 | \$14,235 | \$14,479 |



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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 | 61 | 120,724 |
| Average years experience in public schools | 12.5 | 11.8 |
| Average years experience in district | 10.9 | 10.5 |
| Teachers in district for 4 or more years | 85% | 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 | 31 | 9,506 |
| Average years experience in public schools | 16.8 | 15.9 |
| Average years experience in district | 9.9 | 11.6 |
| Administrators in district for 4 or more years | 84% | 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 | 12:1 | 13:1 |
| Administrators | 244:1 | 183:1 |
| Librarian/Media Specialists | | 631:1 |
| Nurses | | 631:1 |
| Counselors | | 437:1 |
| Child Study Team | | 227:1 |



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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 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.

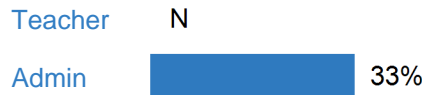
Bachelor's Degree



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 | 89% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 93% | 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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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 | 78.2 | 17.5% |
| Mathematics Proficiency | 82.8 | 17.5% |
| English Language Arts Growth | 4.8 | 25.0% |
| Mathematics Growth | 45.2 | 25.0% |
| Chronic Absenteeism | 54.2 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 48.8 |
| Summative Rating: Percentile rank of Summative Score | | 48.0 |
| 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.



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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 | 48.8 | 11.9 | No | Met Target | Met Target | Met Target | Not Met | Met Target | No |
| White | 43.9 | 11.9 | No | Met Target | Met Target | Met Target | Not Met | Met Target | No |
| Hispanic | 53.8 | 11.9 | No | Met Target | Met Target† | Not Met | Not Met | Met Target | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | 46.3 | 11.9 | No | Met Goal | Met Goal | Met Target | Met Target | Met Target | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | 51.4 | 11.9 | No | Met Goal | Met Goal | Met Target | Not Met | Met Target | No |
| Economically Disadvantaged Students | ** | ** | No | Met Target† | Met Target† | Not Met | ** | ** | No |
| Students with Disabilities | 52.0 | 11.9 | No | Met Target† | Met Target† | Met Target | Not Met | Met 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.



George Washington Middle School
2016-2017
Grade Span 06-08




03-4390-070
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School General Info

| | | | |
|-------------------|--|-----------------------|---|
| Principal: | Dr. Kashmanian | Email Address: | kkashmanian@ridgewood.k12.nj.us |
| Address: | 155 WASHINGTON PL RIDGEWOOD, NJ 07451 | Website: | http://www.ridgewood.k12.nj.us |
| Phone: | (201)670-2790 | Facebook: | https://www.facebook.com/RidgewoodPublicSchools |
| | | Twitter: | https://twitter.com/RwdPubSchools |

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"> • Attention to the needs of your adolescents is a primary focus. • Highly trained professional staff is able to meet the needs of all learners. • Parent and community involvement enrich the middle school experience. |
|  Mission, Vision, Theme: | <p>Mission Statement - The Ridgewood Public Schools, committed to a tradition of excellence and innovation, in partnership with the community, provide a rich and challenging learning environment, enabling students to maximize their unique potentials to become life-long learners and productive, responsible citizens.</p> |
|  Awards, Recognition, Accomplishments: | <p>Ridgewood Public Schools has been consistently ranking in state and national publications.</p> |





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School Narrative

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

| | |
|---|---|
|  <div>Courses, Curriculum, Instruction:</div> | The K-12 district curriculum is aligned to the NJSLS and provides students with a rich and challenging learning experience. Through a well-articulated academic program and in conjunction with varied extended learning opportunities, students are encouraged to maximize their potential, while being prepared for responsible citizenship in a globally connected society. The K-12 curriculum effectively strikes a balance between a tradition of excellence and a culture of innovation. |
|  <div>Clubs and Activities:</div> | Ridgewood Public Schools offer a variety of co-curricular activities at all levels with Ridgewood High School sponsoring 100 award-winning activities. |







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School Narrative

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

| | |
|---|---|
|  Staff and Professional Learning: | Professional development in Ridgewood is organized around the district's identified annual goals. New teachers participate in a rich orientation program that begins in the summer and extends across the school year. Professional development days involve teachers in collaborative curriculum work, and the district supports teachers' participation in learning opportunities outside of Ridgewood. The district has made a strong commitment to Orton Gillingham training for its K-12 staff. |
|  Student Supports and Services: | The district offers an array of support services to meet the needs of diverse learners. This includes comprehensive programs for Special Education students, English Language Learners, students with 504 Plans and students with Health Plans. The district uses Intervention and Referral Services and offers Basic Skills Instruction. Guidance Counselors and Child Study Teams work closely with students and their families, and teachers consistently integrate differentiated instructional strategies. |
|  Student Health and Wellness: | Ridgewood Public Schools offer a full and progressive wellness program K-12. |
|  Parent and Community Involvement: | Parents and community members are involved through: Home and School Association, Federated Home and School Association, Learning Services Home and School Association, and Foundation. During the 2016-17 school year, our parent organization raised and donated \$1,067,145.85 in goods and services to the district. |





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School Narrative

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| | |
|--|--|
| <div> Climate Surveys:</div> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Parents</p> <p>Parents can access our community surveys on our website under Parents, Parent/Guardian Survey.</p> |
| <div> Facilities:</div> | <p>Ridgewood Public Schools consist of 11 well-kept district facilities dating from 1894-1966 with many additions. The latest in 4 schools in 2009.</p> |



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School Narrative

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



Other Information:

George Washington Middle School (GW) seeks to maximize the unique potential of every learner. We do this by educating the whole child, including the social, emotional, and intellectual development of our students. Our standards-based curriculum emphasizes authentic and rigorous learning experiences, problem solving, multiple intelligences, and cooperative and project-based learning throughout our instructional program. A collaborative teaching model is infused into our classrooms at all three grade levels and continues to be a highlight of our program. We have fully embraced technology at GW. We have implemented a “one-to-one” initiative, and each of our students has their own Chromebook to use during the school day as well as at home. All of our students have Google Docs accounts and can seamlessly work between home and school, as well as collaborate with their peers and teachers. This year, we have a new Maker Space room for STEAM activities within the school, and we added Design Thinking classes to the curricula. We provide a full range of services to promote the social/emotional growth of our students including guidance counseling, student assistance counseling, and psychological and social work services. GW continues to emphasize its commitment to nurturing a caring, supportive social/emotional learning environment. The concepts of respect and responsibility are infused throughout our entire instructional program. The seventh grade Community Service project emerged as a voluntary opportunity for young people at GW to share their time and efforts with the larger community. We have combined our priority of service to others with the film skills learned in technology electives into the “GW Make a Difference Film Festival.” The objective of the film festival is the have students create powerful short films that highlight particular issues our world is facing and offer audiences the tools and ideas necessary for them to make a difference in our world.



Glen School
2016-2017


Grade Span PK-PK

03-4390-080
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865 EAST GLEN AVENUE
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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.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
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Other Resources:

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**Glen School
2016-2017**

Grade Span PK-PK

03-4390-080

**BERGEN
RIDGEWOOD VILLAGE
865 EAST GLEN AVENUE
RIDGEWOOD, NJ 07451**

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 | 0 | 0 | 0 |
| KG | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 |
| 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 | 34 | 42 | 42 |
| Total | 34 | 42 | 42 |

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 | 0 | 0 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 0 | 0 | 0 |

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 | 29% | 29% | 31% |
| Male | 71% | 71% | 69% |
| Economically Disadvantaged Students | 3% | 12% | 7% |
| Students with Disabilities | 100% | 100% | 91% |
| English Learners | 0% | 0% | 2% |
| Homeless Students | | | 0% |
| Students in Foster Care | | | 2% |
| 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 | 59.5% |
| Asian | 28.6% |
| Hispanic | 9.5% |
| American Indian or Alaska Native | 0.0% |
| Black or African American | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 2.4% |

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 | 83.3% |
| Spanish | 9.5% |
| Korean | 2.4% |
| Chinese | 2.4% |
| Telugu | 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

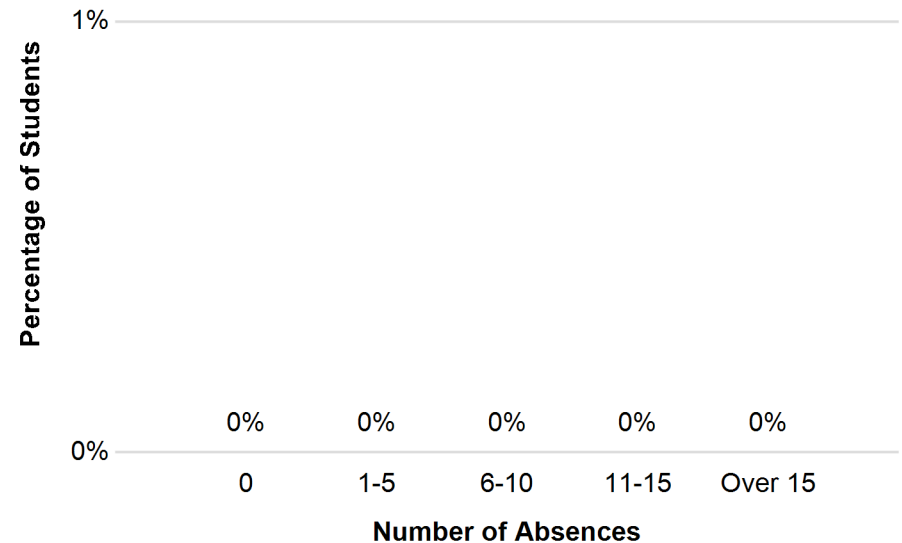
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

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

** 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.





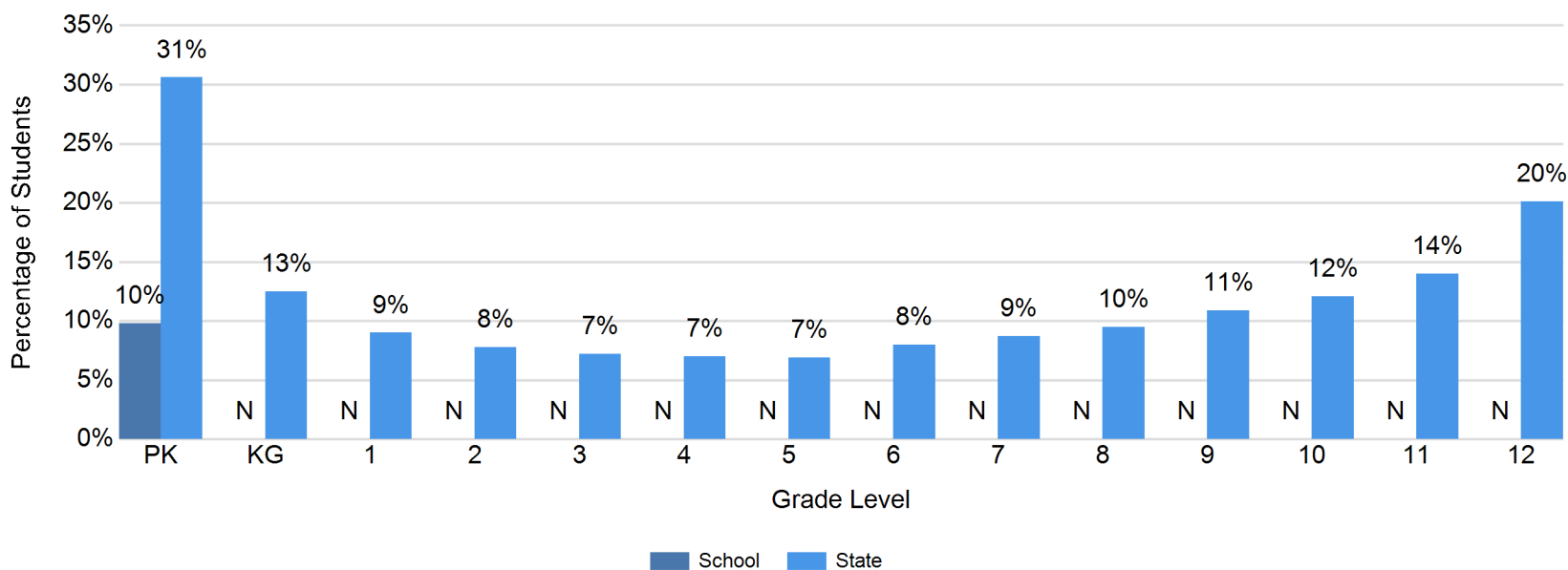
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Chronic Absenteeism by Grade

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 | 9:00AM |
| Typical End Time | 1:45PM |
| Length of School Day | 4 Hrs 45 Mins |
| Full Time - Instructional Time | 4 Hrs. 55 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) | 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 |


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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 | \$244 | \$14,235 | \$14,479 |



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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 | 8 | 120,724 |
| Average years experience in public schools | 14.1 | 11.8 |
| Average years experience in district | 11.3 | 10.5 |
| Teachers in district for 4 or more years | 88% | 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 | 31 | 9,506 |
| Average years experience in public schools | 16.8 | 15.9 |
| Average years experience in district | 9.9 | 11.6 |
| Administrators in district for 4 or more years | 84% | 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 | 5:1 | 13:1 |
| Administrators | N | 183:1 |
| Librarian/Media Specialists | | 631:1 |
| Nurses | | 631:1 |
| Counselors | | 437:1 |
| Child Study Team | | 227:1 |



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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 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 | 89% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 93% | 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: | Mrs. Price | Email Address: | kprice@ridgewood.k12.nj.us |
| Address: | 865 EAST GLEN AVENUE RIDGEWOOD, NJ 07451 | Website: | https://www.ridgewood.k12.nj.us.com |
| Phone: | (201)251-3140 | Facebook: | https://www.facebook.com/RidgewoodPublicSchools |
| | | Twitter: | https://twitter.com/RwdPubSchools |

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"> • Attention to the developmental needs of the whole child is the focus. • Highly trained professional staff is able to meet the needs of all learners. • Parent and community involvement enrich the preschool experience. |
|  Mission, Vision, Theme: | <p>Mission Statement - The Ridgewood Public Schools, committed to a tradition of excellence and innovation, in partnership with the community, provide a rich and challenging learning environment, enabling students to maximize their unique potentials to become life-long learners and productive, responsible citizens.</p> |
|  Awards, Recognition, Accomplishments: | <p>Ridgewood Public Schools has been consistently ranking in state and national publications.</p> |



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Courses, Curriculum, Instruction:

The Glen School offers a developmentally appropriate preschool curriculum for general and special education students. The Glen School uses Curiosity Corner as a framework for the instructional program to prepare students for kindergarten.



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Staff and Professional Learning:

Professional development in Ridgewood is organized around the district's identified annual goals. New teachers participate in a rich orientation program that begins in the summer and extends across the school year. Professional development days involve teachers in collaborative curriculum work, and the district supports teachers' participation in learning opportunities outside of Ridgewood. The district has made a strong commitment to Orton Gillingham training for its K-12 staff.



Student Supports and Services:

The district offers an array of support services to meet the needs of diverse learners. This includes comprehensive programs for Special Education students, English Language Learners, students with 504 Plans and students with Health Plans. The district uses Intervention and Referral Services and offers Basic Skills Instruction. Guidance Counselors and Child Study Teams work closely with students and their families, and teachers consistently integrate differentiated instructional strategies.



Parent and Community Involvement:

Parents and community members are involved through: Home and School Association, Federated Home and School Association, Learning Services Home and School Association, and Foundation. During the 2016-17 school year, our parent organization raised and donated \$1,067,145.85 in goods and services to the district.



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Parents

Parents can access our community surveys on our website under Parents, Parent/Guardian Survey.



Facilities:

Ridgewood Public Schools consist of 11 well-kept district facilities dating from 1894-1966 with many additions, the latest in 4 schools in 2009.



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Other Information:

Glen School is an early childhood center serving infants and preschool children. It is home to the Ridgewood Public Schools' preschool special education programs. The public preschool special education programs are known as the Ridgewood Early Developmental (RED) Program and the Ridgewood Early Developmental Ridgewood Intensive Services (RED RISE) Program. The students enrolled in the RED Program and RED RISE Program are educated in a developmentally appropriate environment that targets the special needs of each individual student. The RED and RED RISE Programs are fully compliant with both state and federal regulations regarding special education and related services for preschool students with disabilities. The mission of Glen School is to provide a safe and developmentally appropriate environment for infants and preschool students. Specific to the RED and RED RISE Programs, the mission includes the provision of a free and appropriate public school education for preschool students who demonstrate developmental delays or disabilities. Following are the Glen School's belief statements. The preschool environment should be safe and nurturing for the young child. The preschool staff and families should work together in fostering the development of the young child. Instruction and curriculum should be developmentally appropriate to meet the individual needs of the preschool student. Preschool students learn by actively interacting with their environment, and therefore should be provided with numerous opportunities to practice their skills in real hands-on activities. The importance of play is integral in facilitating the development of social skills and communication skills. Preschool students with disabilities require and benefit from proactive early intervention services through the provision of an individualized and differentiated educational program that addresses the specific needs of the student and enables the student to develop to the fullest extent possible.




Hawes Elementary School
2016-2017
Grade Span KG-05

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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.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
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- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
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Hawes Elementary School
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Grade Span KG-05

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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 |
|----------|---------|---------|---------|
| KG | 53 | 57 | 50 |
| 1 | 67 | 59 | 64 |
| 2 | 63 | 69 | 66 |
| 3 | 71 | 64 | 70 |
| 4 | 57 | 73 | 70 |
| 5 | 71 | 63 | 76 |
| Ungraded | 30 | 24 | 27 |
| Total | 412 | 409 | 423 |

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% | 48% |
| Economically Disadvantaged Students | 2% | 2% | 4% |
| Students with Disabilities | 14% | 14% | 15% |
| English Learners | 5% | 7% | 8% |
| 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 | 54.4% |
| Asian | 29.3% |
| Hispanic | 8.7% |
| Black or African American | 0.7% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 6.9% |

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 |
|---------------|---------|---------|---------|
| KG - Half Day | 54 | 57 | 50 |
| KG - Full Day | 0 | 0 | 0 |

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 | 83.9% |
| Korean | 6.9% |
| Russian | 2.1% |
| Spanish | 1.7% |
| Japanese | 1.4% |
| Other | 4.0% |



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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 | 205 | 99.6 | 89.70 | 81.30 | 54.90 | 89.7 | 80 | Met Goal |
| White | 109 | 99.2 | 88.00 | 80.80 | 63.90 | 88 | 80 | Met Goal |
| Hispanic | 18 | 100.0 | 83.30 | 73.50 | 39.80 | 83.3 | ** | ** |
| Black or African American | * | * | * | * | 35.20 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 61 | 100.0 | 93.40 | 86.10 | 80.70 | 93.4 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | 50.00 | 53.70 | N | ** | ** |
| Two or More Races | 14 | 100.0 | 100.00 | 89.00 | 54.90 | 100 | ** | ** |
| Female | 115 | 99.2 | 89.60 | 87.00 | 62.20 | 89.6 | | |
| Male | 90 | 100.0 | 90.00 | 75.60 | 48.10 | 90 | | |
| Economically Disadvantaged Students | * | * | * | * | 36.20 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 65.80 | * | | |
| Students with Disabilities | 27 | 100.0 | 37.00 | 35.80 | 20.50 | 37 | 51.5 | Met Target† |
| Students without Disabilities | 178 | 99.5 | 97.80 | 89.50 | 61.90 | 97.8 | | |
| English Learners | 22 | 100.0 | 86.30 | 58.00 | 25.20 | 86.3 | N | N |
| Non-English Learners | 183 | 99.5 | 90.20 | 82.00 | 57.40 | 90.2 | | |
| Homeless Students | N | N | N | N | 26.40 | N | | |
| Students In Foster Care | N | N | N | * | 24.80 | N | | |
| Military-Connected Students | N | N | N | 50.00 | 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.



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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 | 71 | 795 | 783 | 749 | 0% | * | * | 58% | 35% | 93% | 50% |
| White | 43 | 791 | 783 | 759 | 0% | * | * | 58% | 33% | 91% | 61% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 19 | 799 | 784 | 775 | 0% | * | 0% | 58% | * | 95% | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | 33 | 797 | 787 | 754 | * | * | * | 55% | 36% | 91% | 55% |
| Male | 38 | 793 | 780 | 745 | * | * | * | 61% | 34% | 95% | 46% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 31% |
| Non-Economically Disadvantaged Students | * | * | * | 762 | * | * | * | * | * | * | 63% |
| Students with Disabilities | * | * | * | 720 | * | * | * | * | * | * | 24% |
| Students without Disabilities | * | * | * | 755 | * | * | * | * | * | * | 55% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | 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% |



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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 | 74 | 779 | 784 | 753 | 0% | * | * | 51% | 37% | 88% | 56% |
| White | 32 | 777 | 783 | 762 | * | * | * | 53% | 34% | 88% | 67% |
| Hispanic | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Asian, Native Hawaiian, or Pacific Islander | 29 | 783 | * | 777 | 0% | * | * | 52% | 38% | 90% | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | 39 | 782 | 789 | 758 | 0% | * | * | 54% | 36% | 90% | 61% |
| Male | 35 | 776 | 780 | 749 | 0% | * | * | 49% | 37% | 86% | 51% |
| Economically Disadvantaged Students | N | N | N | 737 | N | N | N | N | N | N | 36% |
| Non-Economically Disadvantaged Students | 74 | 779 | 785 | 764 | 0% | * | * | 51% | 37% | 88% | 69% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 25% |
| Students without Disabilities | * | * | * | 759 | * | * | * | * | * | * | 62% |
| English Learners | N | N | N | 711 | N | N | N | N | N | N | 10% |
| Non-English Learners | 74 | 779 | 785 | 755 | 0% | * | * | 51% | 37% | 88% | 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% |



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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 | 78 | 782 | 783 | 756 | * | * | * | 53% | 35% | 87% | 59% |
| White | 41 | 777 | 783 | 763 | * | * | * | 54% | 29% | 83% | 69% |
| Hispanic | * | * | * | 743 | * | * | * | * | * | * | 44% |
| Black or African American | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | 21 | 789 | * | 779 | 0% | 0% | * | 52% | * | 95% | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Female | 54 | 784 | 785 | 761 | * | * | * | 48% | * | 89% | 66% |
| Male | 24 | 777 | 780 | 750 | * | * | * | 63% | * | 83% | 53% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Non-Economically Disadvantaged Students | * | * | * | 765 | * | * | * | * | * | * | 71% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 762 | * | * | * | * | * | * | 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% |

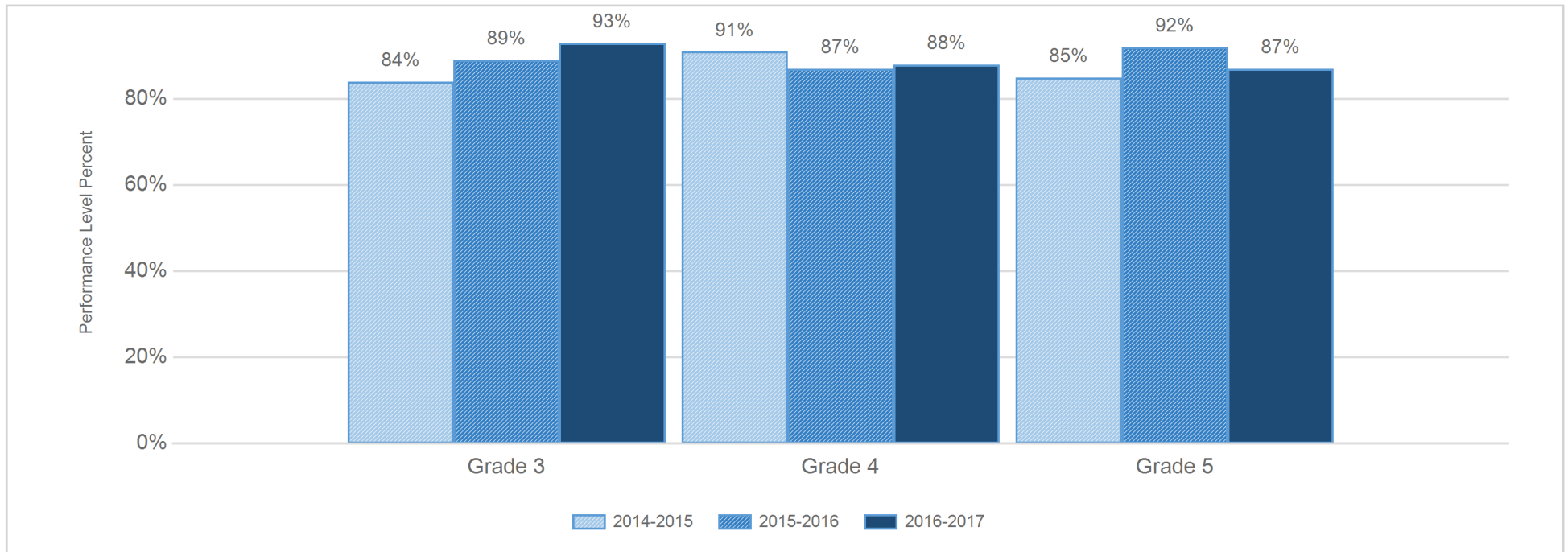


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English Language Arts/Literacy Assessment - Performance Trends

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





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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 | 205 | 99.6 | 84.80 | 75.40 | 43.50 | 84.8 | 80 | Met Goal |
| White | 109 | 99.2 | 85.30 | 74.30 | 52.40 | 85.3 | 80 | Met Goal |
| Hispanic | 18 | 100.0 | 66.70 | 62.80 | 27.60 | 66.7 | ** | ** |
| Black or African American | * | * | * | * | 21.70 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 61 | 100.0 | 88.50 | 85.10 | 75.60 | 88.5 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | 50.00 | 42.50 | N | ** | ** |
| Two or More Races | 14 | 100.0 | 92.90 | 84.20 | 44.90 | 92.9 | ** | ** |
| Female | 115 | 99.2 | 83.50 | 75.90 | 44.10 | 83.5 | | |
| Male | 90 | 100.0 | 86.70 | 75.10 | 42.90 | 86.7 | | |
| Economically Disadvantaged Students | * | * | * | * | 25.10 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 54.30 | * | | |
| Students with Disabilities | 27 | 100.0 | 37.00 | 33.90 | 16.50 | 37 | 44.8 | Met Target† |
| Students without Disabilities | 178 | 99.5 | 92.10 | 83.30 | 48.80 | 92.1 | | |
| English Learners | 22 | 100.0 | 81.80 | 64.00 | 23.30 | 81.8 | N | N |
| Non-English Learners | 183 | 99.5 | 85.30 | 75.90 | 45.20 | 85.3 | | |
| Homeless Students | N | N | N | N | 16.40 | N | | |
| Students In Foster Care | N | N | N | * | 15.10 | N | | |
| Military-Connected Students | N | N | N | 25.00 | 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.



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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 | 71 | 787 | 782 | 751 | 0% | * | * | 47% | 47% | 93% | 53% |
| White | 43 | 781 | 781 | 759 | 0% | * | * | 51% | 40% | 91% | 63% |
| Hispanic | * | * | * | 738 | * | * | * | * | * | * | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 19 | 802 | 793 | 779 | 0% | * | 0% | * | 68% | 95% | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Female | 33 | 781 | 780 | 751 | 0% | * | * | 64% | 30% | 94% | 52% |
| Male | 38 | 792 | 784 | 751 | 0% | * | * | 32% | 61% | 92% | 53% |
| Economically Disadvantaged Students | * | * | * | 736 | * | * | * | * | * | * | 34% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 65% |
| Students with Disabilities | * | * | * | 729 | * | * | * | * | * | * | 29% |
| Students without Disabilities | * | * | * | 755 | * | * | * | * | * | * | 57% |
| English Learners | * | * | * | 724 | * | * | * | * | * | * | 21% |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | 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% |



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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 | 74 | 771 | 772 | 747 | * | * | * | 62% | 18% | 80% | 47% |
| White | 32 | 771 | 771 | 755 | * | * | * | 53% | * | 75% | 59% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 25% |
| Asian, Native Hawaiian, or Pacific Islander | 29 | 776 | * | 774 | 0% | * | * | 66% | * | 86% | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 39 | 769 | 771 | 747 | * | * | * | 72% | * | 82% | 47% |
| Male | 35 | 774 | 772 | 747 | * | * | * | 51% | * | 77% | 48% |
| Economically Disadvantaged Students | N | N | N | 732 | N | N | N | N | N | N | 27% |
| Non-Economically Disadvantaged Students | 74 | 771 | * | 757 | * | * | * | 62% | 18% | 80% | 61% |
| Students with Disabilities | * | * | * | 724 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 751 | * | * | * | * | * | * | 52% |
| English Learners | N | N | N | 716 | N | N | N | N | N | N | 12% |
| Non-English Learners | 74 | 771 | 773 | 749 | * | * | * | 62% | 18% | 80% | 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% |



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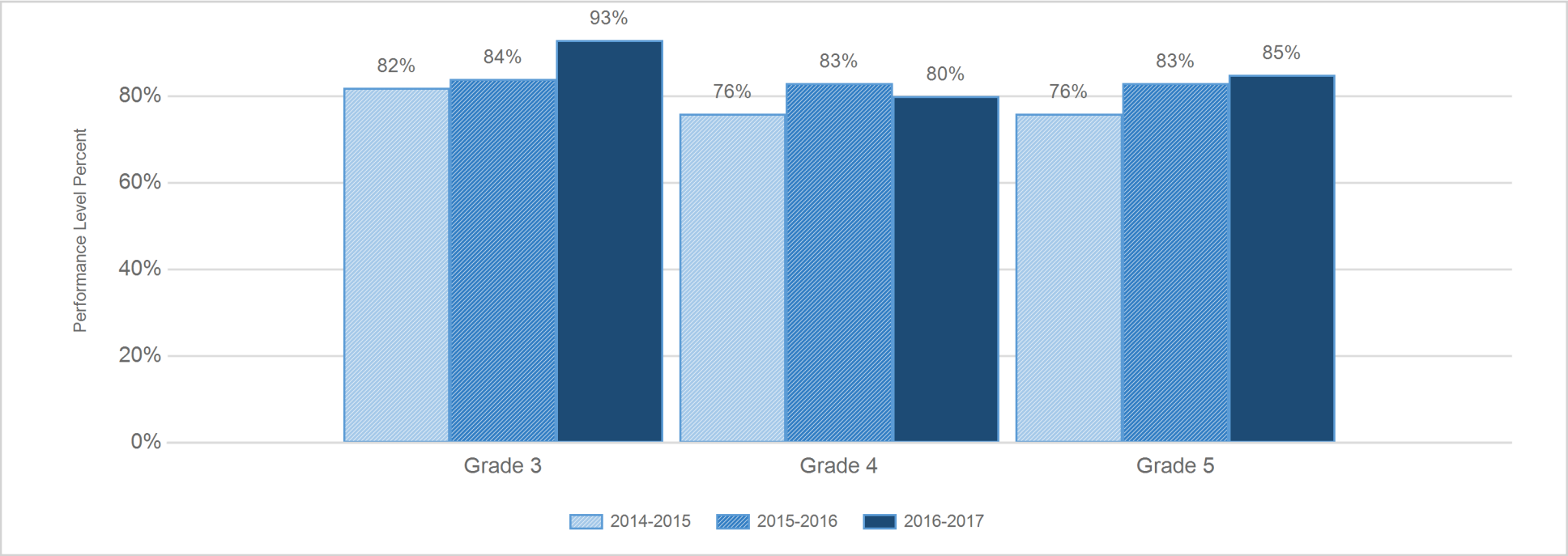
Mathematics Assessment - Performance by Grade: Grade 5

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 | 78 | 777 | 771 | 747 | * | * | 13% | 49% | 36% | 85% | 46% |
| White | 41 | 775 | 770 | 754 | 0% | * | * | 61% | 27% | 88% | 57% |
| Hispanic | * | * | * | 735 | * | * | * | * | * | * | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Asian, Native Hawaiian, or Pacific Islander | 21 | 790 | * | 774 | 0% | 0% | * | * | 57% | 91% | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 47% |
| Female | 54 | 775 | 770 | 747 | * | * | * | 48% | 33% | 82% | 47% |
| Male | 24 | 782 | 772 | 746 | * | * | * | 50% | 42% | 92% | 46% |
| Economically Disadvantaged Students | * | * | * | 732 | * | * | * | * | * | * | 27% |
| Non-Economically Disadvantaged Students | * | * | * | 756 | * | * | * | * | * | * | 59% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 19% |
| Students without Disabilities | * | * | * | 751 | * | * | * | * | * | * | 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% |

Mathematics Assessment – Performance Trends

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





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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 | * | * |
| 5 | 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 | 13 | 61.5% | 38.5% |
| 3 | * | * | * |
| 4 | * | * | * |
| 5+ | N | N | N |



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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.

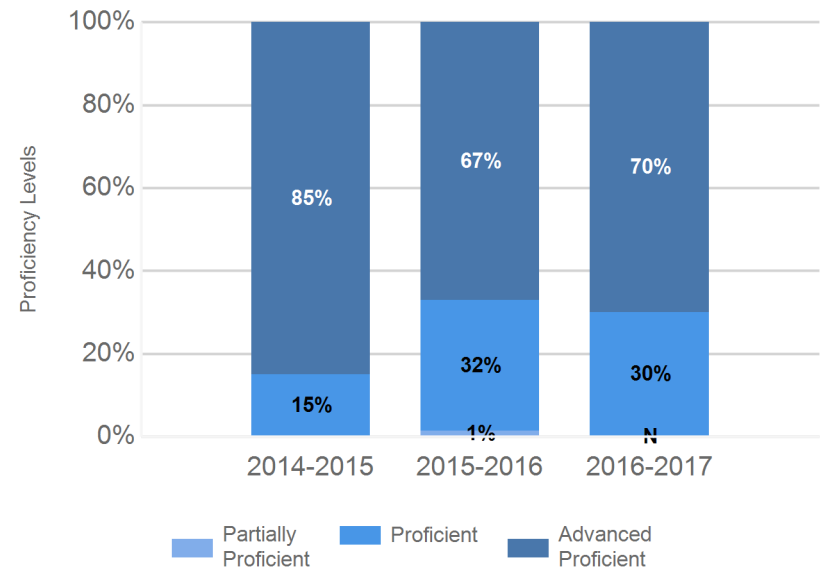
NJASK Science Assessment Performance: Grade 4

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 | 70% | 30% | N |
| White | 72% | 28% | N |
| Hispanic | * | * | N |
| Black or African American | N | N | N |
| Asian, Native Hawaiian, or Pacific Islander | 59% | * | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | N | N |
| Economically Disadvantaged Students | N | N | N |
| Students with Disabilities | * | * | 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.





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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 | 44 | 48 | 50 | Met Target | 62 | 49 | 50 | Exceeds Target |
| White | 38 | 45 | 50 | Not Met | 58 | 46 | 52 | Met Target |
| Hispanic | 51 | 49 | 49 | ** | 41 | 44.5 | 47 | ** |
| Black or African American | * | * | 45 | ** | * | * | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 49 | * | 60 | Met Target | 66 | * | 59 | Exceeds Target |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | 56 | 51 | ** | * | 49 | 52 | ** |
| Economically Disadvantaged | * | 34.5 | 47 | ** | * | 52 | 46 | ** |
| Students with Disabilities | 18 | 34 | 41 | ** | 34 | 38 | 43 | ** |
| English Learners | 50 | 64 | 53 | ** | 68 | 65 | 51 | ** |

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



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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:

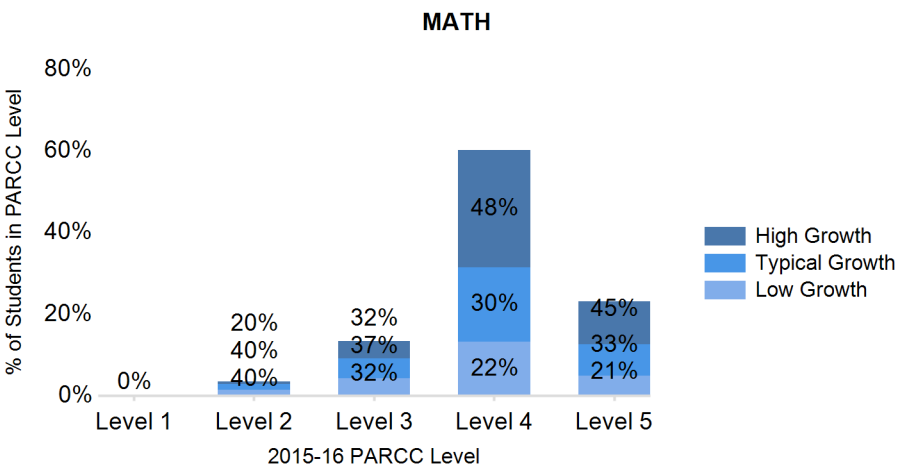
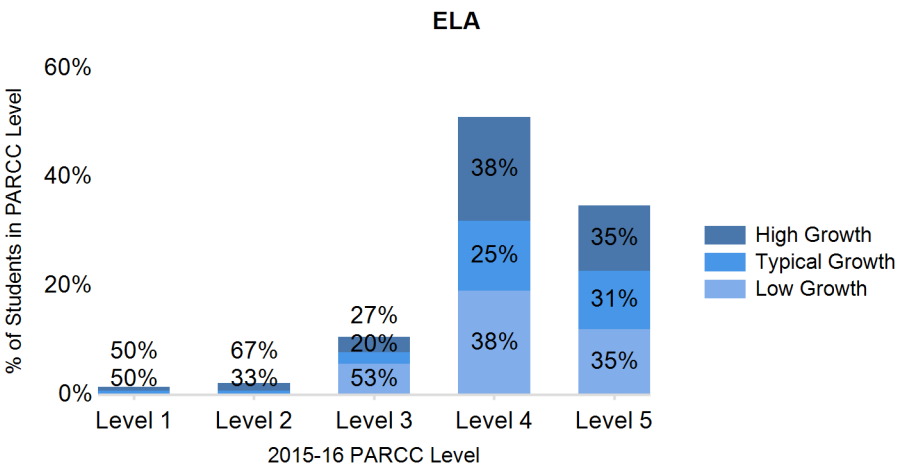
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

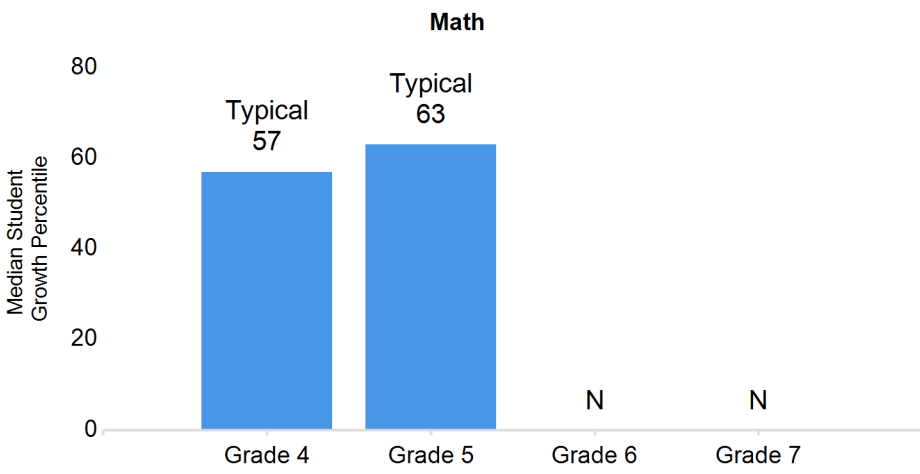
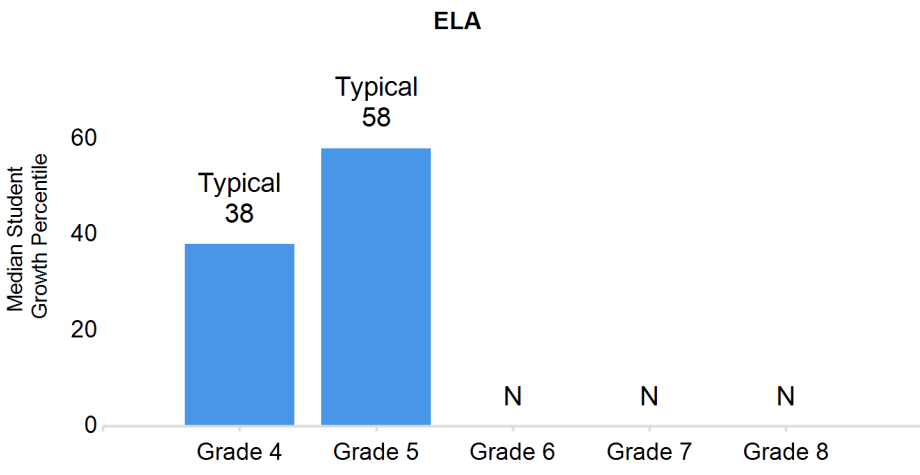
Student Growth by Performance Level

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.





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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

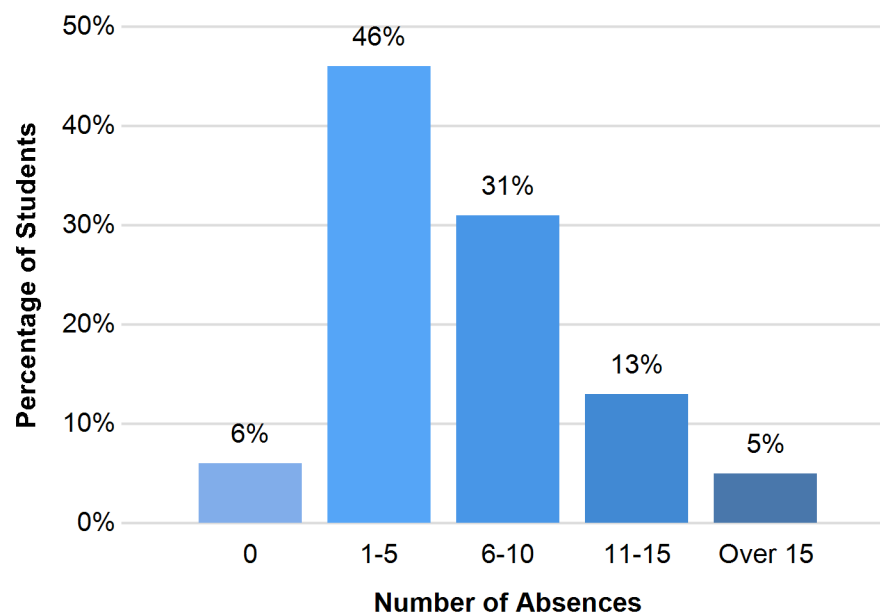
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 1.40 | 8.40 | Met Target |
| White | 1.30 | 8.40 | Met Target |
| Hispanic | 2.70 | 8.40 | Met Target |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 1.60 | 8.40 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | 0 | 8.40 | Met Target |
| Economically Disadvantaged Students | N | ** | ** |
| Students with Disabilities | 1.50 | 8.40 | Met Target |
| English Learners | 6.30 | 8.40 | Met Target |

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

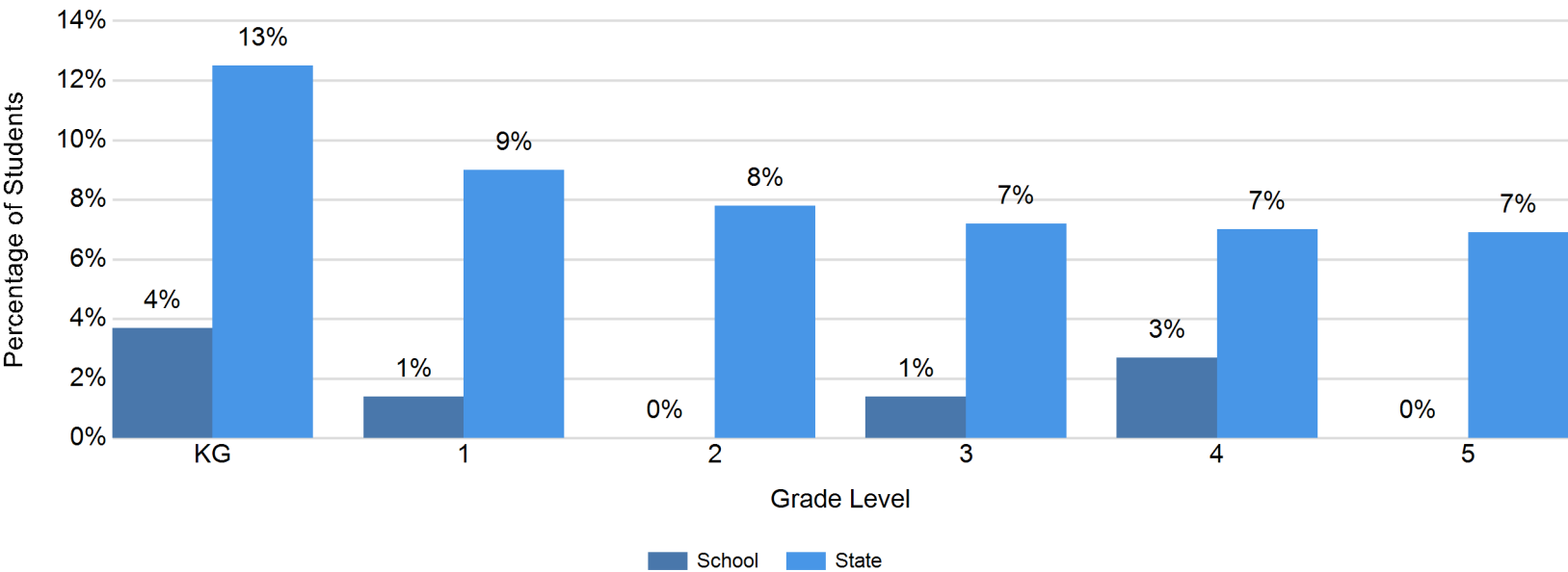
Days Absent

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.



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 | 8:45AM |
| Typical End Time | 3:00PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 5 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) | 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 |



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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 | 1.1:1 | 228.9 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 | \$244 | \$14,235 | \$14,479 |



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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 | 29 | 120,724 |
| Average years experience in public schools | 11.4 | 11.8 |
| Average years experience in district | 10.2 | 10.5 |
| Teachers in district for 4 or more years | 90% | 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 | 31 | 9,506 |
| Average years experience in public schools | 16.8 | 15.9 |
| Average years experience in district | 9.9 | 11.6 |
| Administrators in district for 4 or more years | 84% | 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 | 15:1 | 13:1 |
| Administrators | 423:1 | 183:1 |
| Librarian/Media Specialists | | 631:1 |
| Nurses | | 631:1 |
| Counselors | | 437:1 |
| Child Study Team | | 227:1 |



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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 | 89% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 93% | 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% |



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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 | 97.7 | 17.5% |
| Mathematics Proficiency | 97.5 | 17.5% |
| English Language Arts Growth | 16.4 | 25.0% |
| Mathematics Growth | 79.3 | 25.0% |
| Chronic Absenteeism | 95.8 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 72.5 |
| Summative Rating: Percentile rank of Summative Score | | 82.8 |
| 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.



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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 | 72.5 | 11.9 | No | Met Goal | Met Goal | Met Target | Met Target | Exceeds Target | No |
| White | 68.6 | 11.9 | No | Met Goal | Met Goal | Met Target | Not Met | Met Target | No |
| Hispanic | ** | ** | No | ** | ** | Met Target | ** | ** | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | 61.3 | 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 | ** | ** | No | ** | ** | Met Target | ** | ** | No |
| Economically Disadvantaged Students | ** | ** | No | ** | ** | ** | ** | ** | No |
| Students with Disabilities | ** | ** | No | Met Target† | Met Target† | Met Target | ** | ** | No |
| English Learners | ** | ** | No | N | N | Met Target | ** | ** | 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.



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School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Dr. Semendinger | Email Address: | psemendinger@ridgewood.k12.nj.us |
| Address: | 531 STEVENS AVENUE RIDGEWOOD, NJ 07451 | Website: | https://www.ridgewood.k12.nj.us.com |
| Phone: | (201)670-2720 | Facebook: | https://www.facebook.com/RidgewoodPublicSchools |
| | | Twitter: | https://twitter.com/RwdPubSchools |




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"> • Attention to the developmental needs of the whole child is the primary focus. • Highly trained professional staff is able to meet the needs of all learners. • Parent and community involvement enrich the elementary experience. |
|  Mission, Vision, Theme: | Mission Statement - The Ridgewood Public Schools, committed to a tradition of excellence and innovation, in partnership with the community, provide a rich and challenging learning environment, enabling students to maximize their unique potentials to become life-long learners and productive, responsible citizens. |
|  Awards, Recognition, Accomplishments: | Ridgewood Public Schools has been consistently ranking in state and national publications. |

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| | |
|--|---|
|  <div> <div>Courses, Curriculum, Instruction:</div> </div> | <div> <div>The K-12 district curriculum is aligned to the NJSLs and provides students with a rich and challenging learning experience. Through a well-articulated academic program and in conjunction with varied extended learning opportunities, students are encouraged to maximize their potential, while being prepared for responsible citizenship in a globally connected society. The K-12 curriculum effectively strikes a balance between a tradition of excellence and a culture of innovation.</div> </div> |
|  <div> <div>Clubs and Activities:</div> </div> | <div> <div>Ridgewood Public Schools offer a variety of co-curricular activities at all levels with Ridgewood High School sponsoring 100 award-winning activities.</div> </div> |
|  <div> <div>Before and After School Programs:</div> </div> | <div> <div>Ridgewood Public Schools partner with the YMCA to offer before and after care at our elementary schools.</div> </div> |







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| | |
|---|---|
|  Staff and Professional Learning: | Professional development in Ridgewood is organized around the district's identified annual goals. New teachers participate in a rich orientation program that begins in the summer and extends across the school year. Professional development days involve teachers in collaborative curriculum work, and the district supports teachers' participation in learning opportunities outside of Ridgewood. The district has made a strong commitment to Orton Gillingham training for its K-12 staff. |
|  Student Supports and Services: | The district offers an array of support services to meet the needs of diverse learners. This includes comprehensive programs for Special Education students, English Language Learners, students with 504 Plans and students with Health Plans. The district uses Intervention and Referral Services and offers Basic Skills Instruction. Guidance Counselors and Child Study Teams work closely with students and their families, and teachers consistently integrate differentiated instructional strategies. |
|  Student Health and Wellness: | Ridgewood Public Schools offer a full and progressive wellness program K-12. |
|  Parent and Community Involvement: | Parents and community members are involved through: Home and School Association, Federated Home and School Association, Learning Services Home and School Association, and Foundation. During the 2016-17 school year, our parent organization raised and donated \$1,067,145.85 in goods and services to the district. |





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| | |
|---|--|
| <div>Climate Surveys:</div> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Parents</p> <p>Parents can access our community surveys on our website under Parents, Parent/Guardian Survey.</p> |
| <div>Facilities:</div> | <p>Ridgewood Public Schools consist of 11 well-kept district facilities dating from 1894-1966 with many additions, the latest in 4 schools in 2009.</p> |



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Other Information:

Hawes Elementary School is a caring learning community with a population of approximately 410 students in grades kindergarten through five. Visitors immediately sense the warmth and spirit of cooperation present at Hawes. Parents and teachers work together to provide an academically challenging curriculum and culturally rich environment for our children. Recognizing that the ability to read and write is the foundation for success in all academic disciplines, developing a literate student body is a primary focus of the educational program and staff development initiatives. Teachers collaborate with one another to differentiate language arts instruction using the workshop model. Using literature and informational texts as guides, students learn the skills necessary to become truly literate readers and writers. Children publish personal narratives, memoirs, essays, realistic fiction, and informational pieces. The elementary mathematics program combines the practice of foundational skills with problem solving. Our goal is for the students to apply their knowledge of mathematics to life situations in an accurate, efficient, and thoughtful manner. Enrichment activities, as well as support programs, provide the children with an exemplary experience in mathematics. An inquiry-based science program gives our students opportunities to make predictions, collect data, take notes, graph information, reach conclusions, and create hypotheses. Hands-on experiences with earth, environmental, life, and physical science materials allow students to develop both process and thinking skills and apply them in making decisions and solving real-world problems. The study of communities, cultures, and history is the basis of our social studies program. Grade level teams implement units of study designed to allow children to experience the traditions of others and life in the past. Infused in all lessons is the importance of showing respect to individuals and groups.




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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.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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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 |
|----------|---------|---------|---------|
| KG | 42 | 48 | 41 |
| 1 | 47 | 43 | 60 |
| 2 | 61 | 47 | 50 |
| 3 | 46 | 59 | 52 |
| 4 | 54 | 49 | 63 |
| 5 | 61 | 57 | 50 |
| Ungraded | 1 | 1 | 0 |
| Total | 312 | 304 | 316 |

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 | 48% | 52% | 54% |
| Male | 52% | 48% | 46% |
| Economically Disadvantaged Students | 4% | 7% | 5% |
| Students with Disabilities | 10% | 10% | 9% |
| English Learners | 2% | 3% | 7% |
| 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 | 59.2% |
| Asian | 15.5% |
| Hispanic | 11.7% |
| Black or African American | 2.2% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 11.4% |

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 |
|---------------|---------|---------|---------|
| KG - Half Day | 40 | 48 | 41 |
| KG - Full Day | 0 | 0 | 0 |

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 | 85.1% |
| Spanish | 4.7% |
| Korean | 3.8% |
| Chinese | 1.6% |
| Other | 4.5% |



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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 | 152 | 97.6 | 89.50 | 81.30 | 54.90 | 89.5 | 80 | Met Goal |
| White | 87 | 96.8 | 94.30 | 80.80 | 63.90 | 94.3 | 80 | Met Goal |
| Hispanic | 21 | 100.0 | 76.10 | 73.50 | 39.80 | 76.1 | N | N |
| Black or African American | * | * | * | * | 35.20 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 19 | 100.0 | 84.20 | 86.10 | 80.70 | 84.2 | N | N |
| American Indian or Alaska Native | * | * | * | 50.00 | 53.70 | N | ** | ** |
| Two or More Races | 21 | 100.0 | 100.00 | 89.00 | 54.90 | 100 | 80 | Met Goal |
| Female | 75 | 96.4 | 90.70 | 87.00 | 62.20 | 90.7 | | |
| Male | 77 | 98.8 | 88.40 | 75.60 | 48.10 | 88.4 | | |
| Economically Disadvantaged Students | 12 | 92.9 | 50.00 | 39.40 | 36.20 | 48.4 | ** | ** |
| Non-Economically Disadvantaged Students | 140 | 98.1 | 92.90 | 82.60 | 65.80 | 92.9 | | |
| Students with Disabilities | 20 | 88.0 | 45.00 | 35.80 | 20.50 | 43.1 | 50.5 | Met Target† |
| Students without Disabilities | 132 | 99.3 | 96.20 | 89.50 | 61.90 | 96.2 | | |
| 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 | * | 24.80 | N | | |
| Military-Connected Students | N | N | N | 50.00 | 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.



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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 | 51 | 787 | 783 | 749 | 0% | * | * | 57% | 31% | 88% | 50% |
| White | 28 | 792 | 783 | 759 | 0% | 0% | * | 61% | * | 93% | 61% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 35% |
| Black or African American | N | N | N | 731 | N | N | N | N | N | N | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | 32 | 787 | 787 | 754 | 0% | * | * | 56% | * | 88% | 55% |
| Male | 19 | 787 | 780 | 745 | 0% | * | * | 58% | * | 90% | 46% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 31% |
| Non-Economically Disadvantaged Students | * | * | * | 762 | * | * | * | * | * | * | 63% |
| Students with Disabilities | * | * | * | 720 | * | * | * | * | * | * | 24% |
| Students without Disabilities | * | * | * | 755 | * | * | * | * | * | * | 55% |
| English Learners | N | N | N | 709 | N | N | N | N | N | N | 11% |
| Non-English Learners | 51 | 787 | 784 | 752 | 0% | * | * | 57% | 31% | 88% | 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% |



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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 | 63 | 792 | 784 | 753 | * | * | * | 27% | 62% | 89% | 56% |
| White | 39 | 794 | 783 | 762 | * | * | * | 33% | 64% | 97% | 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 | 10 | 801 | 785 | 755 | 0% | 0% | * | * | * | 90% | 56% |
| Female | 28 | 799 | 789 | 758 | * | * | * | * | 68% | 89% | 61% |
| Male | 35 | 787 | 780 | 749 | * | * | * | * | 57% | 89% | 51% |
| Economically Disadvantaged Students | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Non-Economically Disadvantaged Students | * | * | * | 764 | * | * | * | * | * | * | 69% |
| Students with Disabilities | 11 | 753 | 751 | 725 | * | * | * | * | * | 46% | 25% |
| Students without Disabilities | 52 | 800 | 790 | 759 | * | * | * | * | * | 98% | 62% |
| English Learners | N | N | N | 711 | N | N | N | N | N | N | 10% |
| Non-English Learners | 63 | 792 | 785 | 755 | * | * | * | 27% | 62% | 89% | 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% |



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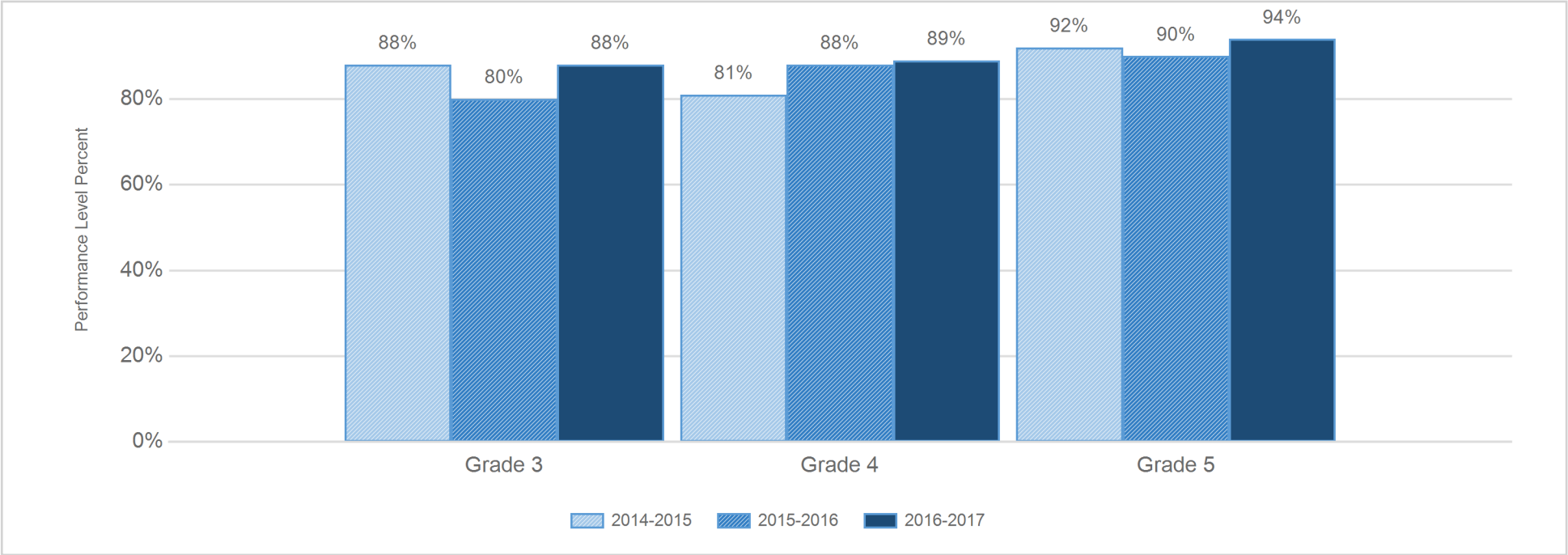
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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 | 48 | 791 | 783 | 756 | 0% | * | * | 44% | 50% | 94% | 59% |
| White | 24 | 799 | 783 | 763 | 0% | 0% | * | * | 58% | 96% | 69% |
| Hispanic | * | * | * | 743 | * | * | * | * | * | * | 44% |
| Black or African American | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 782 | * | 779 | 0% | * | * | * | * | 80% | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Female | 21 | 801 | 785 | 761 | * | * | * | * | 62% | 100% | 66% |
| Male | 27 | 783 | 780 | 750 | * | * | * | * | 41% | 89% | 53% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Non-Economically Disadvantaged Students | * | * | * | 765 | * | * | * | * | * | * | 71% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 762 | * | * | * | * | * | * | 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% |

English Language Arts/Literacy Assessment - Performance Trends

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





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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 | 150 | 97.1 | 82.00 | 75.40 | 43.50 | 82 | 80 | Met Goal |
| White | 86 | 95.9 | 86.10 | 74.30 | 52.40 | 86.1 | 80 | Met Goal |
| Hispanic | 21 | 100.0 | 61.90 | 62.80 | 27.60 | 61.9 | N | N |
| Black or African American | * | * | * | * | 21.70 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 19 | 100.0 | 84.20 | 85.10 | 75.60 | 84.2 | N | N |
| American Indian or Alaska Native | * | * | * | 50.00 | 42.50 | N | ** | ** |
| Two or More Races | 20 | 100.0 | 95.00 | 84.20 | 44.90 | 95 | N | N |
| Female | 74 | 95.3 | 85.10 | 75.90 | 44.10 | 85.1 | | |
| Male | 76 | 98.9 | 78.90 | 75.10 | 42.90 | 78.9 | | |
| Economically Disadvantaged Students | 12 | 92.9 | 25.00 | 36.90 | 25.10 | 24.2 | ** | ** |
| Non-Economically Disadvantaged Students | 138 | 97.5 | 86.90 | 76.80 | 54.30 | 86.9 | | |
| Students with Disabilities | 20 | 88.0 | 30.00 | 33.90 | 16.50 | 28.7 | 46.8 | Not Met |
| Students without Disabilities | 130 | 98.7 | 90.00 | 83.30 | 48.80 | 90 | | |
| 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 | * | 15.10 | N | | |
| Military-Connected Students | N | N | N | 25.00 | 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.



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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 | 52 | 780 | 782 | 751 | 0% | * | * | 50% | 37% | 87% | 53% |
| White | 29 | 781 | 781 | 759 | * | * | * | 59% | 35% | 93% | 63% |
| Hispanic | * | * | * | 738 | * | * | * | * | * | * | 37% |
| Black or African American | N | N | N | 733 | N | N | N | N | N | N | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Female | 33 | 779 | 780 | 751 | 0% | * | * | * | * | 88% | 52% |
| Male | 19 | 782 | 784 | 751 | 0% | * | * | * | * | 84% | 53% |
| Economically Disadvantaged Students | * | * | * | 736 | * | * | * | * | * | * | 34% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 65% |
| Students with Disabilities | * | * | * | 729 | * | * | * | * | * | * | 29% |
| Students without Disabilities | * | * | * | 755 | * | * | * | * | * | * | 57% |
| English Learners | * | * | * | 724 | * | * | * | * | * | * | 21% |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | 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% |



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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 | 66 | 767 | 772 | 747 | * | * | * | 56% | 20% | 76% | 47% |
| White | 39 | 770 | 771 | 755 | 0% | * | * | 67% | * | 80% | 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 | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 27 | 774 | 771 | 747 | * | * | * | 56% | * | 82% | 47% |
| Male | 39 | 763 | 772 | 747 | * | * | * | 56% | * | 72% | 48% |
| Economically Disadvantaged Students | * | * | * | 732 | * | * | * | * | * | * | 27% |
| Non-Economically Disadvantaged Students | * | * | * | 757 | * | * | * | * | * | * | 61% |
| Students with Disabilities | 11 | 731 | 744 | 724 | * | * | * | * | 0% | 27% | 22% |
| Students without Disabilities | 55 | 774 | 777 | 751 | * | * | * | * | 24% | 86% | 52% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 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% |



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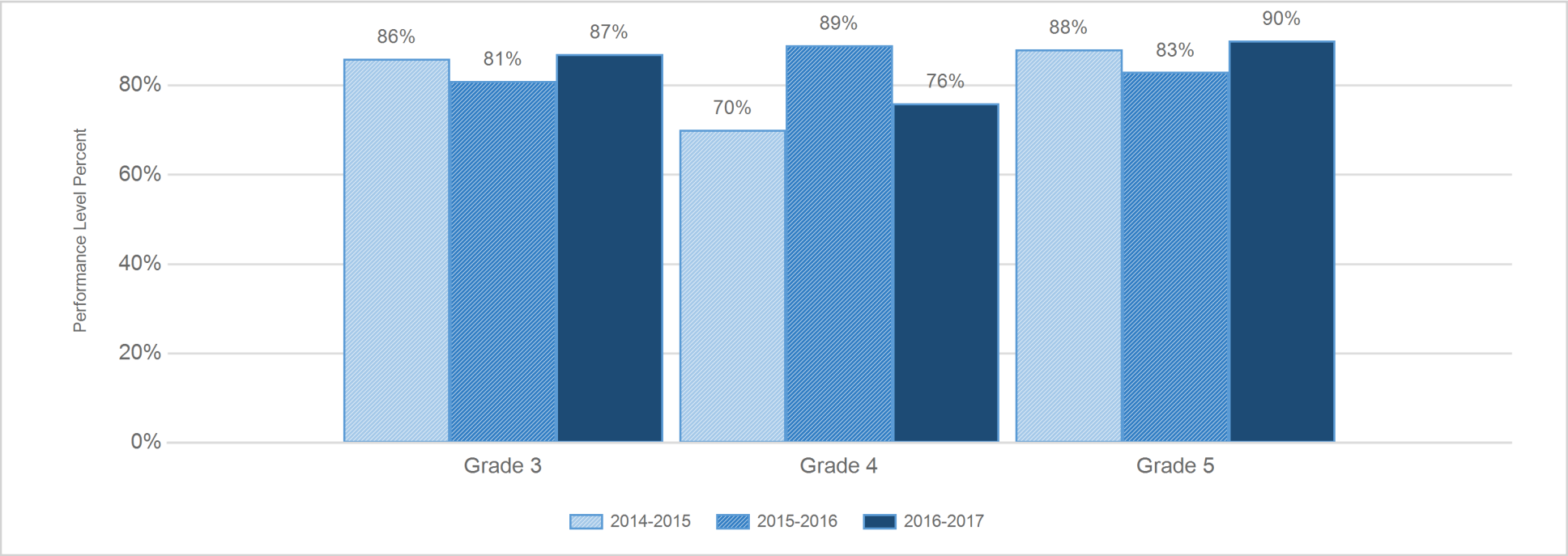
Mathematics Assessment - Performance by Grade: Grade 5

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 | 49 | 776 | 771 | 747 | 0% | * | * | 65% | 25% | 90% | 46% |
| White | 25 | 778 | 770 | 754 | 0% | 0% | * | 72% | * | 96% | 57% |
| Hispanic | * | * | * | 735 | * | * | * | * | * | * | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 770 | * | 774 | 0% | * | * | * | * | 80% | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 47% |
| Female | 22 | 775 | 770 | 747 | 0% | * | * | 68% | * | 91% | 47% |
| Male | 27 | 777 | 772 | 746 | 0% | * | * | 63% | * | 89% | 46% |
| Economically Disadvantaged Students | * | * | * | 732 | * | * | * | * | * | * | 27% |
| Non-Economically Disadvantaged Students | * | * | * | 756 | * | * | * | * | * | * | 59% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 19% |
| Students without Disabilities | * | * | * | 751 | * | * | * | * | * | * | 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% |

Mathematics Assessment – Performance Trends

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





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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 | 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 | 16 | 75% | 25% |
| 2 | * | * | * |
| 3 | * | * | * |
| 4 | N | N | N |
| 5+ | N | N | N |



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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.

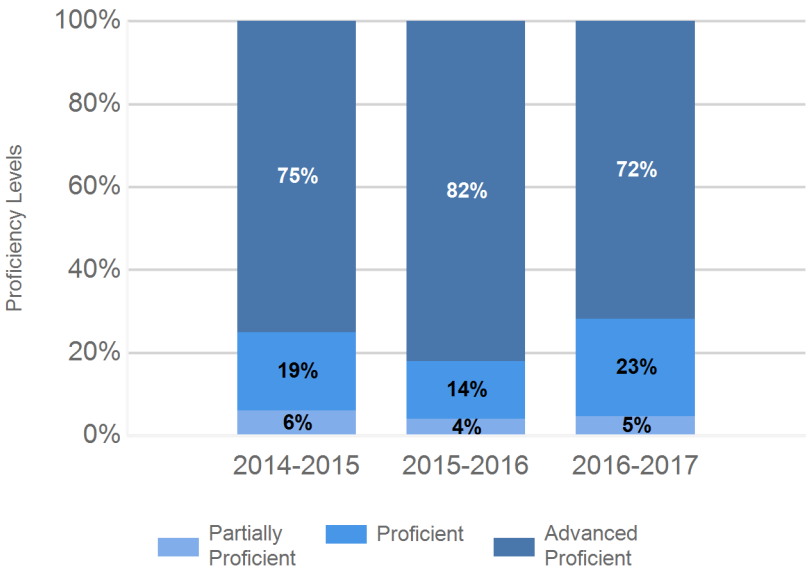
NJASK Science Assessment Performance: Grade 4

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 | 72% | 23% | 5% |
| White | 78% | 22% | N |
| Hispanic | * | * | * |
| Black or African American | * | N | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | 100% | N | N |
| Economically Disadvantaged Students | * | * | N |
| Students with Disabilities | 55% | 46% | N |
| English Learners | * | * | * |

NJASK Science Assessment Performance Trends: Grade 4

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





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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 | 75 | 48 | 50 | Exceeds Target | 52 | 49 | 50 | Met Target |
| White | 75 | 45 | 50 | Exceeds Target | 46.5 | 46 | 52 | Met Target |
| Hispanic | 68.5 | 49 | 49 | ** | * | 44.5 | 47 | ** |
| Black or African American | * | * | 45 | ** | * | * | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 60 | ** | * | * | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | 79 | 56 | 51 | ** | * | 49 | 52 | ** |
| Economically Disadvantaged | * | 34.5 | 47 | ** | * | 52 | 46 | ** |
| Students with Disabilities | 54.5 | 34 | 41 | ** | 33 | 38 | 43 | ** |
| English Learners | * | 64 | 53 | ** | * | 65 | 51 | ** |

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



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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:

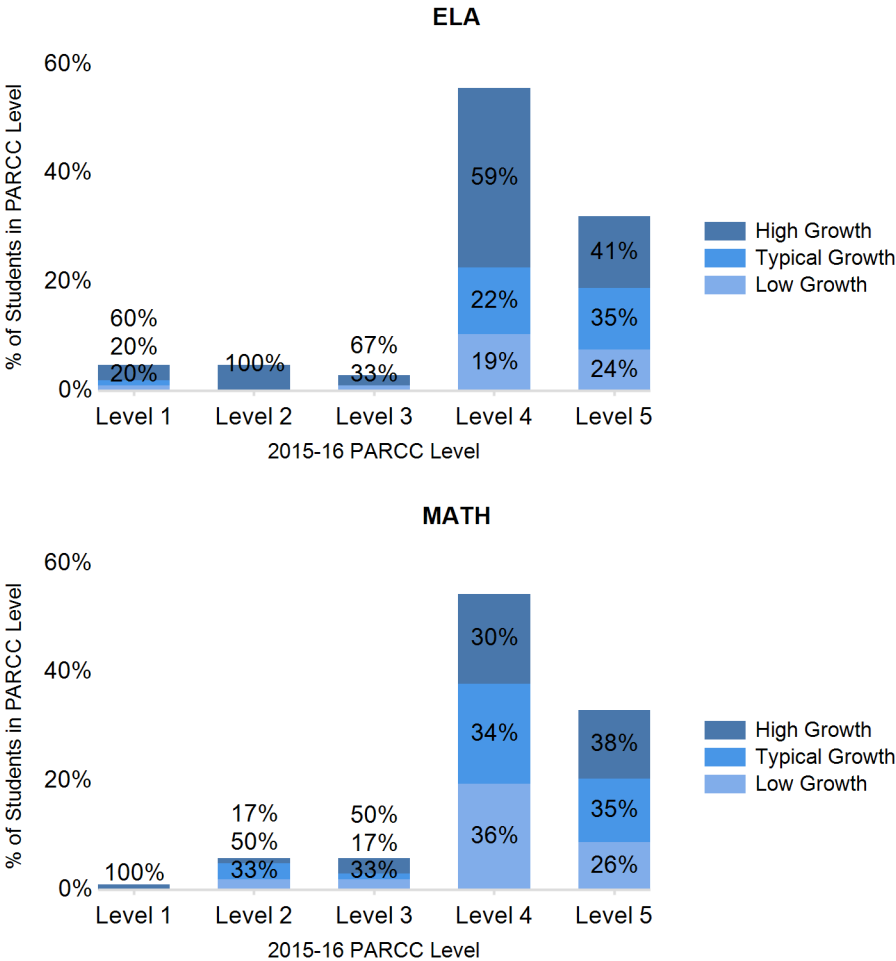
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

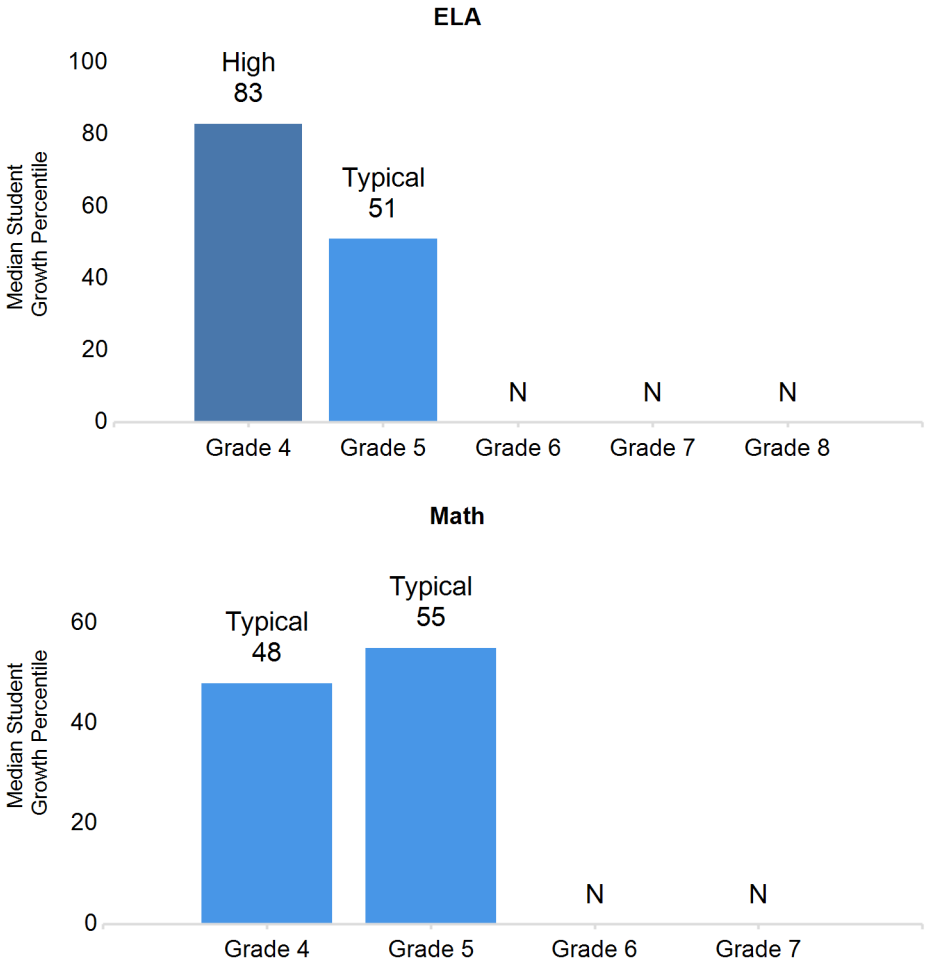
Student Growth by Performance Level

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.





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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

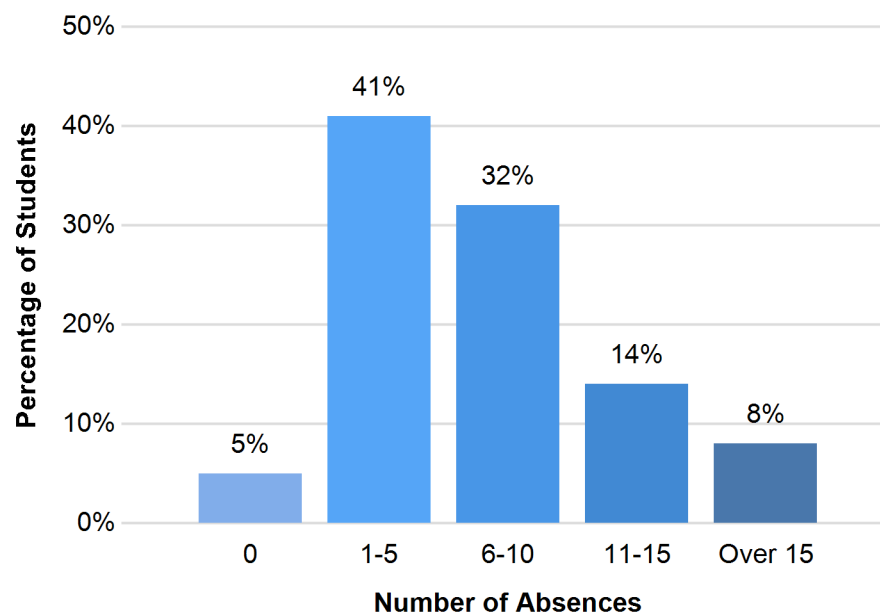
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 3.80 | 8.40 | Met Target |
| White | 3.70 | 8.40 | Met Target |
| Hispanic | 5.60 | 8.40 | Met Target |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 4.40 | 8.40 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | 2.80 | 8.40 | Met Target |
| Economically Disadvantaged Students | N | ** | ** |
| Students with Disabilities | 0 | 8.40 | Met Target |
| English Learners | 10.00 | 8.40 | Not Met |

** 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.



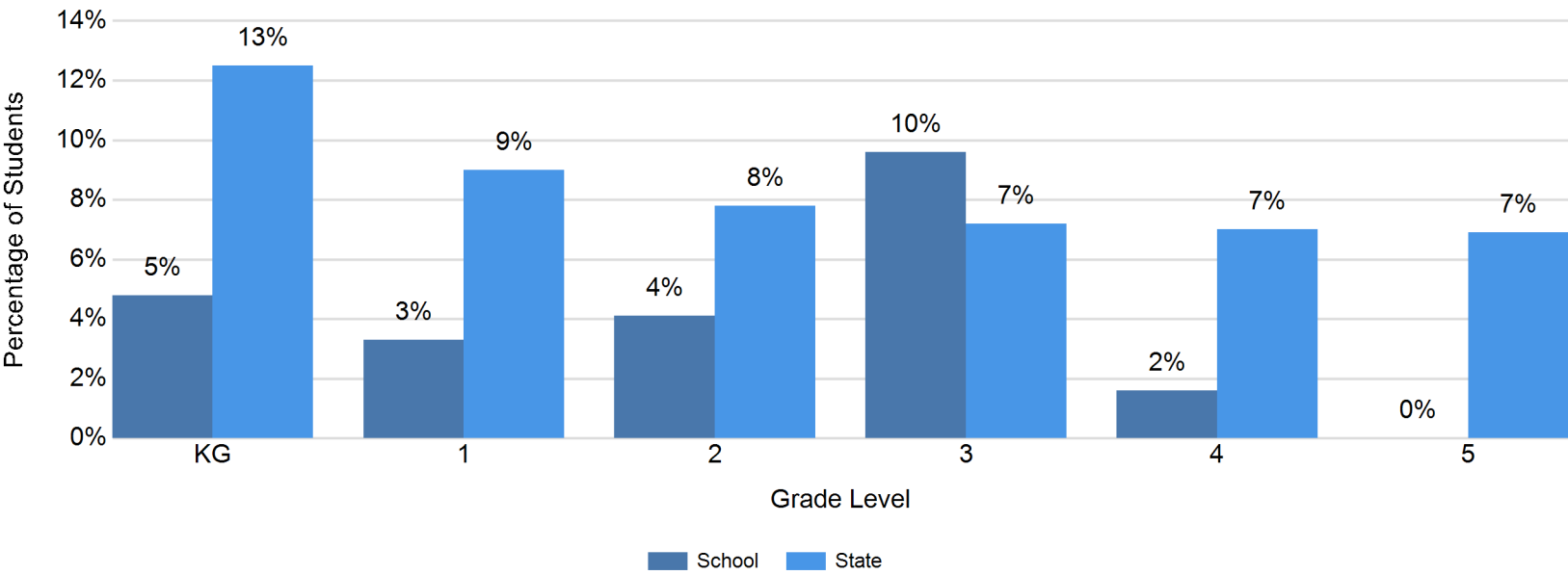


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Chronic Absenteeism by Grade

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 | 8:45AM |
| Typical End Time | 3:00PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 5 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 | 2 |
| Vandalism | 0 |
| Weapons | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Total Unique Incidents | 2 |
| Incidents Per 100 Students Enrolled | 0.63 |

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 | 0.3% |
| Out-of-School Suspensions | 0.6% |
| Any Suspension | 0.9% |

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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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 | 228.9 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 | \$244 | \$14,235 | \$14,479 |



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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 | 27 | 120,724 |
| Average years experience in public schools | 10.6 | 11.8 |
| Average years experience in district | 9.6 | 10.5 |
| Teachers in district for 4 or more years | 85% | 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 | 31 | 9,506 |
| Average years experience in public schools | 16.8 | 15.9 |
| Average years experience in district | 9.9 | 11.6 |
| Administrators in district for 4 or more years | 84% | 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 | 12:1 | 13:1 |
| Administrators | 316:1 | 183:1 |
| Librarian/Media Specialists | | 631:1 |
| Nurses | | 631:1 |
| Counselors | | 437:1 |
| Child Study Team | | 227:1 |



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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 | 89% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 93% | 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 | 98% |



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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 | 97.2 | 17.5% |
| Mathematics Proficiency | 95.2 | 17.5% |
| English Language Arts Growth | 98.8 | 25.0% |
| Mathematics Growth | 42.7 | 25.0% |
| Chronic Absenteeism | 75.6 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 80.4 |
| Summative Rating: Percentile rank of Summative Score | | 91.1 |
| 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.



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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 | 80.4 | 11.9 | No | Met Goal | Met Goal | Met Target | Exceeds Target | Met Target | No |
| White | 78.6 | 11.9 | No | Met Goal | Met Goal | Met Target | Exceeds Target | Met Target | No |
| Hispanic | ** | ** | No | N | N | Met Target | ** | ** | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | N | N | Met Target | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | Met Goal | N | Met Target | ** | ** | No |
| Economically Disadvantaged Students | ** | ** | No | ** | ** | ** | ** | ** | No |
| Students with Disabilities | ** | ** | No | Met Target† | Not Met | Met Target | ** | ** | No |
| English Learners | ** | ** | No | ** | ** | Not Met | ** | ** | 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.



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School General Info

| | | | |
|------------|--|----------------|---|
| Principal: | Mrs. Ferreri | Email Address: | mkferreri@ridgewood.k12.nj.us |
| Address: | 230 DEMAREST ST RIDGEWOOD, NJ 07451 | Website: | http://www.ridgewood.k12.nj.us |
| Phone: | (201)670-2730 | Facebook: | https://www.facebook.com/RidgewoodPublicSchools |
| | | Twitter: | https://twitter.com/RwdPubSchools |




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"> • Attention to the developmental needs of the whole child is the primary focus. • Highly trained professional staff is able to meet the needs of all learners. • Parent and community involvement enrich the elementary experience. |
|  Mission, Vision, Theme: | <p>Mission Statement - The Ridgewood Public Schools, committed to a tradition of excellence and innovation, in partnership with the community, provide a rich and challenging learning environment, enabling students to maximize their unique potentials to become life-long learners and productive, responsible citizens.</p> |
|  Awards, Recognition, Accomplishments: | <p>Ridgewood Public Schools has been consistently ranking in state and national publications.</p> |

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| | |
|--|---|
|  <div> Courses, Curriculum, Instruction: </div> | The K-12 district curriculum is aligned to the NJSLS and provides students with a rich and challenging learning experience. Through a well-articulated academic program and in conjunction with varied extended learning opportunities, students are encouraged to maximize their potential, while being prepared for responsible citizenship in a globally connected society. The K-12 curriculum effectively strikes a balance between a tradition of excellence and a culture of innovation. |
|  <div> Clubs and Activities: </div> | Ridgewood Public Schools offer a variety of co-curricular activities at all levels with Ridgewood High School sponsoring 100 award-winning activities. |
|  <div> Before and After School Programs: </div> | Ridgewood Public Schools partner with the YMCA to offer before and after care at our elementary schools. |







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School Narrative

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

| | |
|---|--|
|  Staff and Professional Learning: | <p>Professional development in Ridgewood is organized around the district's identified annual goals. New teachers participate in a rich orientation program that begins in the summer and extends across the school year. Professional development days involve teachers in collaborative curriculum work, and the district supports teachers' participation in learning opportunities outside of Ridgewood. The district has made a strong commitment to Orton Gillingham training for its K-12 staff.</p> |
|  Student Supports and Services: | <p>The district offers an array of support services to meet the needs of diverse learners. This includes comprehensive programs for Special Education students, English Language Learners, students with 504 Plans and students with Health Plans. The district uses Intervention and Referral Services and offers Basic Skills Instruction. Guidance Counselors and Child Study Teams work closely with students and their families, and teachers consistently integrate differentiated instructional strategies.</p> |
|  Student Health and Wellness: | <p>Ridgewood Public Schools offer a full and progressive wellness program K-12.</p> |
|  Parent and Community Involvement: | <p>Parents and community members are involved through: Home and School Association, Federated Home and School Association, Learning Services Home and School Association, and Foundation. During the 2016-17 school year, our parent organization raised and donated \$1,067,145.85 in goods and services to the district.</p> |

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.

| | |
|--|--|
|  <div>Climate Surveys:</div> | <div>Is a Climate Survey Used: Yes; Who is surveyed: Parents</div> <div>Parents can access our community surveys on our website under Parents, Parent/Guardian Survey.</div> |
|  <div>Facilities:</div> | <div>Ridgewood Public Schools consist of 11 well-kept district facilities dating from 1894-1966 with many additions, the latest in 4 schools in 2009.</div> |



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School Narrative

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



Other Information:

Orchard Elementary School is a caring learning community with a population of approximately 308 students in grades kindergarten through five. Visitors immediately sense the warmth and spirit of cooperation present at Orchard. Parents and teachers work together to provide an academically challenging curriculum and culturally rich environment for our children. Recognizing that the ability to read and write is the foundation for success in all academic disciplines, developing a literate student body is a primary focus of the educational program and staff development initiatives. Teachers collaborate with one another to differentiate language arts instruction using the workshop model. Using literature and informational texts as guides, students learn the skills necessary to become truly literate readers and writers. Children publish personal narratives, memoirs, essays, realistic fiction, and informational pieces. The elementary mathematics program combines the practice of foundational skills with problem solving. Our goal is for the students to apply their knowledge of mathematics to life situations in an accurate, efficient, and thoughtful manner. Enrichment activities, as well as support programs, provide the children with an exemplary experience in mathematics. An inquiry-based science program gives our students opportunities to make predictions, collect data, take notes, graph information, reach conclusions, and create hypotheses. Hands-on experiences with earth, environmental, life, and physical science materials allow students to develop both process and thinking skills and apply them in making decisions and solving real-world problems. The study of communities, cultures, and history is the basis of our social studies program. Grade level teams implement units of study designed to allow children to experience the traditions of others and life in the past. Infused in all lessons is the importance of showing respect to individuals and groups.




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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.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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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 |
|----------|---------|---------|---------|
| KG | 63 | 60 | 52 |
| 1 | 66 | 68 | 66 |
| 2 | 79 | 69 | 69 |
| 3 | 71 | 82 | 73 |
| 4 | 94 | 69 | 81 |
| 5 | 91 | 95 | 72 |
| Ungraded | 19 | 15 | 19 |
| Total | 483 | 458 | 432 |

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 | 46% | 48% | 46% |
| Male | 55% | 52% | 54% |
| Economically Disadvantaged Students | 1% | 2% | 3% |
| Students with Disabilities | 13% | 17% | 17% |
| English Learners | 1% | 2% | 4% |
| 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 | 66.4% |
| Asian | 16.2% |
| Hispanic | 6.9% |
| Black or African American | 1.4% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 9.0% |

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 |
|---------------|---------|---------|---------|
| KG - Half Day | 65 | 60 | 52 |
| KG - Full Day | 0 | 0 | 0 |

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 | 88.0% |
| Korean | 2.3% |
| Japanese | 1.6% |
| Russian | 1.6% |
| Other | 6.5% |



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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 | 215 | 97.9 | 87.90 | 81.30 | 54.90 | 87.9 | 80 | Met Goal |
| White | 152 | 98.2 | 88.20 | 80.80 | 63.90 | 88.2 | 80 | Met Goal |
| Hispanic | 13 | 100.0 | 92.30 | 73.50 | 39.80 | 92.3 | ** | ** |
| Black or African American | * | * | * | * | 35.20 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 31 | 97.2 | 83.90 | 86.10 | 80.70 | 83.9 | 76.9 | Met Goal |
| American Indian or Alaska Native | * | * | * | 50.00 | 53.70 | N | ** | ** |
| Two or More Races | 17 | 94.4 | 94.10 | 89.00 | 54.90 | 93.5 | ** | ** |
| Female | 99 | 98.1 | 93.00 | 87.00 | 62.20 | 93 | | |
| Male | 116 | 97.7 | 83.70 | 75.60 | 48.10 | 83.7 | | |
| Economically Disadvantaged Students | * | * | * | * | 36.20 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 65.80 | * | | |
| Students with Disabilities | 36 | 88.6 | 50.00 | 35.80 | 20.50 | 46.2 | 44.5 | Met Target |
| Students without Disabilities | 179 | 100.0 | 95.50 | 89.50 | 61.90 | 95.5 | | |
| 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 | * | 24.80 | N | | |
| Military-Connected Students | N | N | N | 50.00 | 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.



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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 | 74 | 782 | 783 | 749 | * | * | * | 64% | 19% | 82% | 50% |
| White | 48 | 785 | 783 | 759 | * | * | * | 56% | 25% | 81% | 61% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 35% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 777 | 784 | 775 | 0% | * | * | * | * | 80% | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | 35 | 794 | 787 | 754 | * | * | * | 66% | * | 94% | 55% |
| Male | 39 | 771 | 780 | 745 | * | * | * | 62% | * | 72% | 46% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 31% |
| Non-Economically Disadvantaged Students | * | * | * | 762 | * | * | * | * | * | * | 63% |
| Students with Disabilities | 12 | 744 | 755 | 720 | * | * | * | * | * | 42% | 24% |
| Students without Disabilities | 62 | 789 | 788 | 755 | * | * | * | * | * | 90% | 55% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | 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% |



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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 | 83 | 791 | 784 | 753 | * | * | * | 36% | 52% | 88% | 56% |
| White | 62 | 792 | 783 | 762 | * | * | * | 37% | 52% | 89% | 67% |
| Hispanic | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Black or African American | N | N | N | 737 | N | N | N | N | N | N | 36% |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 793 | * | 777 | 0% | 0% | * | * | * | 80% | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | 34 | 793 | 789 | 758 | * | * | * | 38% | 50% | 88% | 61% |
| Male | 49 | 790 | 780 | 749 | * | * | * | 35% | 53% | 88% | 51% |
| Economically Disadvantaged Students | N | N | N | 737 | N | N | N | N | N | N | 36% |
| Non-Economically Disadvantaged Students | 83 | 791 | 785 | 764 | * | * | * | 36% | 52% | 88% | 69% |
| Students with Disabilities | 12 | 759 | 751 | 725 | * | * | * | * | * | 50% | 25% |
| Students without Disabilities | 71 | 797 | 790 | 759 | * | * | * | * | * | 94% | 62% |
| English Learners | * | * | * | 711 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 755 | * | * | * | * | * | * | 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% |



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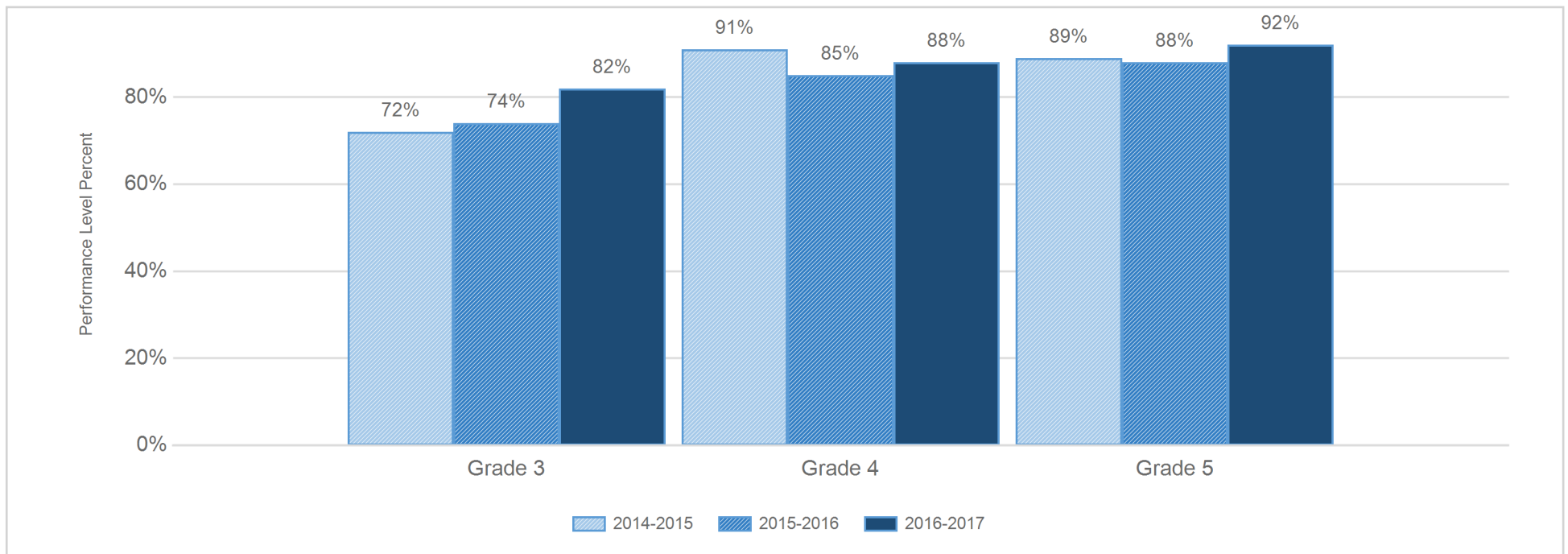
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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 | 71 | 784 | 783 | 756 | 0% | * | * | 61% | 31% | 92% | 59% |
| White | 49 | 784 | 783 | 763 | 0% | * | * | 57% | 35% | 92% | 69% |
| Hispanic | * | * | * | 743 | * | * | * | * | * | * | 44% |
| Black or African American | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | 15 | 788 | * | 779 | 0% | 0% | * | 73% | * | 93% | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Female | 34 | 787 | 785 | 761 | 0% | * | * | 62% | 32% | 94% | 66% |
| Male | 37 | 782 | 780 | 750 | 0% | * | * | 60% | 30% | 89% | 53% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Non-Economically Disadvantaged Students | * | * | * | 765 | * | * | * | * | * | * | 71% |
| Students with Disabilities | 14 | 753 | 746 | 725 | 0% | * | * | * | 0% | 57% | 22% |
| Students without Disabilities | 57 | 792 | 788 | 762 | 0% | * | * | * | 39% | 100% | 66% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | 12% |
| Non-English Learners | 71 | 784 | 783 | 757 | 0% | * | * | 61% | 31% | 92% | 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% |

English Language Arts/Literacy Assessment - Performance Trends

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





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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 | 215 | 97.9 | 81.80 | 75.40 | 43.50 | 81.8 | 80 | Met Goal |
| White | 151 | 97.6 | 82.80 | 74.30 | 52.40 | 82.8 | 80 | Met Goal |
| Hispanic | 13 | 100.0 | 76.90 | 62.80 | 27.60 | 76.9 | ** | ** |
| Black or African American | * | * | * | * | 21.70 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 32 | 100.0 | 78.10 | 85.10 | 75.60 | 78.1 | 80 | Met Target† |
| American Indian or Alaska Native | * | * | * | 50.00 | 42.50 | N | ** | ** |
| Two or More Races | 17 | 94.4 | 88.20 | 84.20 | 44.90 | 87.7 | ** | ** |
| Female | 98 | 97.2 | 81.60 | 75.90 | 44.10 | 81.6 | | |
| Male | 117 | 98.5 | 82.10 | 75.10 | 42.90 | 82.1 | | |
| Economically Disadvantaged Students | * | * | * | * | 25.10 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 54.30 | * | | |
| Students with Disabilities | 37 | 90.9 | 48.60 | 33.90 | 16.50 | 46.2 | 49.2 | Met Target† |
| Students without Disabilities | 178 | 99.5 | 88.80 | 83.30 | 48.80 | 88.8 | | |
| 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 | * | 15.10 | N | | |
| Military-Connected Students | N | N | N | 25.00 | 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.



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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 | 75 | 783 | 782 | 751 | * | * | * | 45% | 43% | 88% | 53% |
| White | 49 | 783 | 781 | 759 | 0% | * | * | 43% | 45% | 88% | 63% |
| Hispanic | * | * | * | 738 | * | * | * | * | * | * | 37% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 789 | 793 | 779 | * | 0% | 0% | * | * | 90% | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Female | 36 | 785 | 780 | 751 | * | * | * | 50% | 42% | 92% | 52% |
| Male | 39 | 782 | 784 | 751 | * | * | * | 41% | 44% | 85% | 53% |
| Economically Disadvantaged Students | * | * | * | 736 | * | * | * | * | * | * | 34% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 65% |
| Students with Disabilities | 12 | 757 | 758 | 729 | * | * | * | * | * | 67% | 29% |
| Students without Disabilities | 63 | 788 | 787 | 755 | * | * | * | * | * | 92% | 57% |
| English Learners | * | * | * | 724 | * | * | * | * | * | * | 21% |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | 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% |



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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 | 84 | 773 | 772 | 747 | * | * | 12% | 68% | 18% | 86% | 47% |
| White | 62 | 774 | 771 | 755 | 0% | * | * | 69% | 19% | 89% | 59% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 30% |
| Black or African American | N | N | N | 729 | N | N | N | N | N | N | 25% |
| Asian, Native Hawaiian, or Pacific Islander | 11 | 771 | * | 774 | 0% | 0% | * | * | * | 73% | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 34 | 769 | 771 | 747 | 0% | * | * | 65% | * | 79% | 47% |
| Male | 50 | 776 | 772 | 747 | 0% | * | * | 70% | * | 90% | 48% |
| Economically Disadvantaged Students | N | N | N | 732 | N | N | N | N | N | N | 27% |
| Non-Economically Disadvantaged Students | 84 | 773 | * | 757 | * | * | 12% | 68% | 18% | 86% | 61% |
| Students with Disabilities | 12 | 756 | 744 | 724 | 0% | * | * | * | 0% | 67% | 22% |
| Students without Disabilities | 72 | 776 | 777 | 751 | 0% | * | * | * | 21% | 89% | 52% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 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% |



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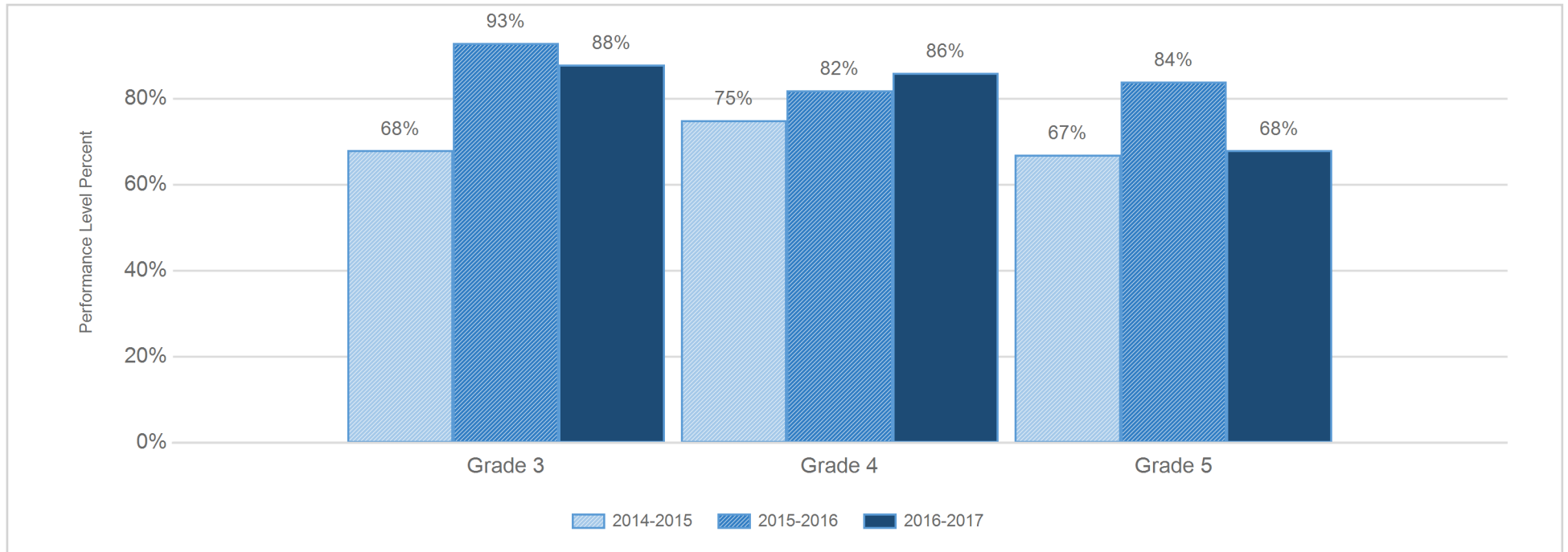
Mathematics Assessment - Performance by Grade: Grade 5

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 | 71 | 764 | 771 | 747 | * | * | 21% | 51% | 17% | 68% | 46% |
| White | 48 | 766 | 770 | 754 | 0% | * | * | 52% | * | 71% | 57% |
| Hispanic | * | * | * | 735 | * | * | * | * | * | * | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Asian, Native Hawaiian, or Pacific Islander | 16 | 769 | * | 774 | * | 0% | * | * | * | 69% | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 47% |
| Female | 33 | 764 | 770 | 747 | * | * | * | 52% | * | 67% | 47% |
| Male | 38 | 764 | 772 | 746 | * | * | * | 50% | * | 68% | 46% |
| Economically Disadvantaged Students | * | * | * | 732 | * | * | * | * | * | * | 27% |
| Non-Economically Disadvantaged Students | * | * | * | 756 | * | * | * | * | * | * | 59% |
| Students with Disabilities | 15 | 736 | 740 | 725 | * | * | * | * | * | 27% | 19% |
| Students without Disabilities | 56 | 771 | 775 | 751 | * | * | * | * | * | 79% | 52% |
| English Learners | N | N | N | 717 | N | N | N | N | N | N | 12% |
| Non-English Learners | 71 | 764 | 771 | 748 | * | * | 21% | 51% | 17% | 68% | 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% |

Mathematics Assessment – Performance Trends

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





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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 | N | N |
| 4 | * | * |
| 5 | 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 |



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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.

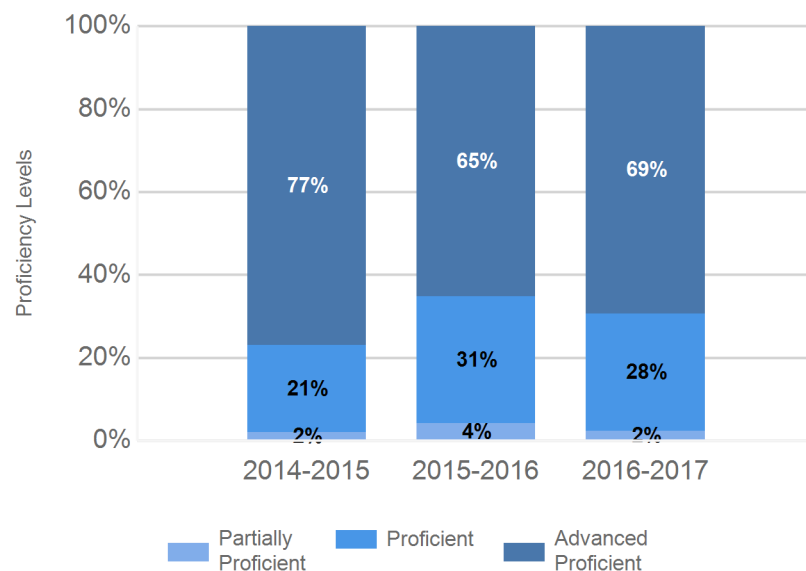
NJASK Science Assessment Performance: Grade 4

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 | 69% | 28% | 2% |
| White | 72% | 27% | 2% |
| Hispanic | * | * | N |
| Black or African American | N | N | N |
| Asian, Native Hawaiian, or Pacific Islander | 40% | * | 10% |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | N | N |
| Economically Disadvantaged Students | N | * | N |
| Students with Disabilities | 57% | 36% | 7% |
| English Learners | N | * | * |

NJASK Science Assessment Performance Trends: Grade 4

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





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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 | 68.5 | 48 | 50 | Exceeds Target | 42 | 49 | 50 | Met Target |
| White | 68 | 45 | 50 | Exceeds Target | 42 | 46 | 52 | Met Target |
| Hispanic | * | 49 | 49 | ** | * | 44.5 | 47 | ** |
| Black or African American | N | N | N | N | N | N | N | N |
| Asian, Native Hawaiian, or Pacific Islander | 80 | * | 60 | Exceeds Target | 45.5 | * | 59 | Met Target |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | 56 | 51 | ** | * | 49 | 52 | ** |
| Economically Disadvantaged | * | 34.5 | 47 | ** | * | 52 | 46 | ** |
| Students with Disabilities | 50 | 34 | 41 | Met Target | 27 | 38 | 43 | Not Met |
| English Learners | * | 64 | 53 | ** | * | 65 | 51 | ** |

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



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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:

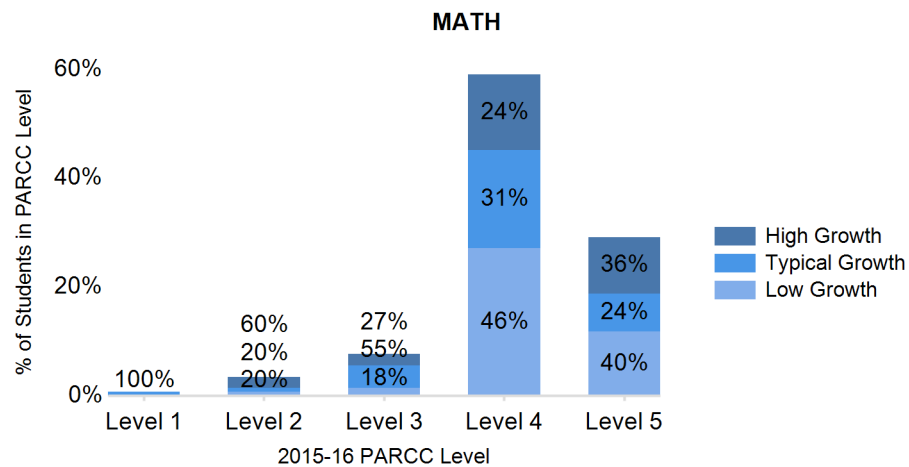
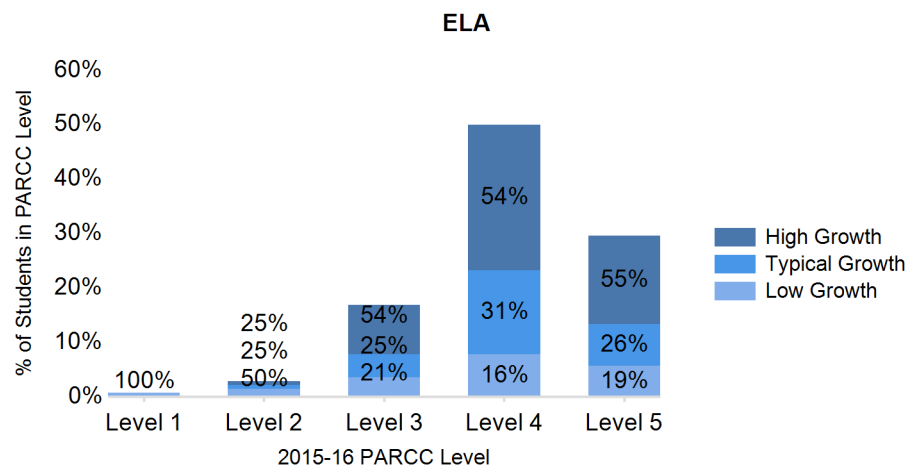
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

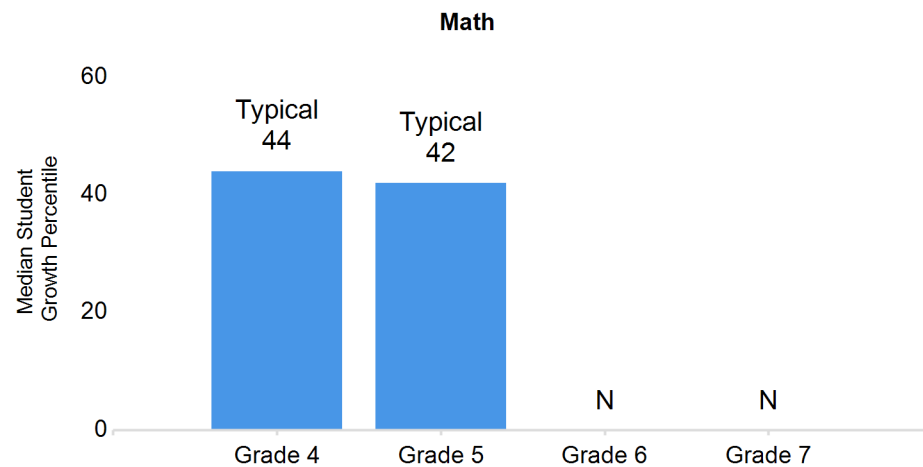
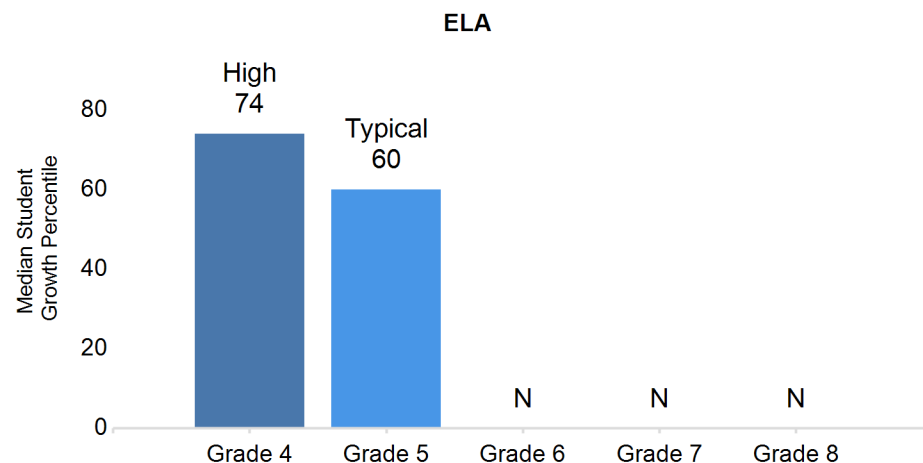
Student Growth by Performance Level

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.





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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

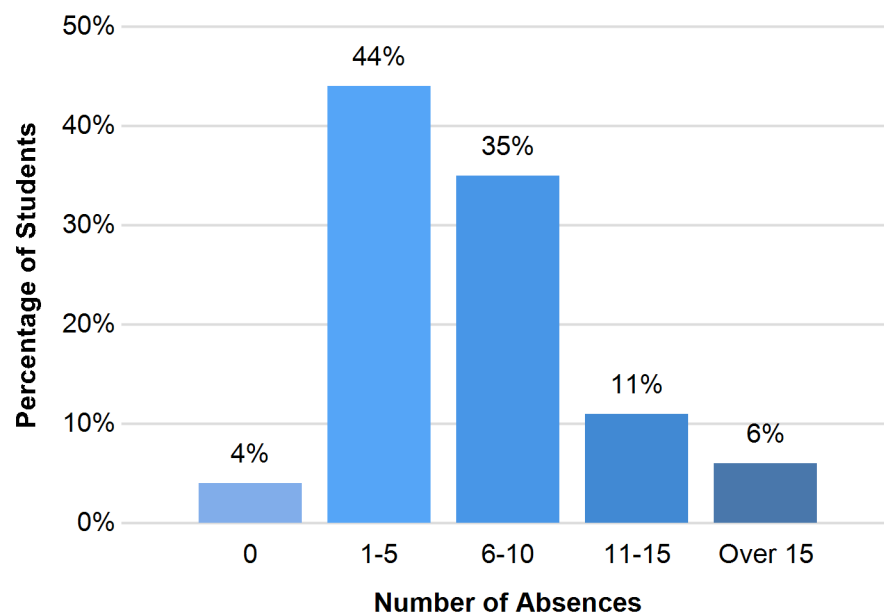
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 4.40 | 8.40 | Met Target |
| White | 4.90 | 8.40 | Met Target |
| Hispanic | 3.30 | 8.40 | Met Target |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 2.90 | 8.40 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | 5.10 | 8.40 | Met Target |
| Economically Disadvantaged Students | N | ** | ** |
| Students with Disabilities | 7.80 | 8.40 | Met Target |
| English Learners | N | ** | ** |

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

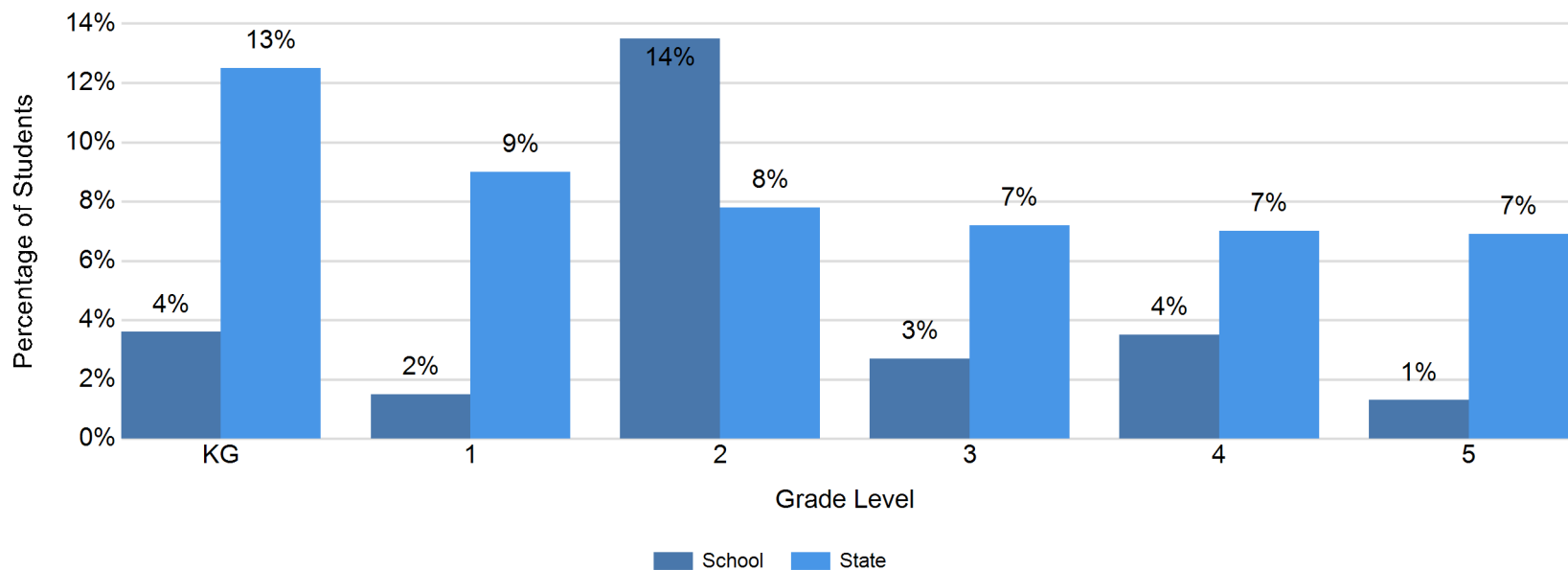
Days Absent

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.



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 | 8:45AM |
| Typical End Time | 3:00PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 5 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) | 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 |



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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 | 228.9 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 | \$244 | \$14,235 | \$14,479 |



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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 | 38 | 120,724 |
| Average years experience in public schools | 9.9 | 11.8 |
| Average years experience in district | 9.1 | 10.5 |
| Teachers in district for 4 or more years | 84% | 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 | 31 | 9,506 |
| Average years experience in public schools | 16.8 | 15.9 |
| Average years experience in district | 9.9 | 11.6 |
| Administrators in district for 4 or more years | 84% | 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 | 432:1 | 183:1 |
| Librarian/Media Specialists | | 631:1 |
| Nurses | | 631:1 |
| Counselors | | 437:1 |
| Child Study Team | | 227:1 |



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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 | 89% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 93% | 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% |



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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 | 93.7 | 17.5% |
| Mathematics Proficiency | 93.5 | 17.5% |
| English Language Arts Growth | 94.2 | 25.0% |
| Mathematics Growth | 15.2 | 25.0% |
| Chronic Absenteeism | 72.6 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 71.0 |
| Summative Rating: Percentile rank of Summative Score | | 81.2 |
| 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.



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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 | 71.0 | 11.9 | No | Met Goal | Met Goal | Met Target | Exceeds Target | Met Target | No |
| White | 71.1 | 11.9 | No | Met Goal | Met Goal | Met Target | Exceeds Target | Met Target | No |
| Hispanic | ** | ** | No | ** | ** | Met Target | ** | ** | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | 50.5 | 11.9 | No | Met Goal | Met Target† | Met Target | Exceeds Target | Met Target | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | Met Target | ** | ** | No |
| Economically Disadvantaged Students | ** | ** | No | ** | ** | ** | ** | ** | No |
| Students with Disabilities | 65.1 | 11.9 | No | Met Target | Met Target† | Met Target | Met Target | Not Met | 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.



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School General Info

| | | | |
|-------------------|--|-----------------------|---|
| Principal: | Ms. Schoenlank | Email Address: | jschoenlank@ridgewood.k12.nj.us |
| Address: | 325 WEST RIDGEWOOD AVE RIDGEWOOD, NJ 07450-3624 | Website: | http://www.ridgewood.k12.nj.us |
| Phone: | (201)670-2740 | Facebook: | https://www.facebook.com/RidgewoodPublicSchools |
| | | Twitter: | https://twitter.com/RwdPubSchools |

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"> • Attention to the developmental needs of the whole child is the primary focus. • Highly trained professional staff is able to meet the needs of all learners. • Parent and community involvement enrich the elementary experience. |
| Mission, Vision, Theme: | Mission Statement - The Ridgewood Public Schools, committed to a tradition of excellence and innovation, in partnership with the community, provide a rich and challenging learning environment, enabling students to maximize their unique potentials to become life-long learners and productive, responsible citizens. |
| Awards, Recognition, Accomplishments: | Ridgewood Public Schools has been consistently ranking in state and national publications. |






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| | |
|---|--|
|  <p>Courses, Curriculum, Instruction:</p> | <p>The K-12 district curriculum is aligned to the NJSLs and provides students with a rich and challenging learning experience. Through a well-articulated academic program and in conjunction with varied extended learning opportunities, students are encouraged to maximize their potential, while being prepared for responsible citizenship in a globally connected society. The K-12 curriculum effectively strikes a balance between a tradition of excellence and a culture of innovation.</p> |
|  <p>Clubs and Activities:</p> | <p>Ridgewood Public Schools offer a variety of co-curricular activities at all levels with Ridgewood High School sponsoring 100 award-winning activities.</p> |
|  <p>Before and After School Programs:</p> | <p>Ridgewood Public Schools partner with the YMCA to offer before and after care at our elementary schools.</p> |







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School Narrative

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

| | |
|---|---|
|  Staff and Professional Learning: | Professional development in Ridgewood is organized around the district's identified annual goals. New teachers participate in a rich orientation program that begins in the summer and extends across the school year. Professional development days involve teachers in collaborative curriculum work, and the district supports teachers' participation in learning opportunities outside of Ridgewood. The district has made a strong commitment to Orton Gillingham training for its K-12 staff. |
|  Student Supports and Services: | The district offers an array of support services to meet the needs of diverse learners. This includes comprehensive programs for Special Education students, English Language Learners, students with 504 Plans and students with Health Plans. The district uses Intervention and Referral Services and offers Basic Skills Instruction. Guidance Counselors and Child Study Teams work closely with students and their families, and teachers consistently integrate differentiated instructional strategies. |
|  Student Health and Wellness: | Ridgewood Public Schools offer a full and progressive wellness program K-12. |
|  Parent and Community Involvement: | Parents and community members are involved through: Home and School Association, Federated Home and School Association, Learning Services Home and School Association, and Foundation. During the 2016-17 school year, our parent organization raised and donated \$1,067,145.85 in goods and services to the district. |

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.

| | |
|--|--|
|  <div>Climate Surveys:</div> | <div>Is a Climate Survey Used: Yes; Who is surveyed: Parents</div> <div>Parents can access our community surveys on our website under Parents, Parent/Guardian Survey.</div> |
|  <div>Facilities:</div> | <div>Ridgewood Public Schools consist of 11 well-kept district facilities dating from 1894-1966 with many additions, the latest in 4 schools in 2009.</div> |

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.



Other Information:

Ridge Elementary School is a caring learning community with a population of approximately 450 students in grades kindergarten through five. Visitors immediately sense the warmth and spirit of cooperation present at Ridge. Parents and teachers work together to provide an academically challenging curriculum and culturally rich environment for our children. Recognizing that the ability to read and write is the foundation for success in all academic disciplines, developing a literate student body is a primary focus of the educational program and staff development initiatives. Teachers collaborate with one another to differentiate language arts instruction using the workshop model. Using literature and informational texts as guides, students learn the skills necessary to become truly literate readers and writers. Children publish personal narratives, memoirs, essays, realistic fiction, and informational pieces. The elementary mathematics program combines the practice of foundational skills with problem solving. Our goal is for the students to apply their knowledge of mathematics to life situations in an accurate, efficient, and thoughtful manner. Enrichment activities, as well as support programs, provide the children with an exemplary experience in mathematics. An inquiry-based science program gives our students opportunities to make predictions, collect data, take notes, graph information, reach conclusions, and create hypotheses. Hands-on experiences with earth, environmental, life, and physical science materials allow students to develop both process and thinking skills and apply them in making decisions and solving real-world problems. The study of communities, cultures, and history is the basis of our social studies program. Grade level teams implement units of study designed to allow children to experience the traditions of others and life in the past. Infused in all lessons is the importance of showing respect to individuals and groups.




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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.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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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 |
|----------|---------|---------|---------|
| 9 | 437 | 434 | 432 |
| 10 | 423 | 423 | 437 |
| 11 | 422 | 416 | 425 |
| 12 | 415 | 411 | 417 |
| Ungraded | 17 | 14 | 21 |
| Total | 1714 | 1698 | 1732 |

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 | 51% | 52% | 51% |
| Male | 49% | 48% | 49% |
| Economically Disadvantaged Students | 1% | 2% | 2% |
| Students with Disabilities | 14% | 12% | 11% |
| English Learners | 1% | 1% | 1% |
| 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 | 69.5% |
| Asian | 16.1% |
| Hispanic | 9.5% |
| Black or African American | 0.9% |
| Native Hawaiian or Pacific Islander | 0.1% |
| American Indian or Alaska Native | 0.0% |
| Two or More Races | 4.0% |

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 | 1730 |
| Shared Time Students | 3 |
| Full Time Equivalent | 1732 |

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 | 92.4% |
| Korean | 4.1% |
| Other | 3.8% |



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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 | 504 | 59.8 | 77.10 | 81.30 | 54.90 | 48.1 | 29.9 | Met Target |
| White | 338 | 57.1 | 77.80 | 80.80 | 63.90 | 46.7 | 28.4 | Met Target |
| Hispanic | 49 | 63.4 | 71.40 | 73.50 | 39.80 | 47.2 | 24.5 | Met Target |
| Black or African American | * | * | * | * | 35.20 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 90 | 69.2 | 76.70 | 86.10 | 80.70 | 54.2 | 45.5 | Met Target |
| American Indian or Alaska Native | * | * | * | 50.00 | 53.70 | N | ** | ** |
| Two or More Races | 23 | 59.0 | 91.30 | 89.00 | 54.90 | 56.6 | 19.1 | Met Target |
| Female | 250 | 58.5 | 86.80 | 87.00 | 62.20 | 53.1 | | |
| Male | 254 | 61.2 | 67.70 | 75.60 | 48.10 | 43.1 | | |
| Economically Disadvantaged Students | 12 | 66.7 | 25.00 | 39.40 | 36.20 | * | N | N |
| Non-Economically Disadvantaged Students | 492 | 59.7 | 78.40 | 82.60 | 65.80 | * | | |
| Students with Disabilities | 74 | 68.8 | 27.10 | 35.80 | 20.50 | 19.9 | 13.1 | Met Target |
| Students without Disabilities | 430 | 58.6 | 85.80 | 89.50 | 61.90 | 52.1 | | |
| English Learners | 19 | 76.9 | 36.90 | 58.00 | 25.20 | 29.4 | N | N |
| Non-English Learners | 485 | 59.3 | 78.80 | 82.00 | 57.40 | 48.6 | | |
| Homeless Students | N | N | N | N | 26.40 | N | | |
| Students In Foster Care | N | N | N | * | 24.80 | N | | |
| Military-Connected Students | * | * | * | * | 53.50 | * | | |
| 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.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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 | 431 | 776 | 776 | 749 | * | * | 12% | 49% | 33% | 82% | 52% |
| White | 287 | 775 | 775 | 757 | * | * | 12% | 51% | 31% | 82% | 62% |
| Hispanic | 43 | 775 | 775 | 733 | 0% | * | * | 49% | 28% | 77% | 35% |
| Black or African American | * | * | * | 730 | * | * | * | * | * | * | 30% |
| Asian, Native Hawaiian, or Pacific Islander | 75 | 780 | 780 | 777 | * | * | * | 45% | 40% | 85% | 80% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 49% |
| Two or More Races | 22 | 786 | 786 | 746 | * | 0% | * | 50% | * | 91% | 48% |
| Female | 216 | 783 | 783 | 756 | * | * | 8% | 49% | 39% | 88% | 60% |
| Male | 215 | 770 | 770 | 741 | * | * | 16% | 50% | 26% | 75% | 43% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 32% |
| Non-Economically Disadvantaged Students | * | * | * | 758 | * | * | * | * | * | * | 62% |
| Students with Disabilities | 46 | 734 | 734 | 714 | * | * | 39% | 24% | * | 26% | 13% |
| Students without Disabilities | 385 | 781 | 781 | 754 | * | * | 9% | 53% | * | 89% | 58% |
| English Learners | * | * | * | 690 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | * |
| 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 | * | * | * | 746 | * | * | * | * | * | * | 45% |
| Migrant Students | N | N | N | 705 | N | N | N | N | N | N | * |



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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 | 97 | 756 | 756 | 743 | 13% | 12% | 19% | 28% | 28% | 56% | 46% |
| White | 61 | 757 | 757 | 749 | * | * | 16% | 30% | 30% | 59% | 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 | 46 | 773 | 773 | 752 | * | * | * | * | 35% | 76% | 54% |
| Male | 51 | 740 | 740 | 734 | * | * | * | * | 22% | 37% | 39% |
| Economically Disadvantaged Students | * | * | * | 726 | * | * | * | * | * | * | 32% |
| Non-Economically Disadvantaged Students | * | * | * | 751 | * | * | * | * | * | * | 54% |
| Students with Disabilities | 27 | 725 | 725 | 704 | * | * | * | * | 0% | 30% | 12% |
| Students without Disabilities | 70 | 767 | 767 | 749 | * | * | * | * | 39% | 66% | 52% |
| English Learners | * | * | * | 681 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | * |
| 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 | * | * | * | 733 | * | * | * | * | * | * | 35% |
| Migrant Students | N | N | N | 694 | N | N | N | N | N | N | * |



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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 | 32 | 736 | 736 | 736 | 31% | * | * | 38% | * | 47% | 38% |
| White | 17 | 739 | 739 | 738 | * | 0% | * | * | * | 47% | 40% |
| Hispanic | * | * | * | 731 | * | * | * | * | * | * | 34% |
| Black or African American | * | * | * | 728 | * | * | * | * | * | * | 30% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 756 | * | * | * | * | * | * | 58% |
| American Indian or Alaska Native | N | N | N | 731 | N | N | N | N | N | N | 30% |
| Two or More Races | * | * | * | 731 | * | * | * | * | * | * | 36% |
| Female | 14 | 754 | 754 | 744 | * | * | * | * | * | 57% | 46% |
| Male | 18 | 722 | 722 | 729 | * | * | * | * | * | 39% | 31% |
| Economically Disadvantaged Students | * | * | * | 729 | * | * | * | * | * | * | 32% |
| Non-Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 42% |
| Students with Disabilities | 10 | 721 | 721 | 709 | * | * | * | * | * | 30% | 12% |
| Students without Disabilities | 22 | 743 | 743 | 741 | * | * | * | * | * | 55% | 43% |
| English Learners | * | * | * | 699 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 737 | * | * | * | * | * | * | * |
| 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.

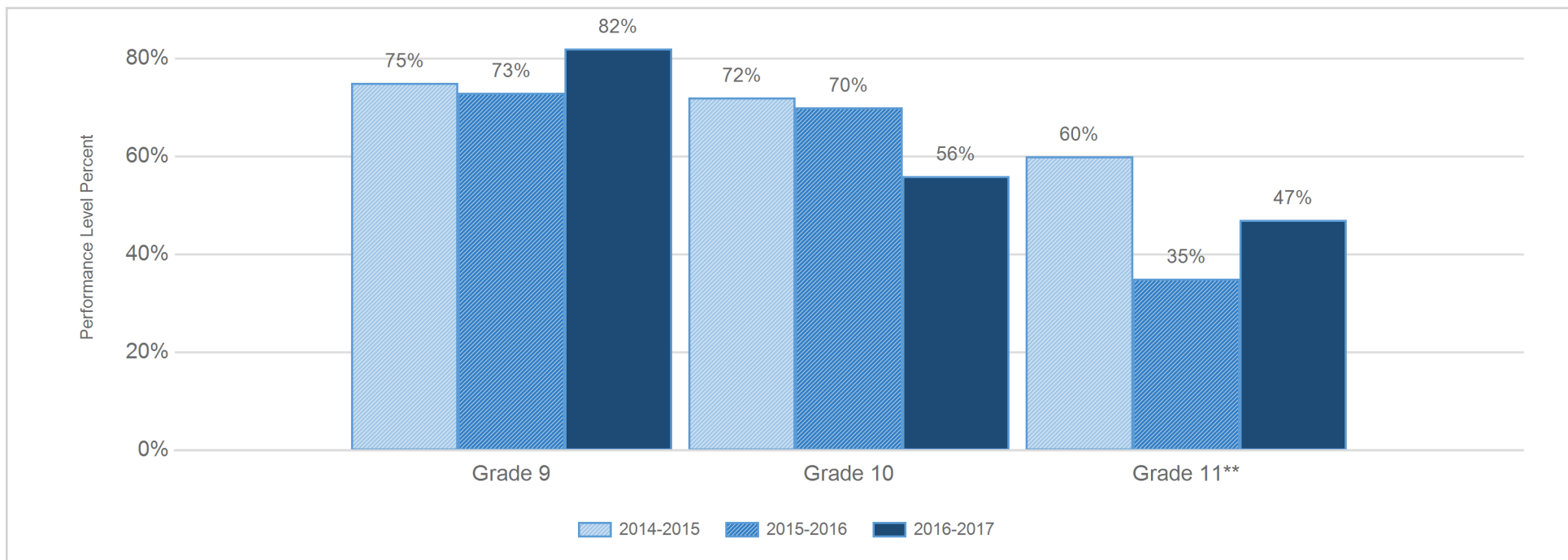


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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment 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 | 478 | 60.5 | 70.10 | 75.40 | 43.50 | 44.1 | 28.7 | Met Target |
| White | 321 | 57.0 | 68.30 | 74.30 | 52.40 | 40.8 | 27.2 | Met Target |
| Hispanic | 47 | 63.3 | 63.80 | 62.80 | 27.60 | 42.1 | 22 | Met Target |
| Black or African American | * | * | * | * | 21.70 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 85 | 73.8 | 78.80 | 85.10 | 75.60 | 59.2 | 43.8 | Met Target |
| American Indian or Alaska Native | * | * | * | 50.00 | 42.50 | N | ** | ** |
| Two or More Races | 21 | 61.8 | 81.00 | 84.20 | 44.90 | 52.7 | 22.7 | Met Target |
| Female | 233 | 58.5 | 71.20 | 75.90 | 44.10 | 43.5 | | |
| Male | 245 | 62.6 | 69.00 | 75.10 | 42.90 | 44.7 | | |
| Economically Disadvantaged Students | 12 | 70.0 | 33.30 | 36.90 | 25.10 | * | N | N |
| Non-Economically Disadvantaged Students | 466 | 60.3 | 71.00 | 76.80 | 54.30 | * | | |
| Students with Disabilities | 76 | 71.3 | 23.70 | 33.90 | 16.50 | 17.9 | 11.8 | Met Target |
| Students without Disabilities | 402 | 58.9 | 78.80 | 83.30 | 48.80 | 48.1 | | |
| English Learners | 16 | 77.3 | 50.00 | 64.00 | 23.30 | 40 | N | N |
| Non-English Learners | 462 | 60.0 | 70.80 | 75.90 | 45.20 | 44.2 | | |
| Homeless Students | N | N | N | N | 16.40 | N | | |
| Students In Foster Care | N | N | N | * | 15.10 | N | | |
| Military-Connected Students | * | * | * | * | 39.90 | * | | |
| 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.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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 | 136 | 752 | 764 | 743 | * | 13% | 23% | 60% | * | 60% | 42% |
| White | 99 | 751 | 762 | 751 | * | 13% | 27% | 56% | * | 56% | 52% |
| Hispanic | 21 | 752 | * | 728 | * | * | * | 67% | 0% | 67% | 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 | 67 | 753 | 763 | 744 | * | * | 24% | 64% | * | 64% | 43% |
| Male | 69 | 750 | 765 | 741 | * | * | 22% | 57% | * | 57% | 40% |
| Economically Disadvantaged Students | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Non-Economically Disadvantaged Students | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Students with Disabilities | 39 | 734 | * | 714 | * | * | * | 33% | 0% | 33% | 10% |
| Students without Disabilities | 97 | 759 | * | 747 | * | * | * | 71% | 0% | 71% | 47% |
| English Learners | * | * | * | 708 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | * |
| 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 | * | * | * | 742 | * | * | * | * | * | * | 37% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 21% |



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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 | 289 | 756 | 759 | 734 | * | * | 20% | 60% | 9% | 69% | 30% |
| White | 198 | 755 | 757 | 740 | * | 9% | 19% | 63% | * | 70% | 38% |
| Hispanic | 25 | 752 | * | 722 | 0% | * | * | 40% | * | 56% | 14% |
| Black or African American | * | * | * | 719 | * | * | * | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | 51 | 761 | 764 | 758 | * | * | 20% | 63% | * | 75% | 65% |
| American Indian or Alaska Native | N | N | N | 730 | N | N | N | N | N | N | 29% |
| Two or More Races | 13 | 766 | * | 733 | 0% | 0% | * | * | * | 77% | 32% |
| Female | 147 | 756 | 759 | 735 | * | * | 21% | 61% | * | 69% | 31% |
| Male | 142 | 756 | 759 | 733 | * | * | 19% | 60% | * | 69% | 30% |
| Economically Disadvantaged Students | * | * | * | 721 | * | * | * | * | * | * | 13% |
| Non-Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Students with Disabilities | 34 | 721 | * | 711 | * | 38% | 32% | * | 0% | 12% | * |
| Students without Disabilities | 255 | 761 | * | 738 | * | 5% | 18% | * | 10% | 77% | * |
| 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 | * | * | * | 727 | * | * | * | * | * | * | 15% |
| Migrant Students | N | N | N | 704 | N | N | N | N | N | N | * |



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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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 | 94 | 780 | 780 | 725 | * | * | 14% | 46% | 30% | 76% | 28% |
| White | 43 | 773 | 773 | 731 | * | * | * | 56% | * | 77% | 33% |
| Hispanic | 10 | 733 | 733 | 710 | * | * | * | * | * | 30% | 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 | 38 | 773 | 773 | 725 | * | * | * | 55% | * | 74% | 27% |
| Male | 56 | 784 | 784 | 725 | * | * | * | 39% | * | 77% | 29% |
| Economically Disadvantaged Students | * | * | * | 708 | * | * | * | * | * | * | 13% |
| Non-Economically Disadvantaged Students | * | * | * | 733 | * | * | * | * | * | * | 35% |
| Students with Disabilities | 11 | 718 | 718 | 692 | * | * | * | * | 0% | 18% | * |
| Students without Disabilities | 83 | 788 | 788 | 729 | * | * | * | * | 34% | 83% | * |
| English Learners | * | * | * | 692 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 726 | * | * | * | * | * | * | * |
| 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% |

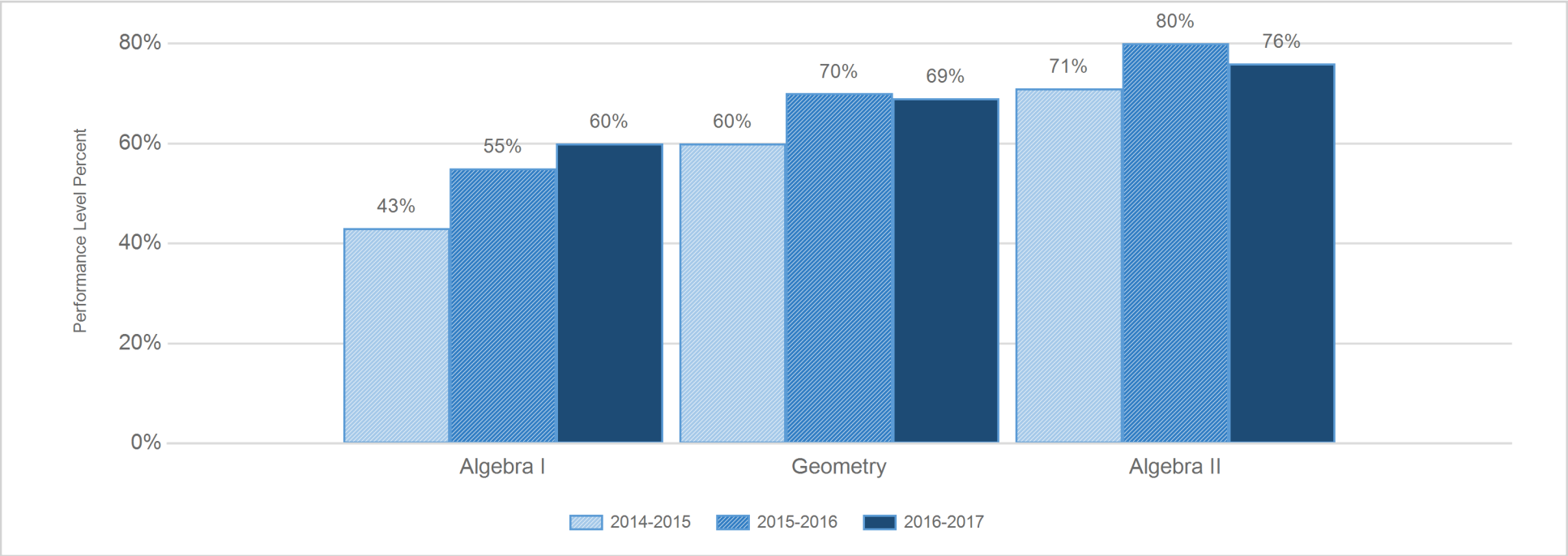


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Mathematics Assessment – Performance Trends

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





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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 |
|-------|---------------------------|----------------------------|
| 9 | N | N |
| 10 | N | N |
| 11 | * | * |

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 | * | * | * |
| 4 | * | * | * |
| 5+ | * | * | * |



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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.

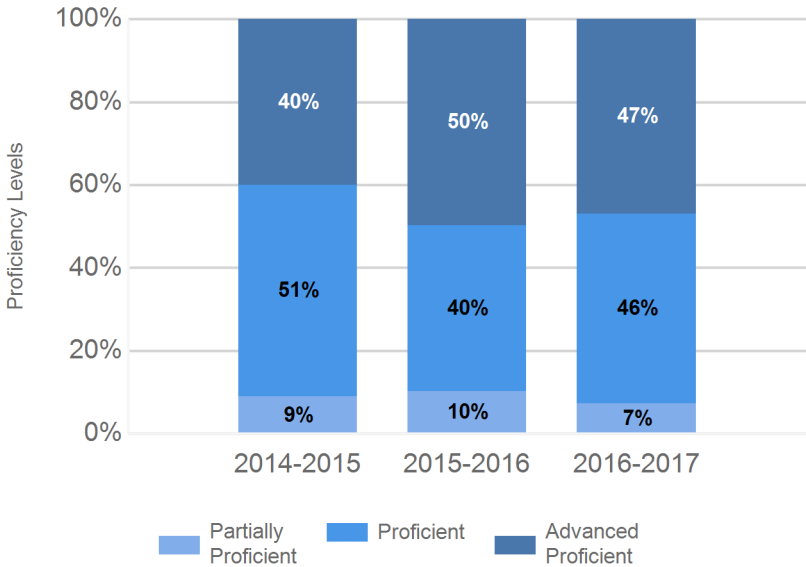
Biology Assessment - Performance

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 | 47% | 46% | 7% |
| White | 43% | 48% | 9% |
| Hispanic | 43% | 55% | 3% |
| Black or African American | N | * | N |
| Asian, Native Hawaiian, or Pacific Islander | 64% | 32% | 4% |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | 62% | * | N |
| Economically Disadvantaged Students | N | * | * |
| Students with Disabilities | 11% | 55% | 34% |
| English Learners | * | * | N |

Biology Assessment - Proficiency Trends

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





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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 | 60.4% | 89.4% |
| Percentage of students taking the SAT | 61.9% | 70.0% |
| Percentage of students taking the ACT | 79.1% | 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 | 567 | 481 | Varies By Grade | 93% | 67% |
| PSAT - Math | 568 | 483 | Varies By Grade | 84% | 49% |
| SAT - Reading and Writing | 631 | 551 | 480 | 95% | 77% |
| SAT - Math | 641 | 552 | 530 | 93% | 58% |
| ACT - Reading | 27 | 24 | 22 | 86% | 65% |
| ACT - English | 28 | 24 | 18 | 95% | 79% |
| ACT - Math | 27 | 24 | 22 | 88% | 65% |
| ACT - Science | 26 | 23 | 23 | 77% | 54% |



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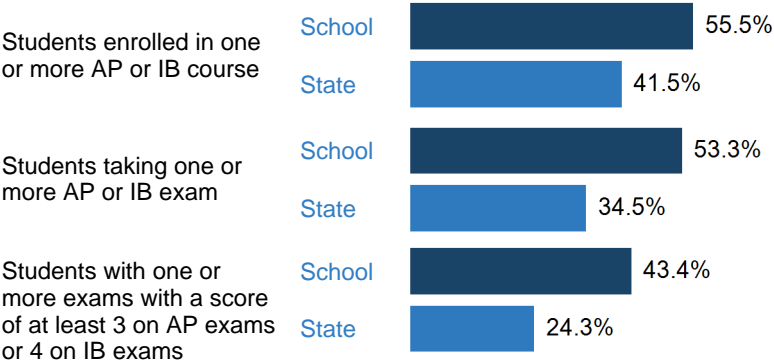
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

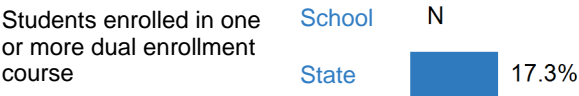
AP/IB Coursework – Participation and Performance

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 Art—History of Art | 34 | 29 |
| AP Biology | 37 | 35 |
| AP Calculus AB | 46 | 47 |
| AP Calculus BC | 0 | 18 |
| AP Chemistry | 58 | 53 |
| AP Computer Science A | 11 | 11 |
| AP English Language and Composition | 0 | 22 |
| AP English Literature and Composition | 72 | 56 |
| AP Environmental Science | 45 | 41 |
| AP European History | 23 | 21 |
| AP French Language and Culture | 7 | 7 |
| AP Latin (Virgil Catullus and Horace) | 15 | 14 |
| AP Macroeconomics | 125 | 121 |
| AP Microeconomics | 125 | 117 |
| AP Music Theory | 26 | 25 |
| AP Physics 1 | 0 | 49 |
| AP Physics 2 | 0 | 30 |
| AP Physics B | 47 | 0 |
| AP Physics C | 39 | 0 |
| AP Physics C: Electricity and Magnetism | 0 | 1 |



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| AP/IB Course | Students Enrolled | Students Tested |
|--|-------------------|-----------------|
| AP Physics C: Mechanics | 0 | 1 |
| AP Psychology | 131 | 122 |
| AP Spanish Language | 13 | 13 |
| AP Statistics | 50 | 48 |
| AP Studio Art—Drawing Portfolio | 0 | 8 |
| AP Studio Art—Two-Dimensional | 21 | 3 |
| AP U.S. Government and Politics | 53 | 48 |
| AP U.S. History | 18 | 22 |
| Total Exams Taken | | 962 |
| Exams with scores of at least 3 on AP exams or 4 on IB exams | | 694 |



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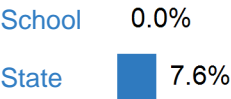
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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)



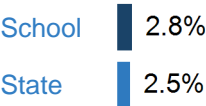
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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



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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 |
|--------------------------|-----------|----------|------------|--------------|----------|------------|------------|
| 9 | 135 | 250 | 37 | 0 | 0 | 0 | 24 |
| 10 | 1 | 154 | 257 | 6 | 2 | 0 | 34 |
| 11 | 1 | 4 | 105 | 141 | 20 | 7 | 173 |
| 12 | 0 | 1 | 2 | 6 | 156 | 159 | 106 |
| Schoolwide | 137 | 409 | 401 | 153 | 178 | 166 | 337 |
| Enrolled in AP/IB Course | | | | | 46 | 50 | 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 | 367 | 1 | 0 | 76 | 0 | 0 |
| 10 | 92 | 356 | 0 | 1 | 0 | 0 |
| 11 | 4 | 77 | 0 | 1 | 370 | 33 |
| 12 | 35 | 41 | 0 | 44 | 110 | 63 |
| Schoolwide | 498 | 475 | 0 | 122 | 480 | 96 |
| Enrolled in AP/IB Course | 37 | 58 | | 45 | 86 | 0 |



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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 | 443 | 0 | 0 | 0 | 0 | 0 |
| 10 | 3 | 444 | 0 | 0 | 0 | 0 |
| 11 | 1 | 412 | 30 | 155 | 9 | 21 |
| 12 | 0 | 41 | 151 | 86 | 47 | 160 |
| Schoolwide | 447 | 897 | 181 | 241 | 56 | 181 |
| Enrolled in AP/IB Course | 0 | 18 | 125 | 131 | 0 | 74 |

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 |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 9 | 202 | 76 | 0 | 78 | 21 | 38 | 0 |
| 10 | 258 | 78 | 0 | 43 | 32 | 32 | 0 |
| 11 | 170 | 41 | 0 | 49 | 25 | 28 | 0 |
| 12 | 43 | 17 | 0 | 18 | 16 | 27 | 0 |
| Schoolwide | 673 | 212 | 0 | 188 | 94 | 125 | 0 |
| Enrolled in AP/IB Course | 13 | 7 | 0 | 15 | 0 | 0 | 0 |
| Enrolled in Level 3 or Higher | 244 | 91 | 0 | 85 | 38 | 56 | 0 |
| Earned Seal of Biliteracy | N | N | N | N | N | N | N |



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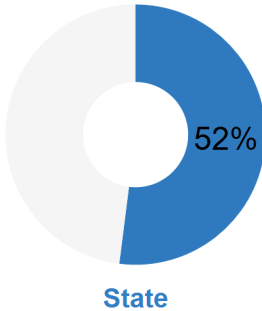
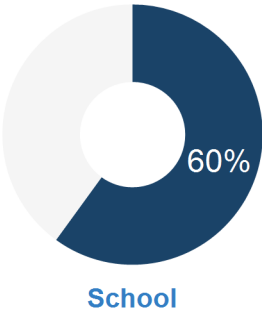
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Visual and Performing Arts – Course Participation

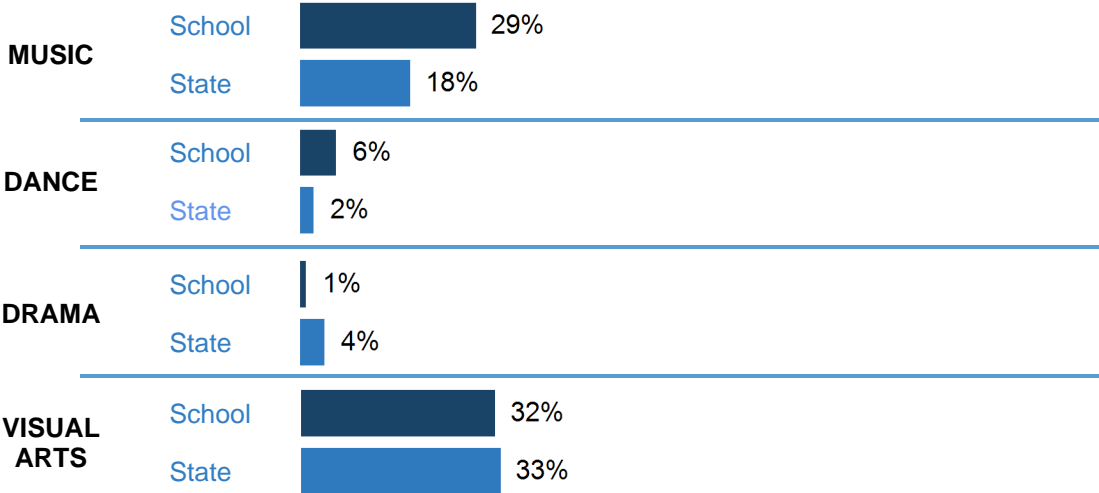
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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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 | 97.4% | 90.5% | 97.9% | 91.8% | 95.6% | N | Met Goal | 98.8% | N | Met Goal |
| White | 97.4% | 94.5% | * | 95.1% | 95.7% | N | Met Goal | * | N | Met Goal |
| Hispanic | 97.3% | 84.3% | 100.0% | 86.3% | 96.3% | N | Met Goal | 100.0% | N | Met Goal |
| Black or African American | * | 83.4% | * | 85.3% | * | ** | ** | * | ** | ** |
| Asian, Native Hawaiian or Pacific Islander | * | 96.6% | 98.4% | 97.5% | * | 95.0% | Not Met | 98.9% | N | Met Goal |
| American Indian or Alaska Native | N | 92.3% | N | 86.6% | N | N | N | N | N | N |
| Two or More Races | 100.0% | 91.9% | 100.0% | 93.7% | 100.0% | ** | ** | 100.0% | N | Met Goal |
| Economically Disadvantaged Students | * | 83.9% | * | 85.6% | * | ** | ** | * | ** | ** |
| Students with Disabilities | 87.5% | 78.8% | 96.0% | 82.1% | 83.8% | 84.5% | Not Met | 95.2% | N | Met Goal |
| English Learners | * | 76.1% | * | 79.7% | * | ** | ** | * | ** | ** |
| Homeless Students | N | 73.2% | N | 74.4% | 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 | 97.4% | - |
| 2016 | 95.6% | 97.9% |
| 2015 | 97.4% | 98.8% |

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 | 0.4% | 1.1% |
| 2014-2015 | 0.2% | 1.1% |

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



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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 | 86.5% | 4.7% | 95.3% |
| White | 86.1% | 4.4% | 95.6% |
| Hispanic | 85.7% | 11.1% | 88.9% |
| Black or African American | * | 0% | * |
| Asian, Native Hawaiian, or Pacific Islander | 89.9% | 3.2% | 96.8% |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | * | * |
| Economically Disadvantaged Students | 90% | 11.1% | 88.9% |
| Students with Disabilities | 83.3% | 20% | 80% |
| English Learners | * | * | * |

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 | 85.5% | 5.4% | 94.7% | 42.5% | 57.5% | 24.5% | 75.5% |
| White | 85% | 4.2% | 95.8% | 41.4% | 58.6% | 22.6% | 77.4% |
| Hispanic | 80.7% | 8% | 92% | 40% | 60% | 32% | 68% |
| Black or African American | * | * | * | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | 87% | 4.3% | 95.7% | 51.1% | 48.9% | 29.8% | 70.2% |
| American Indian or Alaska Native | * | * | * | * | * | * | * |
| Two or More Races | 94.4% | 11.8% | 88.2% | 35.3% | 64.7% | 17.7% | 82.4% |
| Economically Disadvantaged Students | 70% | 14.3% | 85.7% | 42.9% | 57.1% | 71.4% | 28.6% |
| Students with Disabilities | 83.3% | 25.7% | 74.3% | 40% | 60% | 40% | 60% |
| English Learners | * | * | * | * | * | * | * |



Ridgewood High School
2016-2017

Grade Span 09-12

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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

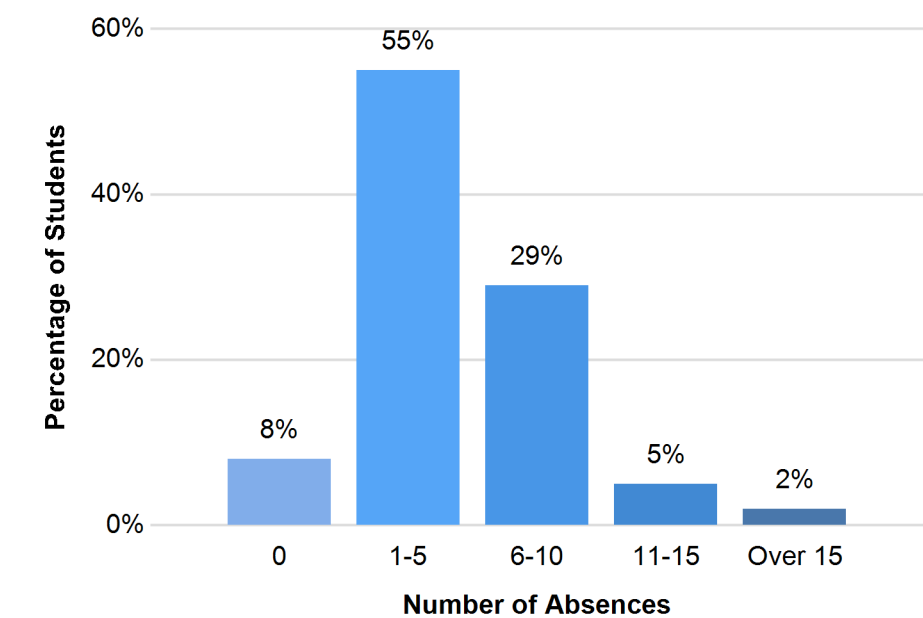
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 1.50 | 14.30 | Met Target |
| White | 1.60 | 14.30 | Met Target |
| Hispanic | 1.20 | 14.30 | Met Target |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 1.40 | 14.30 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | 1.40 | 14.30 | Met Target |
| Economically Disadvantaged Students | 2.60 | 14.30 | Met Target |
| Students with Disabilities | 5.10 | 14.30 | 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.



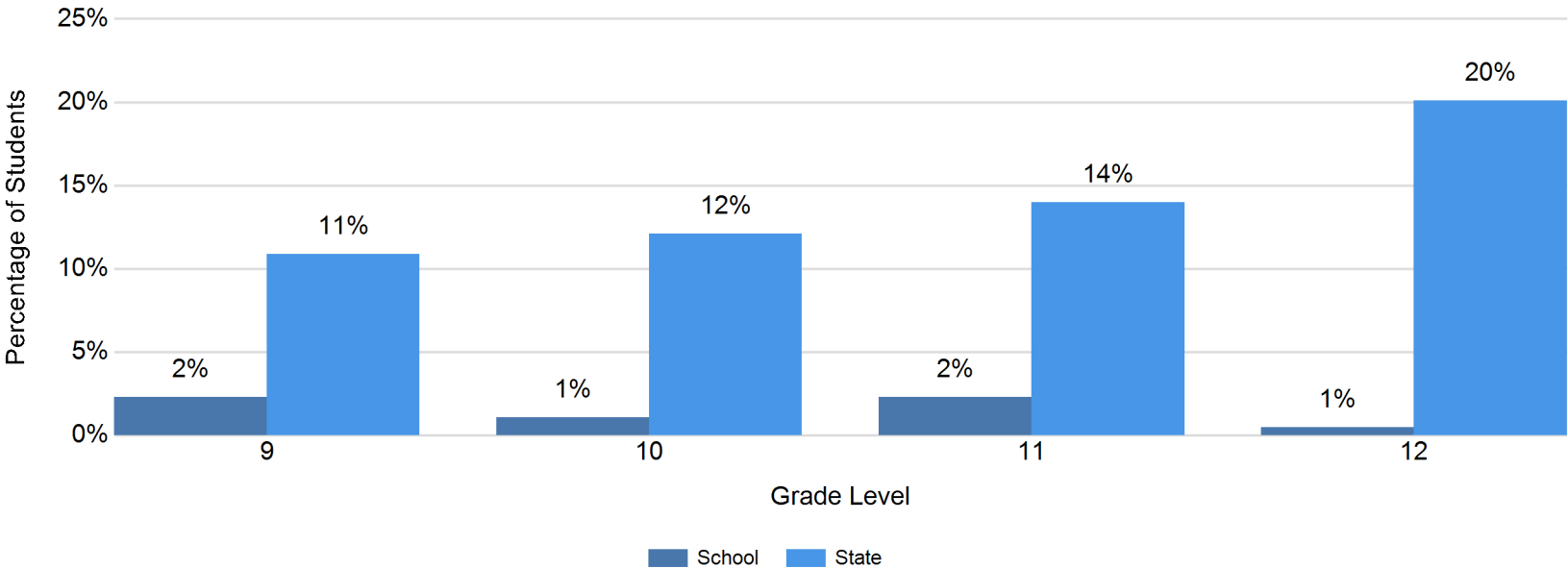


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Chronic Absenteeism by Grade

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 | 7:45AM |
| Typical End Time | 3:00PM |
| Length of School Day | 7 Hrs 15 Mins |
| Full Time - Instructional Time | 6 Hrs. 0 Mins. |
| Shared Time - Instructional Time | 3 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 | 2 |
| Vandalism | 0 |
| Weapons | 0 |
| Substances | 17 |
| Harassment, Intimidation, Bullying (HIB) | 2 |
| Total Unique Incidents | 21 |
| Incidents Per 100 Students Enrolled | 1.21 |

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 | 2.4% |
| Out-of-School Suspensions | 1.1% |
| Any Suspension | 3.2% |

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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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 | 228.9 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 | \$244 | \$14,235 | \$14,479 |



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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 | 138 | 120,724 |
| Average years experience in public schools | 11.2 | 11.8 |
| Average years experience in district | 9.9 | 10.5 |
| Teachers in district for 4 or more years | 80% | 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 | 31 | 9,506 |
| Average years experience in public schools | 16.8 | 15.9 |
| Average years experience in district | 9.9 | 11.6 |
| Administrators in district for 4 or more years | 84% | 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 | 13:1 | 13:1 |
| Administrators | 192:1 | 183:1 |
| Librarian/Media Specialists | | 631:1 |
| Nurses | | 631:1 |
| Counselors | | 437:1 |
| Child Study Team | | 227:1 |



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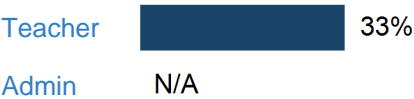
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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but 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 | 89% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 93% | 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% |



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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 | 51.8 | 17.5% |
| Mathematics Proficiency | 81.1 | 17.5% |
| Graduation - 4-Year | 52.4 | 25.0% |
| Graduation - 5-Year | 88.4 | 25.0% |
| Chronic Absenteeism | 98.6 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 73.3 |
| Summative Rating: Percentile rank of Summative Score | | 77.7 |
| 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.



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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 | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------|--------------------------|--|
| Schoolwide | 73.3 | 6.2 | No | Met Target | Met Target | Met Target | Met Goal | Met Goal | No |
| White | 66.8 | 6.2 | No | Met Target | Met Target | Met Target | Met Goal | Met Goal | No |
| Hispanic | 90.3 | 6.2 | No | Met Target | Met Target | Met Target | Met Goal | Met Goal | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | 40.0 | 6.2 | No | Met Target | Met Target | Met Target | Not Met | Met Goal | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | N | N | No |
| Two or More Races | 91.7 | 6.2 | No | Met Target | Met Target | Met Target | ** | Met Goal | No |
| Economically Disadvantaged Students | ** | ** | No | N | N | Met Target | ** | ** | No |
| Students with Disabilities | 80.5 | 6.2 | No | Met Target | Met Target | Met Target | Not Met | Met Goal | 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.



Ridgewood High School
2016-2017
Grade Span 09-12




03-4390-050
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School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Dr. Gorman | Email Address: | tgorman@ridgewood.k12.nj.us |
| Address: | 627 EAST RIDGEWOOD AVE RIDGEWOOD, NJ 07451 | Website: | http://www.ridgewood.k12.nj.us |
| Phone: | (201)670-2800 | Facebook: | https://www.facebook.com/RidgewoodPublicSchools |
| | | Twitter: | https://twitter.com/RwdPubSchools |

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"> • Ridgewood High School is consistently recognized as one of the top performing high schools in the state. • Highly trained professional staff is able to meet the needs of all learners. • Parent and community involvement enrich the high school experience. |
|  Mission, Vision, Theme: | <p>Mission Statement - The Ridgewood Public Schools, committed to a tradition of excellence and innovation, in partnership with the community, provide a rich and challenging learning environment, enabling students to maximize their unique potentials to become life-long learners and productive, responsible citizens.</p> |
|  Awards, Recognition, Accomplishments: | <p>Ridgewood Public Schools has been consistently ranking in state and national publications.</p> |



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Courses, Curriculum, Instruction:

The K-12 district curriculum is aligned to the NJSLs and provides students with a rich and challenging learning experience. Through a well-articulated academic program and in conjunction with varied extended learning opportunities, students are encouraged to maximize their potential, while being prepared for responsible citizenship in a globally connected society. The K-12 curriculum effectively strikes a balance between a tradition of excellence and a culture of innovation.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Fencing (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Co-ed), Lacrosse (Boys & Girls), Skiing (Co-ed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)

Ridgewood High School offers highly competitive programs in 19 sports for boys and girls.



Clubs and Activities:

Ridgewood Public Schools offer a variety of co-curricular activities at all levels with Ridgewood High School sponsoring 100 award-winning activities.








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| | |
|---|--|
|  Staff and Professional Learning: | <p>Professional development in Ridgewood is organized around the district's identified annual goals. New teachers participate in a rich orientation program that begins in the summer and extends across the school year. Professional development days involve teachers in collaborative curriculum work, and the district supports teachers' participation in learning opportunities outside of Ridgewood. The district has made a strong commitment to Orton Gillingham training for its K-12 staff.</p> |
|  Postsecondary Information: | <p>Class of 2017: 92.7% - 4 year colleges; 4.3% - 2 year colleges; 10 seniors attend Ivy League colleges; 3 seniors joined the armed services; 1 senior returned to his/her home country</p> |
|  Student Supports and Services: | <p>The district offers an array of support services to meet the needs of diverse learners. This includes comprehensive programs for Special Education students, English Language Learners, students with 504 Plans and students with Health Plans. The district uses Intervention and Referral Services and offers Basic Skills Instruction. Guidance Counselors and Child Study Teams work closely with students and their families, and teachers consistently integrate differentiated instructional strategies.</p> |
|  Student Health and Wellness: | <p>Ridgewood Public Schools offer a full and progressive wellness program K-12.</p> |
|  Parent and Community Involvement: | <p>Parents and community members are involved through: Home and School Association, Federated Home and School Association, Learning Services Home and School Association, Booster clubs, Foundation, and Alumni Associations. During the 2016-17 school year, our parent organization raised and donated \$1,067,145.85 in goods and services to the district.</p> |





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| | |
|---|--|
| <div>Climate Surveys:</div> | <p>Is a Climate Survey Used: Yes; Who is surveyed: Parents</p> <p>Parents can access our community surveys on our website under Parents, Parent/Guardian Survey.</p> |
| <div>Facilities:</div> | <p>Ridgewood Public Schools consist of 11 well-kept district facilities dating from 1894-1966 with many additions, the latest in 4 schools in 2009.</p> |



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Other Information:

Since 1892, Ridgewood High School has maintained a “Tradition of Excellence,” through a diverse and challenging curriculum, promotion of innovative pedagogical techniques, support of technology, cooperation with parents, and dedicated knowledgeable personnel who provide students with a high-level academic program. Students are encouraged to be independent thinkers and collaborative learners, to express themselves effectively, and to appreciate their own individuality and uniqueness. Thus, Ridgewood High School empowers students to be self-motivated learners who accumulate knowledge and experience through personal initiative and effort and who remain active learners throughout their lives. Each year, Ridgewood High School is ranked as one of “America’s Best High Schools,” as a “Best High School” in the state and country, and as a “Top 100 Public High School” in the state. In addition, the New Jersey Department of Education recognizes Ridgewood High School as a Reward School for being one of the highest-performing high schools in the state. Ridgewood High School offers 78 honors classes and 23 AP classes with a majority of students scoring a three or higher on the AP tests taken. The average ACT and SAT scores are consistently high, and approximately 95% of the graduates choose to continue their studies at the college level. Charity and community service are also a large part of life at Ridgewood High School. Charitable events are held to benefit cancer victims. Donations are collected for social services to help needy families. Theatrical performances featuring special needs children are produced by students in the Sharing the Arts Program. An Asian Festival Benefit Performance is conducted annually by students with all proceeds contributed to Doctors Without Borders. With a proud tradition of learning, the faculty and staff have dedicated themselves to preparing the students of today to become aware and successful global citizens of tomorrow.




Somerville Elementary School
2016-2017
Grade Span KG-05

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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.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



Somerville Elementary School
2016-2017
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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 |
|----------|---------|---------|---------|
| KG | 62 | 56 | 54 |
| 1 | 61 | 76 | 62 |
| 2 | 72 | 60 | 76 |
| 3 | 80 | 70 | 64 |
| 4 | 80 | 84 | 70 |
| 5 | 102 | 79 | 85 |
| Ungraded | 0 | 0 | 0 |
| Total | 457 | 425 | 411 |

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 | 51% | 49% | 48% |
| Male | 49% | 51% | 52% |
| Economically Disadvantaged Students | 1% | 1% | 1% |
| Students with Disabilities | 11% | 12% | 13% |
| English Learners | 2% | 2% | 2% |
| 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 | 70.6% |
| Asian | 13.1% |
| Hispanic | 9.0% |
| Black or African American | 0.5% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 6.8% |

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 |
|---------------|---------|---------|---------|
| KG - Half Day | 62 | 56 | 54 |
| KG - Full Day | 0 | 0 | 0 |

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 | 94.2% |
| Japanese | 1.5% |
| Chinese | 1.5% |
| Korean | 1.0% |
| Other | 1.7% |



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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 | 200 | 95.1 | 84.00 | 81.30 | 54.90 | 84 | 72.9 | Met Goal |
| White | 140 | 94.2 | 81.40 | 80.80 | 63.90 | 80.5 | 68.7 | Met Goal |
| Hispanic | 20 | 91.7 | 85.00 | 73.50 | 39.80 | 81.4 | N | N |
| Black or African American | * | * | * | 46.90 | 35.20 | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 28 | 100.0 | 96.40 | 86.10 | 80.70 | 96.4 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 53.70 | * | ** | ** |
| Two or More Races | 11 | 100.0 | 90.90 | 89.00 | 54.90 | 90.9 | ** | ** |
| Female | 95 | 96.2 | 85.30 | 87.00 | 62.20 | 85.3 | | |
| Male | 105 | 94.1 | 82.80 | 75.60 | 48.10 | 81.8 | | |
| Economically Disadvantaged Students | * | * | * | * | 36.20 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 65.80 | * | | |
| Students with Disabilities | 34 | 91.9 | 50.00 | 35.80 | 20.50 | 48.3 | 21.7 | Met Target |
| Students without Disabilities | 166 | 95.7 | 91.00 | 89.50 | 61.90 | 91 | | |
| English Learners | * | * | * | * | 25.20 | * | ** | ** |
| Non-English Learners | * | * | * | * | 57.40 | * | | |
| Homeless Students | N | N | N | N | 26.40 | N | | |
| Students In Foster Care | * | * | * | * | 24.80 | * | | |
| Military-Connected Students | N | N | N | 50.00 | 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.



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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 | 64 | 792 | 783 | 749 | 0% | * | * | 55% | 38% | 92% | 50% |
| White | 41 | 789 | 783 | 759 | 0% | * | * | 49% | 39% | 88% | 61% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 35% |
| Black or African American | N | N | N | 731 | N | N | N | N | N | N | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 803 | 784 | 775 | 0% | 0% | 0% | * | * | 100% | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | 29 | 794 | 787 | 754 | 0% | * | * | 69% | * | 97% | 55% |
| Male | 35 | 790 | 780 | 745 | 0% | * | * | 43% | * | 89% | 46% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 31% |
| Non-Economically Disadvantaged Students | * | * | * | 762 | * | * | * | * | * | * | 63% |
| Students with Disabilities | 12 | 771 | 755 | 720 | 0% | * | * | * | * | 75% | 24% |
| Students without Disabilities | 52 | 797 | 788 | 755 | 0% | * | * | * | * | 96% | 55% |
| English Learners | N | N | N | 709 | N | N | N | N | N | N | 11% |
| Non-English Learners | 64 | 792 | 784 | 752 | 0% | * | * | 55% | 38% | 92% | 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% |



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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 | 65 | 779 | 784 | 753 | * | * | 17% | 37% | 43% | 80% | 56% |
| White | 49 | 773 | 783 | 762 | * | * | 22% | 35% | 39% | 74% | 67% |
| Hispanic | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Black or African American | N | N | N | 737 | N | N | N | N | N | N | 36% |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 805 | * | 777 | 0% | 0% | 0% | * | * | 100% | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | 31 | 784 | 789 | 758 | * | * | * | 42% | 45% | 87% | 61% |
| Male | 34 | 774 | 780 | 749 | * | * | * | 32% | 41% | 74% | 51% |
| Economically Disadvantaged Students | N | N | N | 737 | N | N | N | N | N | N | 36% |
| Non-Economically Disadvantaged Students | 65 | 779 | 785 | 764 | * | * | 17% | 37% | 43% | 80% | 69% |
| Students with Disabilities | 10 | 742 | 751 | 725 | * | * | * | * | * | 40% | 25% |
| Students without Disabilities | 55 | 786 | 790 | 759 | * | * | * | * | * | 87% | 62% |
| English Learners | N | N | N | 711 | N | N | N | N | N | N | 10% |
| Non-English Learners | 65 | 779 | 785 | 755 | * | * | 17% | 37% | 43% | 80% | 58% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 30% |
| Students in Foster Care | * | * | * | 728 | * | * | * | * | * | * | 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% |



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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 | 81 | 782 | 783 | 756 | 0% | * | * | 51% | 35% | 85% | 59% |
| White | 55 | 781 | 783 | 763 | 0% | * | * | 55% | 33% | 87% | 69% |
| Hispanic | 10 | 761 | 766 | 743 | 0% | * | * | * | * | 70% | 44% |
| Black or African American | N | N | N | 740 | N | N | N | N | N | N | 39% |
| Asian, Native Hawaiian, or Pacific Islander | 11 | 801 | * | 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 | 40 | 783 | 785 | 761 | 0% | * | * | 40% | 40% | 80% | 66% |
| Male | 41 | 781 | 780 | 750 | 0% | * | * | 61% | 29% | 90% | 53% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Non-Economically Disadvantaged Students | * | * | * | 765 | * | * | * | * | * | * | 71% |
| Students with Disabilities | 10 | 744 | 746 | 725 | 0% | * | * | * | * | 40% | 22% |
| Students without Disabilities | 71 | 787 | 788 | 762 | 0% | * | * | * | * | 92% | 66% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | 12% |
| Non-English Learners | 81 | 782 | 783 | 757 | 0% | * | * | 51% | 35% | 85% | 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% |

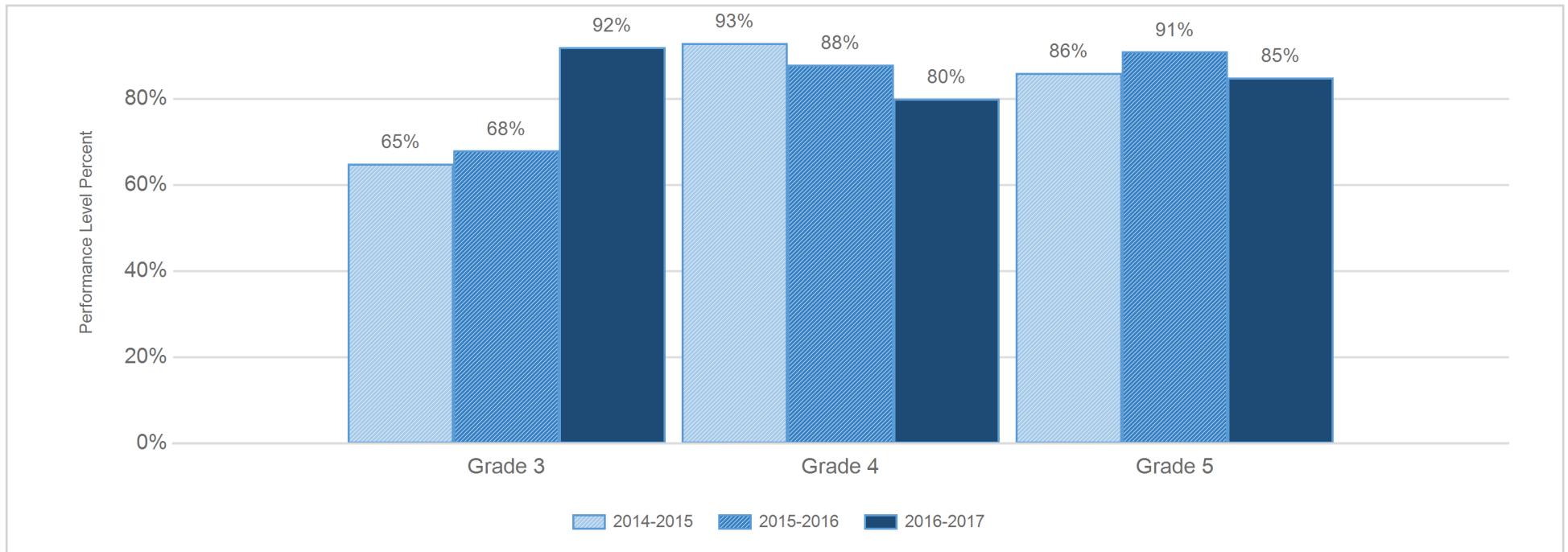


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English Language Arts/Literacy Assessment - Performance Trends

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





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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 | 199 | 94.7 | 81.40 | 75.40 | 43.50 | 80.8 | 74.7 | Met Goal |
| White | 139 | 93.5 | 79.80 | 74.30 | 52.40 | 78.4 | 71.6 | Met Target |
| Hispanic | 20 | 91.7 | 70.00 | 62.80 | 27.60 | 67 | N | N |
| Black or African American | * | * | * | 45.10 | 21.70 | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 28 | 100.0 | 96.50 | 85.10 | 75.60 | 96.5 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 42.50 | * | ** | ** |
| Two or More Races | 11 | 100.0 | 90.90 | 84.20 | 44.90 | 90.9 | ** | ** |
| Female | 95 | 96.2 | 79.00 | 75.90 | 44.10 | 79 | | |
| Male | 104 | 93.3 | 83.60 | 75.10 | 42.90 | 81.8 | | |
| Economically Disadvantaged Students | * | * | * | * | 25.10 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 54.30 | * | | |
| Students with Disabilities | 34 | 91.9 | 53.00 | 33.90 | 16.50 | 51.2 | 30.5 | Met Target |
| Students without Disabilities | 165 | 95.2 | 87.30 | 83.30 | 48.80 | 87.3 | | |
| English Learners | * | * | * | * | 23.30 | * | ** | ** |
| Non-English Learners | * | * | * | * | 45.20 | * | | |
| Homeless Students | N | N | N | N | 16.40 | N | | |
| Students In Foster Care | * | * | * | * | 15.10 | * | | |
| Military-Connected Students | N | N | N | 25.00 | 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.



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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 | 64 | 783 | 782 | 751 | * | * | * | 59% | 34% | 94% | 53% |
| White | 40 | 783 | 781 | 759 | * | * | * | 58% | 35% | 93% | 63% |
| Hispanic | * | * | * | 738 | * | * | * | * | * | * | 37% |
| Black or African American | N | N | N | 733 | N | N | N | N | N | N | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 11 | 792 | 793 | 779 | 0% | 0% | 0% | * | * | 100% | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Female | 29 | 781 | 780 | 751 | * | * | * | 66% | * | 97% | 52% |
| Male | 35 | 784 | 784 | 751 | * | * | * | 54% | * | 91% | 53% |
| Economically Disadvantaged Students | * | * | * | 736 | * | * | * | * | * | * | 34% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 65% |
| Students with Disabilities | 12 | 765 | 758 | 729 | * | * | * | 83% | * | 92% | 29% |
| Students without Disabilities | 52 | 787 | 787 | 755 | * | * | * | 54% | * | 94% | 57% |
| English Learners | * | * | * | 724 | * | * | * | * | * | * | 21% |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | 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% |



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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 | 66 | 773 | 772 | 747 | * | * | 15% | 59% | 20% | 79% | 47% |
| White | 49 | 767 | 771 | 755 | * | * | * | 59% | * | 74% | 59% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 30% |
| Black or African American | N | N | N | 729 | N | N | N | N | N | N | 25% |
| Asian, Native Hawaiian, or Pacific Islander | 11 | 799 | * | 774 | 0% | 0% | 0% | * | * | 100% | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 31 | 771 | 771 | 747 | * | * | * | 65% | * | 77% | 47% |
| Male | 35 | 774 | 772 | 747 | * | * | * | 54% | * | 80% | 48% |
| Economically Disadvantaged Students | N | N | N | 732 | N | N | N | N | N | N | 27% |
| Non-Economically Disadvantaged Students | 66 | 773 | * | 757 | * | * | 15% | 59% | 20% | 79% | 61% |
| Students with Disabilities | 10 | 738 | 744 | 724 | * | * | * | * | * | 50% | 22% |
| Students without Disabilities | 56 | 779 | 777 | 751 | * | * | * | * | * | 84% | 52% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 49% |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 18% |
| Students in Foster Care | * | * | * | 722 | * | * | * | * | * | * | 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% |



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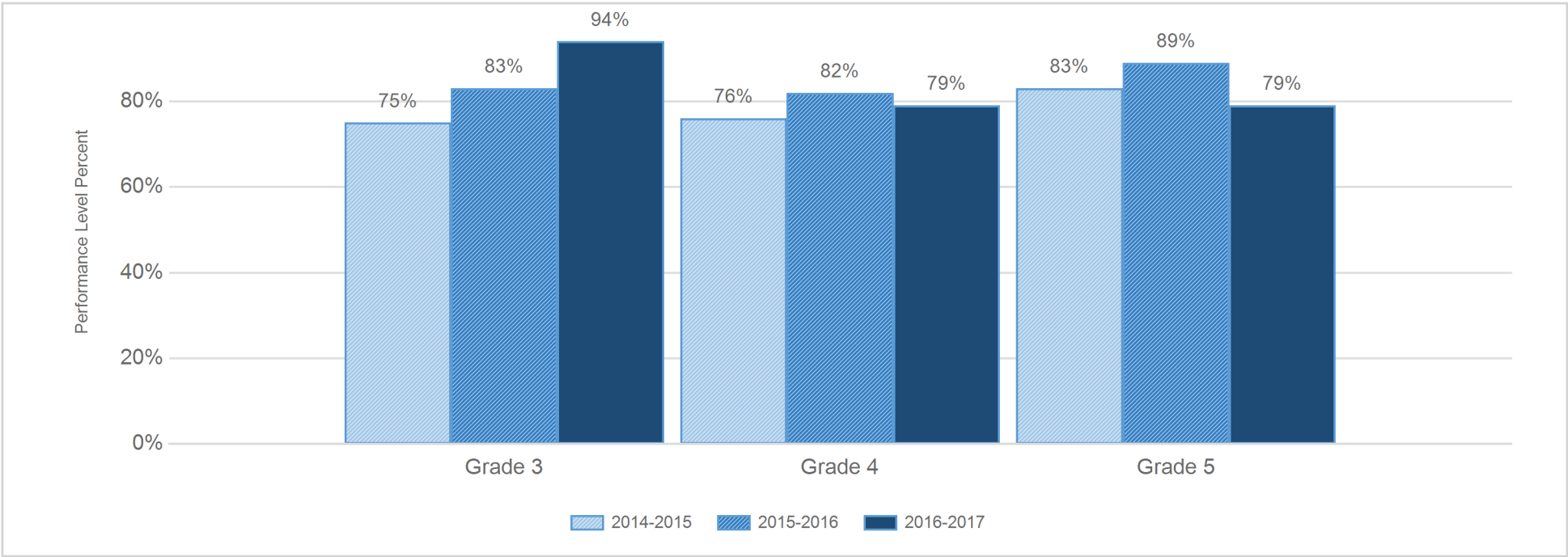
Mathematics Assessment - Performance by Grade: Grade 5

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 | 81 | 770 | 771 | 747 | * | * | 12% | 52% | 27% | 79% | 46% |
| White | 55 | 768 | 770 | 754 | 0% | * | * | 55% | 26% | 80% | 57% |
| Hispanic | 10 | 749 | 755 | 735 | 0% | * | * | * | 0% | 60% | 30% |
| Black or African American | N | N | N | 729 | N | N | N | N | N | N | 22% |
| Asian, Native Hawaiian, or Pacific Islander | 11 | 800 | * | 774 | 0% | 0% | * | * | * | 91% | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 47% |
| Female | 40 | 768 | 770 | 747 | 0% | * | * | 45% | 28% | 73% | 47% |
| Male | 41 | 773 | 772 | 746 | 0% | * | * | 59% | 27% | 85% | 46% |
| Economically Disadvantaged Students | * | * | * | 732 | * | * | * | * | * | * | 27% |
| Non-Economically Disadvantaged Students | * | * | * | 756 | * | * | * | * | * | * | 59% |
| Students with Disabilities | 10 | 735 | 740 | 725 | 0% | * | * | * | 0% | 20% | 19% |
| Students without Disabilities | 71 | 775 | 775 | 751 | 0% | * | * | * | 31% | 87% | 52% |
| English Learners | N | N | N | 717 | N | N | N | N | N | N | 12% |
| Non-English Learners | 81 | 770 | 771 | 748 | * | * | 12% | 52% | 27% | 79% | 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% |

Mathematics Assessment – Performance Trends

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





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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 | * | * |
| 5 | 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 |



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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.

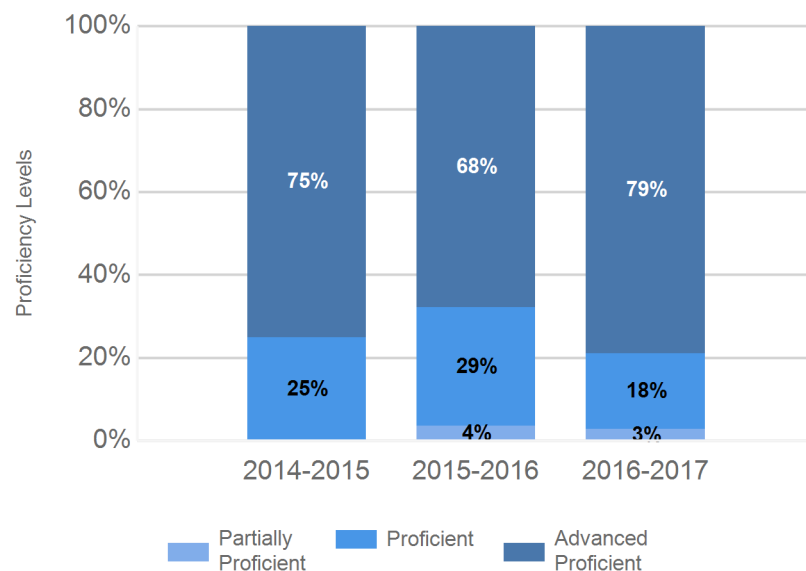
NJASK Science Assessment Performance: Grade 4

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 | 79% | 18% | 3% |
| White | 74% | * | 4% |
| Hispanic | * | * | N |
| Black or African American | N | N | N |
| Asian, Native Hawaiian, or Pacific Islander | 100% | N | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | N | N |
| Economically Disadvantaged Students | N | N | N |
| Students with Disabilities | 55% | 36% | 9% |
| English Learners | * | 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.





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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 | 57 | 48 | 50 | Met Target | 51.5 | 49 | 50 | Met Target |
| White | 56.5 | 45 | 50 | Met Target | 51 | 46 | 52 | Met Target |
| Hispanic | * | 49 | 49 | ** | * | 44.5 | 47 | ** |
| Black or African American | N | N | N | N | N | N | N | N |
| Asian, Native Hawaiian, or Pacific Islander | 75.5 | * | 60 | ** | 61 | * | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | 56 | 51 | ** | * | 49 | 52 | ** |
| Economically Disadvantaged | * | 34.5 | 47 | ** | * | 52 | 46 | ** |
| Students with Disabilities | 45 | 34 | 41 | ** | 23 | 38 | 43 | ** |
| English Learners | * | 64 | 53 | ** | * | 65 | 51 | ** |

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



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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:

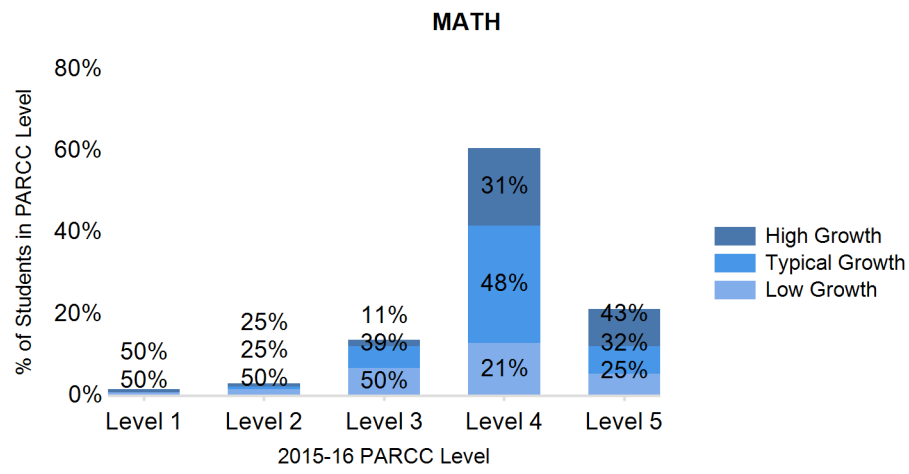
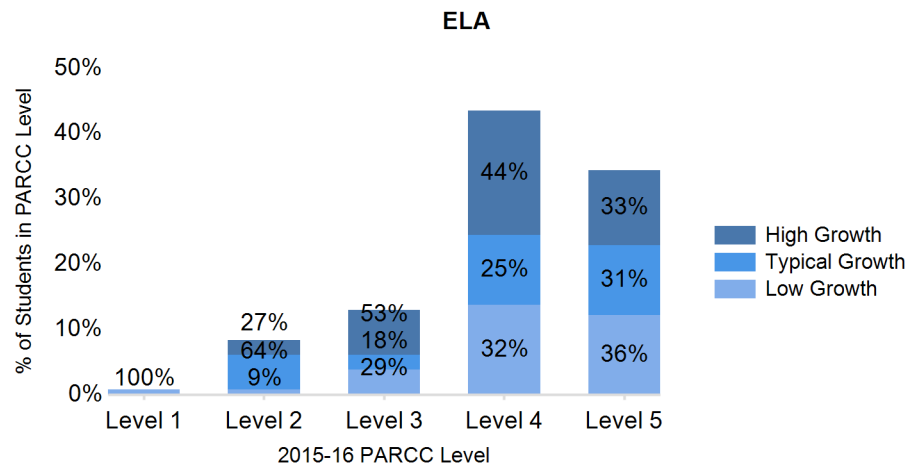
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

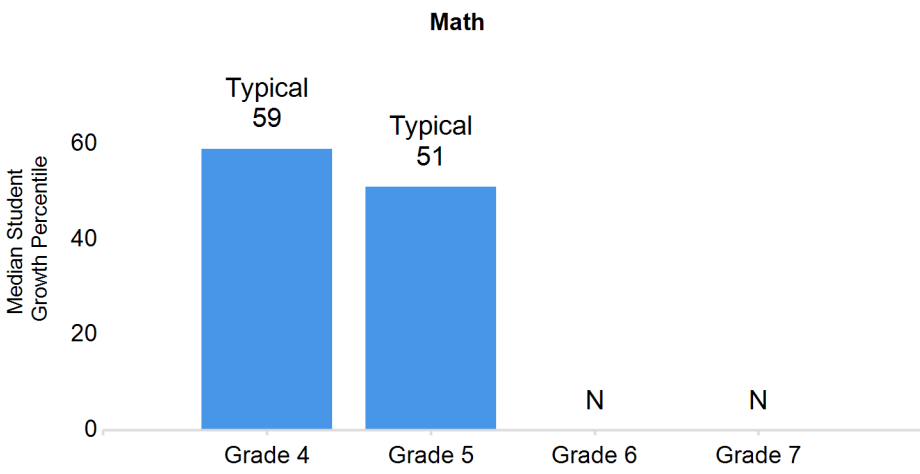
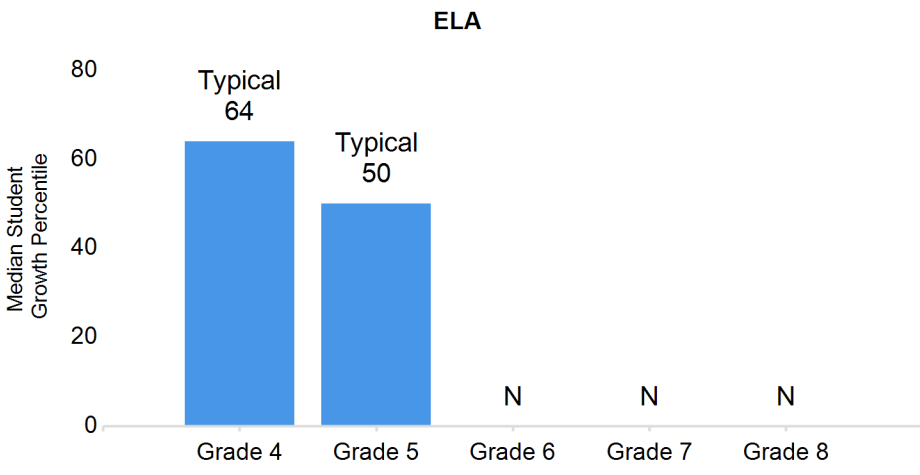
Student Growth by Performance Level

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.





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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

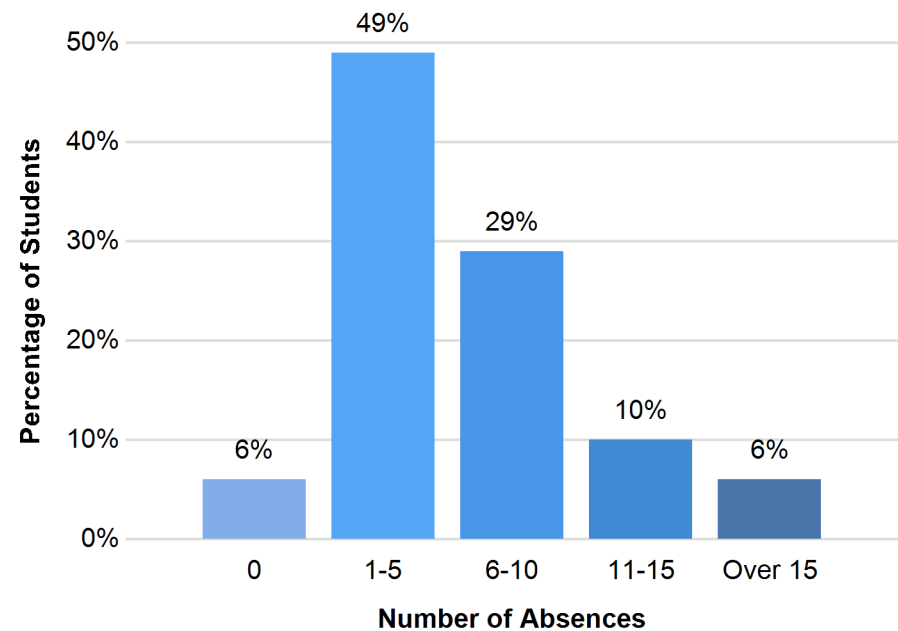
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 3.60 | 8.40 | Met Target |
| White | 4.40 | 8.40 | Met Target |
| Hispanic | 2.70 | 8.40 | Met Target |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 1.90 | 8.40 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | 0 | 8.40 | Met Target |
| Economically Disadvantaged Students | N | ** | ** |
| Students with Disabilities | 8.60 | 8.40 | Not Met |
| 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.



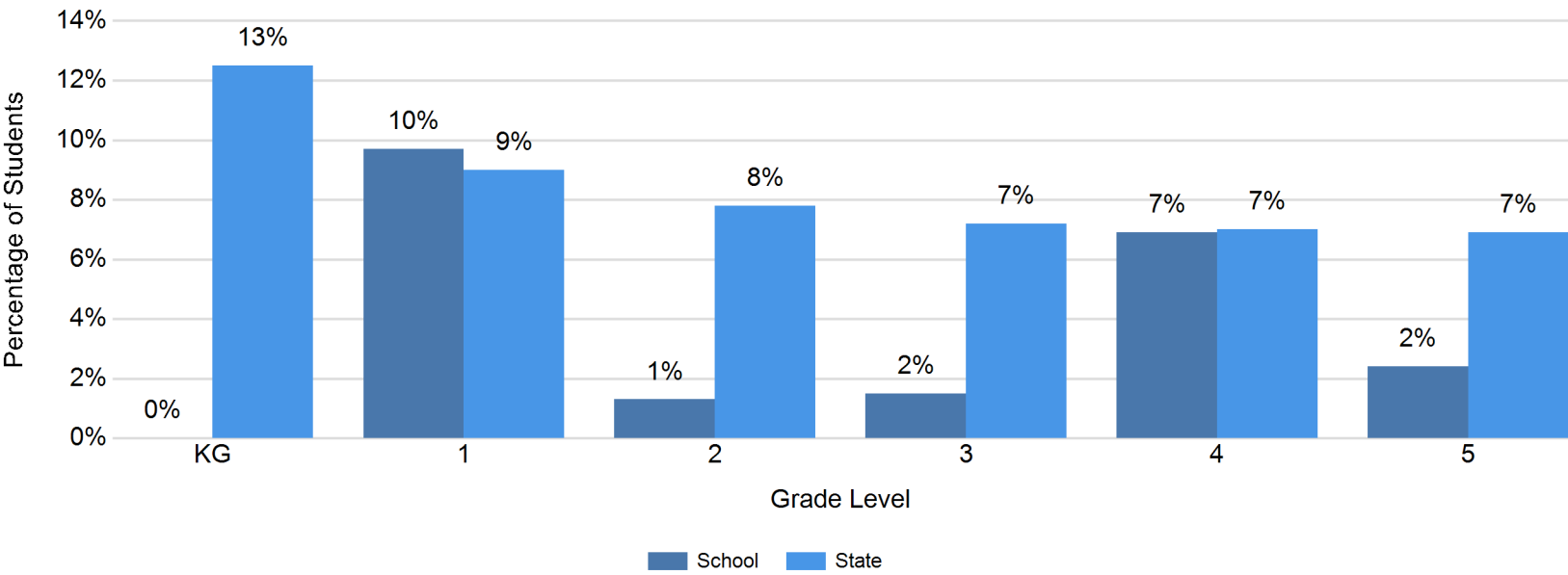


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Chronic Absenteeism by Grade

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 | 8:45AM |
| Typical End Time | 3:00PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 5 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) | 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 |



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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 | 1.1:1 | 228.9 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 | \$244 | \$14,235 | \$14,479 |



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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 | 31 | 120,724 |
| Average years experience in public schools | 13.0 | 11.8 |
| Average years experience in district | 12.6 | 10.5 |
| Teachers in district for 4 or more years | 90% | 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 | 31 | 9,506 |
| Average years experience in public schools | 16.8 | 15.9 |
| Average years experience in district | 9.9 | 11.6 |
| Administrators in district for 4 or more years | 84% | 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 | 13:1 | 13:1 |
| Administrators | 411:1 | 183:1 |
| Librarian/Media Specialists | | 631:1 |
| Nurses | | 631:1 |
| Counselors | | 437:1 |
| Child Study Team | | 227:1 |



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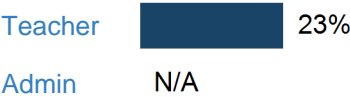
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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but 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 | 89% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 93% | 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% |



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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 | 95.4 | 17.5% |
| Mathematics Proficiency | 97.3 | 17.5% |
| English Language Arts Growth | 71.6 | 25.0% |
| Mathematics Growth | 48.5 | 25.0% |
| Chronic Absenteeism | 84.1 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 76.4 |
| Summative Rating: Percentile rank of Summative Score | | 86.6 |
| 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.



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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 | 76.4 | 11.9 | No | Met Goal | Met Goal | Met Target | Met Target | Met Target | No |
| White | 70.9 | 11.9 | No | Met Goal | Met Target | Met Target | Met Target | Met Target | No |
| Hispanic | ** | ** | No | N | N | Met Target | ** | ** | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | Met Goal | Met Goal | Met Target | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | Met Target | ** | ** | No |
| Economically Disadvantaged Students | ** | ** | No | ** | ** | ** | ** | ** | No |
| Students with Disabilities | ** | ** | No | Met Target | Met Target | Not Met | ** | ** | 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.



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School General Info

| | | | |
|-------------------|--|-----------------------|---|
| Principal: | Dr. Oates-Santos | Email Address: | loates@ridgewood.k12.nj.us |
| Address: | 45 SOUTH PLEASANT AVE RIDGEWOOD, NJ 07451 | Website: | http://www.ridgewood.k12.nj.us |
| Phone: | (201)670-2750 | Facebook: | https://www.facebook.com/RidgewoodPublicSchools |
| | | Twitter: | https://twitter.com/RwdPubSchools |




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"> • Attention to the developmental needs of the whole child is the primary focus. • Highly trained professional staff is able to meet the needs of all learners. • Parent and community involvement enrich the elementary experience. |
|  Mission, Vision, Theme: | Mission Statement - The Ridgewood Public Schools, committed to a tradition of excellence and innovation, in partnership with the community, provide a rich and challenging learning environment, enabling students to maximize their unique potentials to become life-long learners and productive, responsible citizens. |
|  Awards, Recognition, Accomplishments: | Ridgewood Public Schools has been consistently ranking in state and national publications. |

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| | |
|--|--|
|  <div> <div>Courses, Curriculum, Instruction:</div> </div> | <div>The K-12 district curriculum is aligned to the NJSLs and provides students with a rich and challenging learning experience. Through a well-articulated academic program and in conjunction with varied extended learning opportunities, students are encouraged to maximize their potential, while being prepared for responsible citizenship in a globally connected society. The K-12 curriculum effectively strikes a balance between a tradition of excellence and a culture of innovation.</div> |
|  <div> <div>Clubs and Activities:</div> </div> | <div>Ridgewood Public Schools offer a variety of co-curricular activities at all levels with Ridgewood High School sponsoring 100 award-winning activities.</div> |
|  <div> <div>Before and After School Programs:</div> </div> | <div>Ridgewood Public Schools partner with the YMCA to offer before and after care at our elementary schools.</div> |







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School Narrative

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| | |
|---|--|
|  Staff and Professional Learning: | <p>Professional development in Ridgewood is organized around the district's identified annual goals. New teachers participate in a rich orientation program that begins in the summer and extends across the school year. Professional development days involve teachers in collaborative curriculum work, and the district supports teachers' participation in learning opportunities outside of Ridgewood. The district has made a strong commitment to Orton Gillingham training for its K-12 staff.</p> |
|  Student Supports and Services: | <p>The district offers an array of support services to meet the needs of diverse learners. This includes comprehensive programs for Special Education students, English Language Learners, students with 504 Plans and students with Health Plans. The district uses Intervention and Referral Services and offers Basic Skills Instruction. Guidance Counselors and Child Study Teams work closely with students and their families, and teachers consistently integrate differentiated instructional strategies.</p> |
|  Student Health and Wellness: | <p>Ridgewood Public Schools offer a full and progressive wellness program K-12.</p> |
|  Parent and Community Involvement: | <p>Parents and community members are involved through: Home and School Association, Federated Home and School Association, Learning Services Home and School Association, and Foundation. During the 2016-17 school year, our parent organization raised and donated \$1,067,145.85 in goods and services to the district.</p> |

School Narrative

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| | |
|--|--|
|  <div>Climate Surveys:</div> | <div>Is a Climate Survey Used: Yes; Who is surveyed: Parents</div> <div>Parents can access our community surveys on our website under Parents, Parent/Guardian Survey.</div> |
|  <div>Facilities:</div> | <div>Ridgewood Public Schools consist of 11 well-kept district facilities dating from 1894-1966 with many additions, the latest in 4 schools in 2009.</div> |

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.



Other Information:

Somerville Elementary School is a caring learning community with a population of approximately 420 students in grades kindergarten through five. Visitors immediately sense the warmth and spirit of cooperation present at Somerville. Parents and teachers work together to provide an academically challenging curriculum and culturally rich environment for our children. Recognizing that the ability to read and write is the foundation for success in all academic disciplines, developing a literate student body is a primary focus of the educational program and staff development initiatives. Teachers collaborate with one another to differentiate language arts instruction using the workshop model. Using literature and informational texts as guides, students learn the skills necessary to become truly literate readers and writers. Children publish personal narratives, memoirs, essays, realistic fiction, and informational pieces. The elementary mathematics program combines the practice of foundational skills with problem solving. Our goal is for the students to apply their knowledge of mathematics to life situations in an accurate, efficient, and thoughtful manner. Enrichment activities, as well as support programs, provide the children with an exemplary experience in mathematics. An inquiry-based science program gives our students opportunities to make predictions, collect data, take notes, graph information, reach conclusions, and create hypotheses. Hands-on experiences with earth, environmental, life, and physical science materials allow students to develop both process and thinking skills and apply them in making decisions and solving real-world problems. The study of communities, cultures, and history is the basis of our social studies program. Grade level teams implement units of study designed to allow children to experience the traditions of others and life in the past. Infused in all lessons is the importance of showing respect to individuals and groups.




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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.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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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 |
|----------|---------|---------|---------|
| KG | 62 | 57 | 54 |
| 1 | 53 | 67 | 65 |
| 2 | 53 | 60 | 68 |
| 3 | 68 | 54 | 64 |
| 4 | 62 | 68 | 56 |
| 5 | 64 | 65 | 67 |
| Ungraded | 16 | 17 | 11 |
| Total | 378 | 388 | 385 |

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 |
|---------------|---------|---------|---------|
| KG - Half Day | 61 | 57 | 54 |
| KG - Full Day | 0 | 0 | 0 |

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% | 51% | 49% |
| Male | 51% | 49% | 51% |
| Economically Disadvantaged Students | 1% | 2% | 2% |
| Students with Disabilities | 14% | 15% | 15% |
| English Learners | 2% | 3% | 4% |
| 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 | 56.9% |
| Asian | 24.4% |
| Hispanic | 9.6% |
| Black or African American | 1.0% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 8.1% |

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 | 88.3% |
| Korean | 4.2% |
| Japanese | 3.6% |
| Spanish | 1.6% |
| Other | 2.4% |



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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 | 163 | 92.1 | 81.60 | 81.30 | 54.90 | 79.1 | 79.2 | Met Target† |
| White | 98 | 90.8 | 85.70 | 80.80 | 63.90 | 81.9 | 80 | Met Goal |
| Hispanic | 15 | 88.2 | 66.70 | 73.50 | 39.80 | 61.7 | ** | ** |
| Black or African American | * | * | * | * | 35.20 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 33 | 97.6 | 87.80 | 86.10 | 80.70 | 87.8 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | 50.00 | 53.70 | N | ** | ** |
| Two or More Races | 13 | 88.9 | 69.30 | 89.00 | 54.90 | 67.7 | ** | ** |
| Female | 80 | 88.4 | 85.00 | 87.00 | 62.20 | 78.7 | | |
| Male | 83 | 95.8 | 78.40 | 75.60 | 48.10 | 78.4 | | |
| Economically Disadvantaged Students | * | * | * | * | 36.20 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 65.80 | * | | |
| Students with Disabilities | 26 | 81.8 | 53.80 | 35.80 | 20.50 | 46.1 | 37.3 | Met Target |
| Students without Disabilities | 137 | 94.3 | 86.90 | 89.50 | 61.90 | 86.4 | | |
| English Learners | * | * | * | * | 25.20 | * | ** | ** |
| Non-English Learners | * | * | * | * | 57.40 | * | | |
| Homeless Students | N | N | N | N | 26.40 | N | | |
| Students In Foster Care | * | * | * | * | 24.80 | * | | |
| Military-Connected Students | N | N | N | 50.00 | 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.



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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 | 62 | 774 | 783 | 749 | * | * | 16% | 55% | 19% | 74% | 50% |
| White | 34 | 774 | 783 | 759 | 0% | * | * | 59% | * | 74% | 61% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 35% |
| Black or African American | N | N | N | 731 | N | N | N | N | N | N | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 17 | 775 | 784 | 775 | 0% | * | * | 59% | * | 82% | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | 22 | 778 | 787 | 754 | 0% | * | * | 55% | * | 82% | 55% |
| Male | 40 | 771 | 780 | 745 | 0% | * | * | 55% | * | 70% | 46% |
| Economically Disadvantaged Students | * | * | * | 731 | * | * | * | * | * | * | 31% |
| Non-Economically Disadvantaged Students | * | * | * | 762 | * | * | * | * | * | * | 63% |
| Students with Disabilities | 11 | 741 | 755 | 720 | 0% | * | * | * | 0% | 46% | 24% |
| Students without Disabilities | 51 | 781 | 788 | 755 | 0% | * | * | * | 24% | 80% | 55% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 752 | * | * | * | * | * | * | 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% |



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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 | 51 | 777 | 784 | 753 | * | * | * | 53% | 31% | 84% | 56% |
| White | 24 | 776 | 783 | 762 | 0% | 0% | * | 63% | * | 92% | 67% |
| Hispanic | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Black or African American | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Asian, Native Hawaiian, or Pacific Islander | 13 | 782 | * | 777 | 0% | 0% | * | * | * | 77% | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | 28 | 786 | 789 | 758 | * | * | * | 46% | * | 89% | 61% |
| Male | 23 | 766 | 780 | 749 | * | * | * | 61% | * | 78% | 51% |
| Economically Disadvantaged Students | * | * | * | 737 | * | * | * | * | * | * | 36% |
| Non-Economically Disadvantaged Students | * | * | * | 764 | * | * | * | * | * | * | 69% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 25% |
| Students without Disabilities | * | * | * | 759 | * | * | * | * | * | * | 62% |
| English Learners | * | * | * | 711 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 755 | * | * | * | * | * | * | 58% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 30% |
| Students in Foster Care | * | * | * | 728 | * | * | * | * | * | * | 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% |



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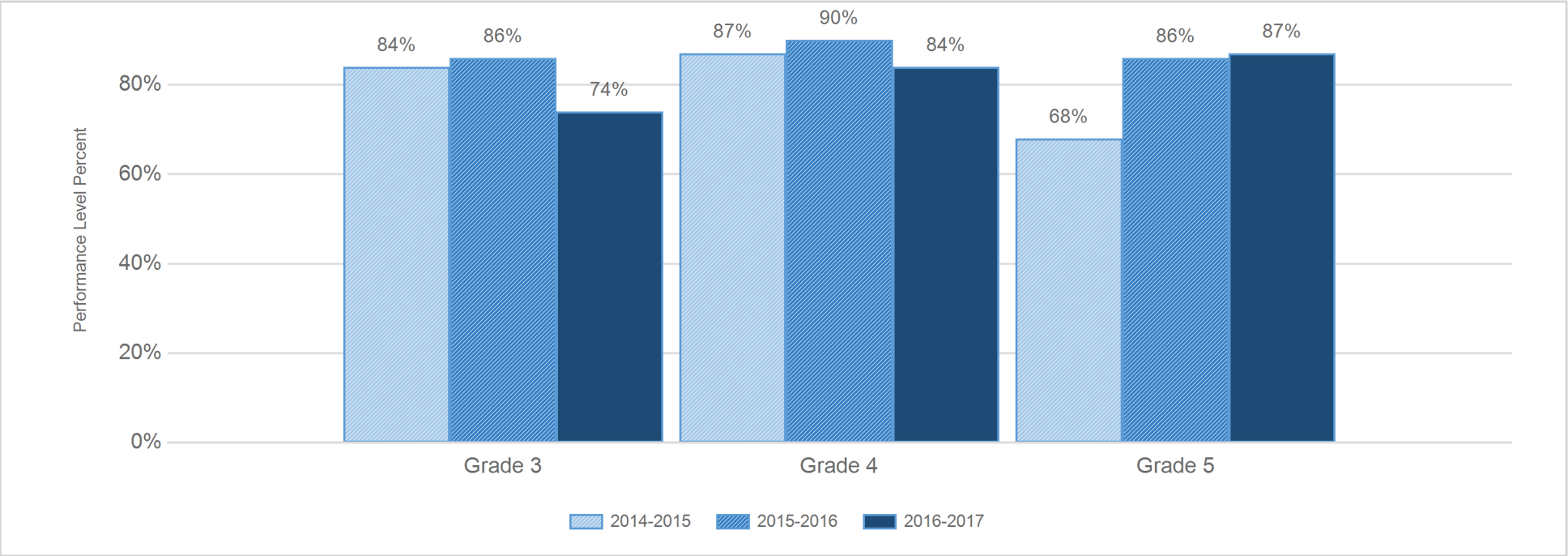
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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 | 60 | 777 | 783 | 756 | * | * | * | 63% | 23% | 87% | 59% |
| White | 40 | 782 | 783 | 763 | 0% | 0% | * | 73% | * | 95% | 69% |
| Hispanic | * | * | * | 743 | * | * | * | * | * | * | 44% |
| Black or African American | * | * | * | 740 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | 11 | 789 | * | 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 | 34 | 777 | 785 | 761 | * | * | * | 53% | * | 82% | 66% |
| Male | 26 | 776 | 780 | 750 | * | * | * | 77% | * | 92% | 53% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Non-Economically Disadvantaged Students | * | * | * | 765 | * | * | * | * | * | * | 71% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 762 | * | * | * | * | * | * | 66% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | 12% |
| Non-English Learners | 60 | 777 | 783 | 757 | * | * | * | 63% | 23% | 87% | 60% |
| Homeless Students | N | N | N | 733 | N | N | N | N | N | N | 30% |
| Students in Foster Care | * | * | * | 727 | * | * | * | * | * | * | 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% |

English Language Arts/Literacy Assessment - Performance Trends

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





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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 | 161 | 91.3 | 88.20 | 75.40 | 43.50 | 84.5 | 77.6 | Met Goal |
| White | 98 | 90.8 | 90.80 | 74.30 | 52.40 | 86.7 | 76.6 | Met Goal |
| Hispanic | 14 | 82.4 | 78.50 | 62.80 | 27.60 | 67.9 | ** | ** |
| Black or African American | * | * | * | * | 21.70 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 33 | 97.9 | 96.90 | 85.10 | 75.60 | 96.9 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | 50.00 | 42.50 | N | ** | ** |
| Two or More Races | 13 | 88.9 | 61.60 | 84.20 | 44.90 | 60.2 | ** | ** |
| Female | 78 | 86.5 | 84.70 | 75.90 | 44.10 | 76.3 | | |
| Male | 83 | 96.0 | 91.50 | 75.10 | 42.90 | 91.5 | | |
| Economically Disadvantaged Students | * | * | * | * | 25.10 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 54.30 | * | | |
| Students with Disabilities | 24 | 75.8 | 62.50 | 33.90 | 16.50 | 49.4 | 33.2 | Met Target |
| Students without Disabilities | 137 | 94.4 | 92.70 | 83.30 | 48.80 | 92.2 | | |
| 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 | * | 15.10 | N | | |
| Military-Connected Students | N | N | N | 25.00 | 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.



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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 | 63 | 783 | 782 | 751 | 0% | * | * | 48% | 41% | 89% | 53% |
| White | 34 | 780 | 781 | 759 | * | * | * | 62% | 32% | 94% | 63% |
| Hispanic | * | * | * | 738 | * | * | * | * | * | * | 37% |
| Black or African American | N | N | N | 733 | N | N | N | N | N | N | 32% |
| Asian, Native Hawaiian, or Pacific Islander | 18 | 798 | 793 | 779 | 0% | 0% | * | * | 67% | 94% | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Female | 22 | 776 | 780 | 751 | * | * | * | 46% | * | 82% | 52% |
| Male | 41 | 787 | 784 | 751 | * | * | * | 49% | * | 93% | 53% |
| Economically Disadvantaged Students | * | * | * | 736 | * | * | * | * | * | * | 34% |
| Non-Economically Disadvantaged Students | * | * | * | 761 | * | * | * | * | * | * | 65% |
| Students with Disabilities | 11 | 756 | 758 | 729 | * | * | * | * | * | 64% | 29% |
| Students without Disabilities | 52 | 789 | 787 | 755 | * | * | * | * | * | 94% | 57% |
| English Learners | * | * | * | 724 | * | * | * | * | * | * | 21% |
| Non-English Learners | * | * | * | 753 | * | * | * | * | * | * | 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% |



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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 | 51 | 778 | 772 | 747 | 0% | 0% | * | 82% | * | 96% | 47% |
| White | 24 | 777 | 771 | 755 | 0% | 0% | * | 92% | * | 96% | 59% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 25% |
| Asian, Native Hawaiian, or Pacific Islander | 14 | 789 | * | 774 | 0% | 0% | 0% | * | * | 100% | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 28 | 778 | 771 | 747 | * | * | * | 75% | * | 93% | 47% |
| Male | 23 | 778 | 772 | 747 | * | * | * | 91% | * | 100% | 48% |
| Economically Disadvantaged Students | N | N | N | 732 | N | N | N | N | N | N | 27% |
| Non-Economically Disadvantaged Students | 51 | 778 | * | 757 | 0% | 0% | * | 82% | * | 96% | 61% |
| Students with Disabilities | * | * | * | 724 | * | * | * | * | * | * | 22% |
| Students without Disabilities | * | * | * | 751 | * | * | * | * | * | * | 52% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 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% |



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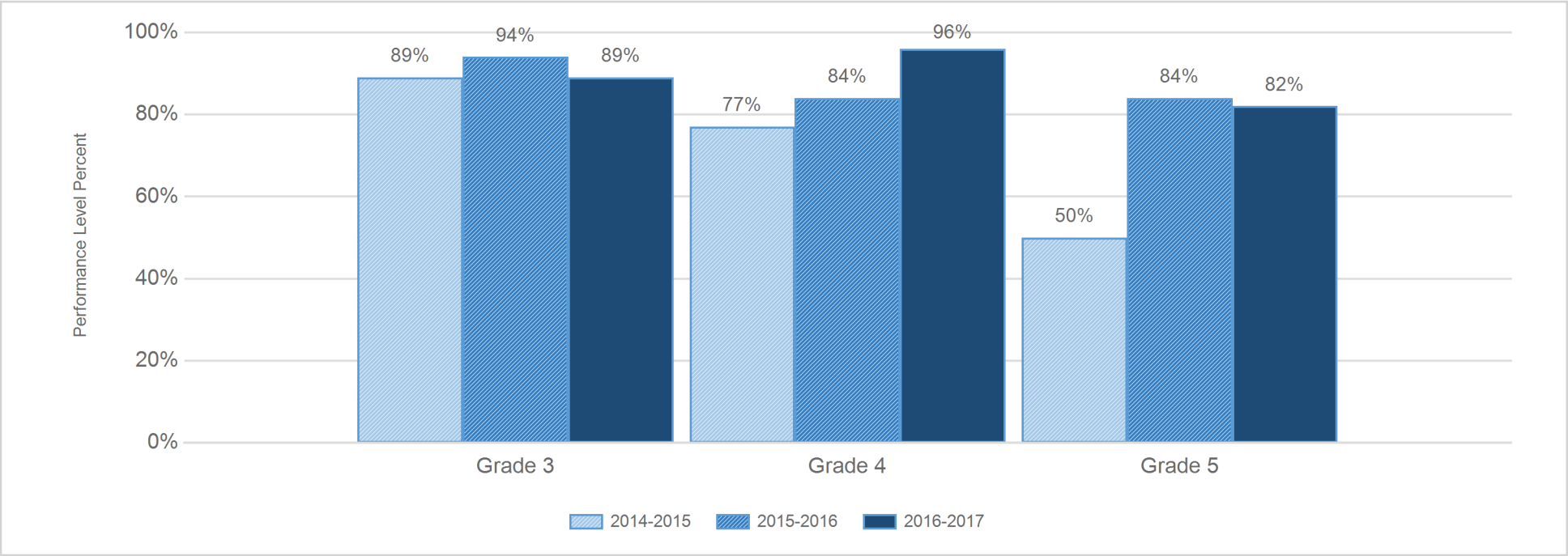
Mathematics Assessment - Performance by Grade: Grade 5

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 | 62 | 771 | 771 | 747 | * | * | * | 57% | 26% | 82% | 46% |
| White | 40 | 772 | 770 | 754 | 0% | 0% | * | 68% | * | 88% | 57% |
| Hispanic | * | * | * | 735 | * | * | * | * | * | * | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 22% |
| Asian, Native Hawaiian, or Pacific Islander | 14 | 779 | * | 774 | * | 0% | * | * | * | 86% | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 47% |
| Female | 33 | 768 | 770 | 747 | * | * | * | 58% | * | 79% | 47% |
| Male | 29 | 774 | 772 | 746 | * | * | * | 55% | * | 86% | 46% |
| Economically Disadvantaged Students | N | N | N | 732 | N | N | N | N | N | N | 27% |
| Non-Economically Disadvantaged Students | 62 | 771 | 771 | 756 | * | * | * | 57% | 26% | 82% | 59% |
| Students with Disabilities | * | * | * | 725 | * | * | * | * | * | * | 19% |
| Students without Disabilities | * | * | * | 751 | * | * | * | * | * | * | 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% |

Mathematics Assessment – Performance Trends

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





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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 | N | N |
| 4 | N | N |
| 5 | * | * |

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 |



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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.

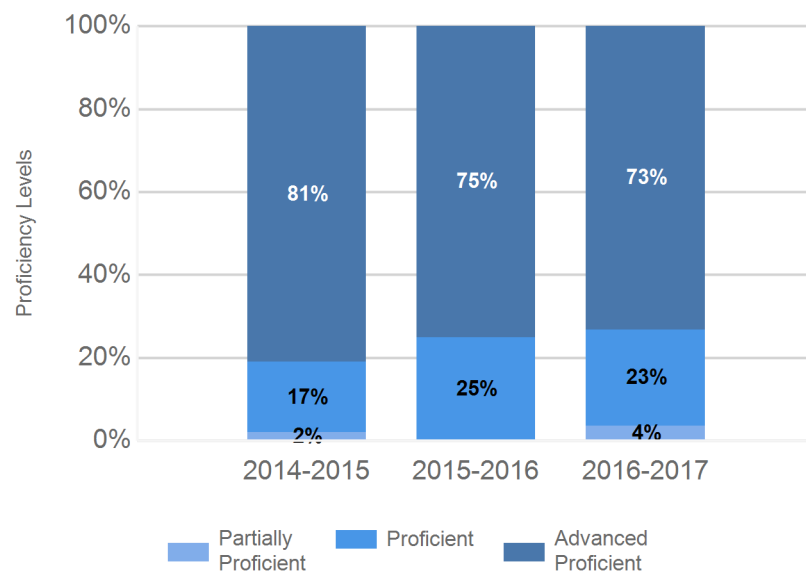
NJASK Science Assessment Performance: Grade 4

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 | 73% | 23% | 4% |
| White | 65% | 31% | 4% |
| Hispanic | * | N | N |
| Black or African American | * | * | N |
| Asian, Native Hawaiian, or Pacific Islander | 73% | 20% | 7% |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | * | N |
| Economically Disadvantaged Students | N | N | N |
| Students with Disabilities | 50% | 50% | N |
| English Learners | * | * | * |

NJASK Science Assessment Performance Trends: Grade 4

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





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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 | 48 | 48 | 50 | Met Target | 50 | 49 | 50 | Met Target |
| White | 45 | 45 | 50 | Met Target | 49 | 46 | 52 | Met Target |
| Hispanic | * | 49 | 49 | ** | * | 44.5 | 47 | ** |
| Black or African American | * | * | 45 | ** | * | * | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 55 | * | 60 | ** | 63 | * | 59 | Exceeds Target |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | 56 | 51 | ** | * | 49 | 52 | ** |
| Economically Disadvantaged | * | 34.5 | 47 | ** | N | N | N | N |
| Students with Disabilities | 37 | 34 | 41 | ** | 51.5 | 38 | 43 | ** |
| English Learners | * | 64 | 53 | ** | * | 65 | 51 | ** |

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



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

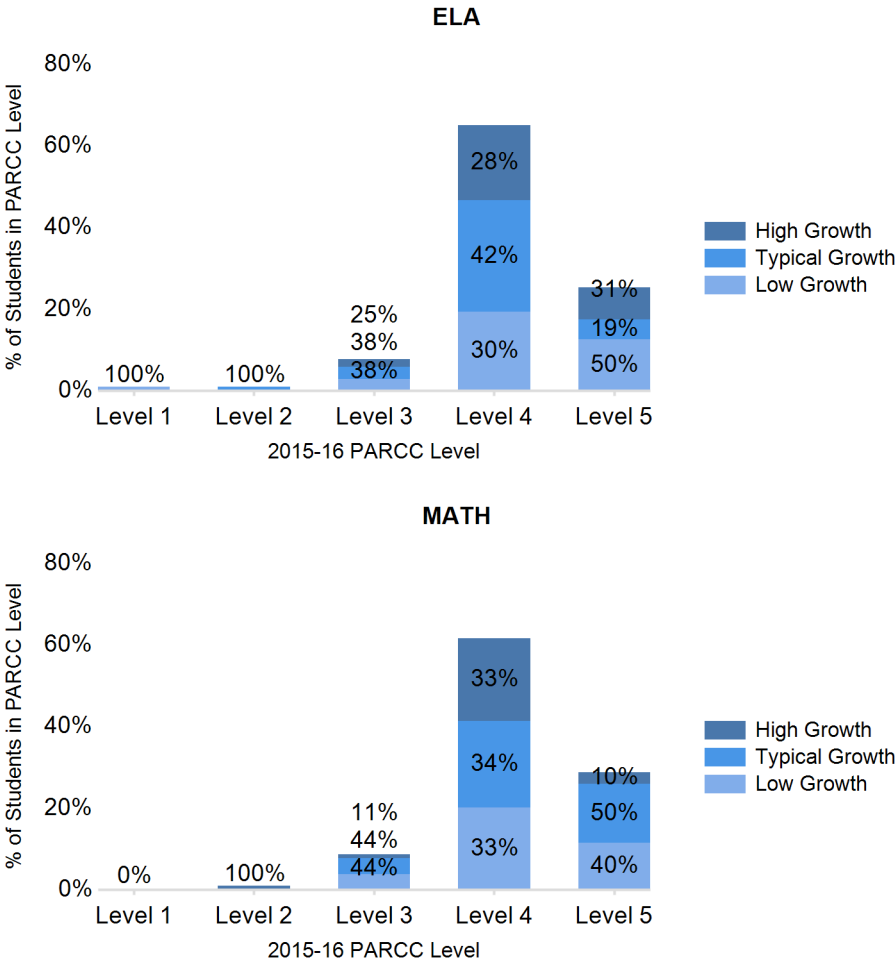
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

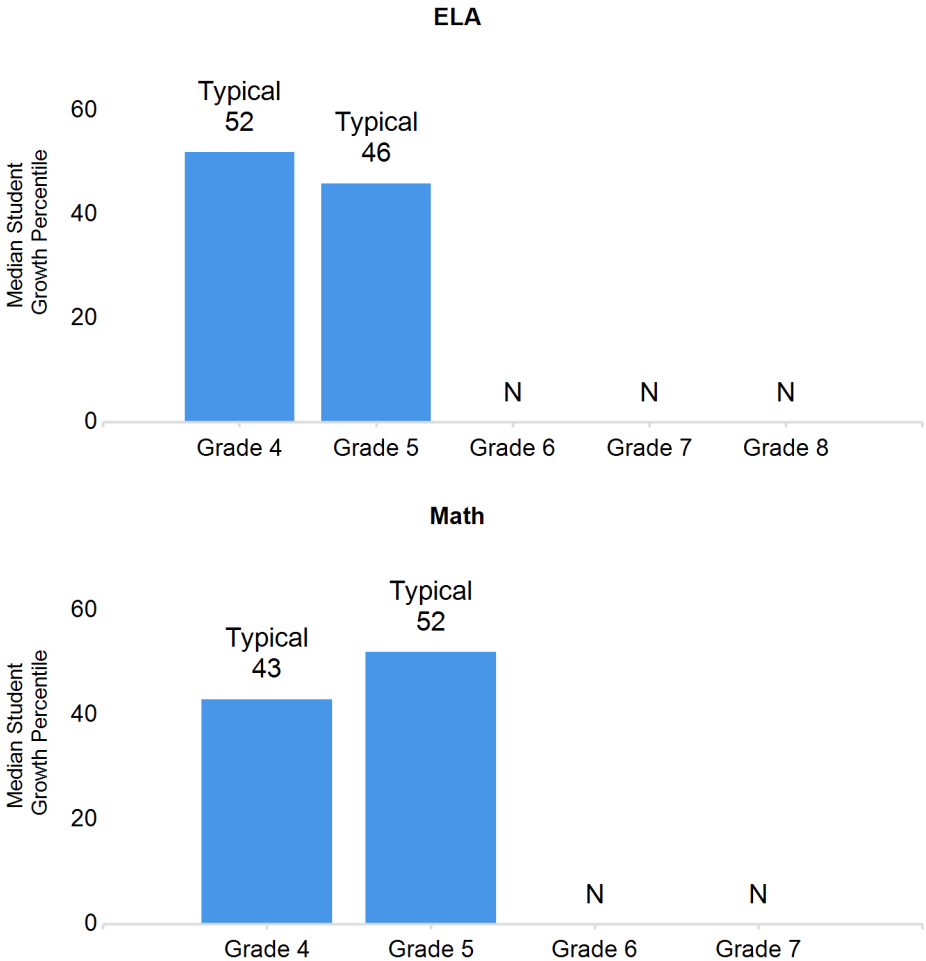
Student Growth by Performance Level

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.





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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

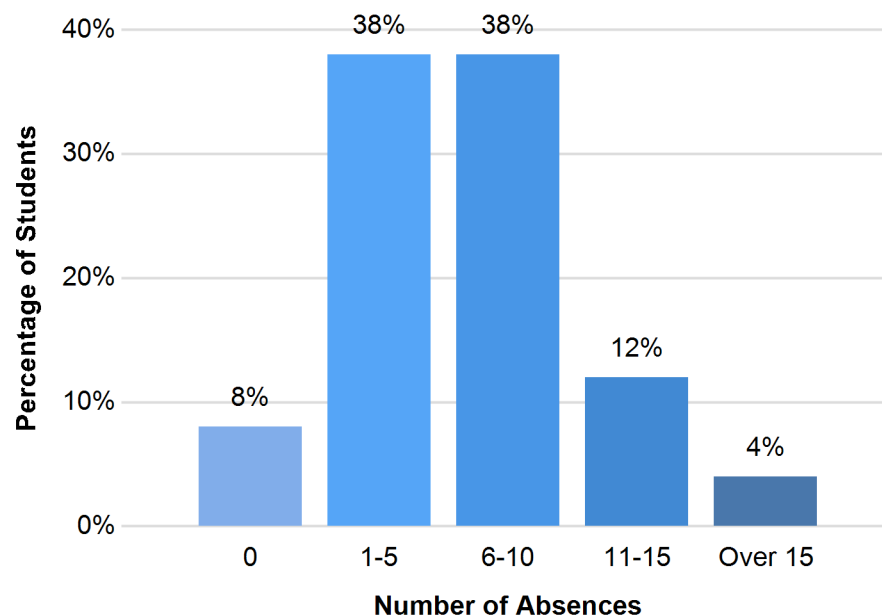
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 2.60 | 8.40 | Met Target |
| White | 3.10 | 8.40 | Met Target |
| Hispanic | 0 | 8.40 | Met Target |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 1.10 | 8.40 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | 3.10 | 8.40 | Met Target |
| Economically Disadvantaged Students | N | ** | ** |
| Students with Disabilities | 4.50 | 8.40 | Met Target |
| English Learners | N | ** | ** |

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

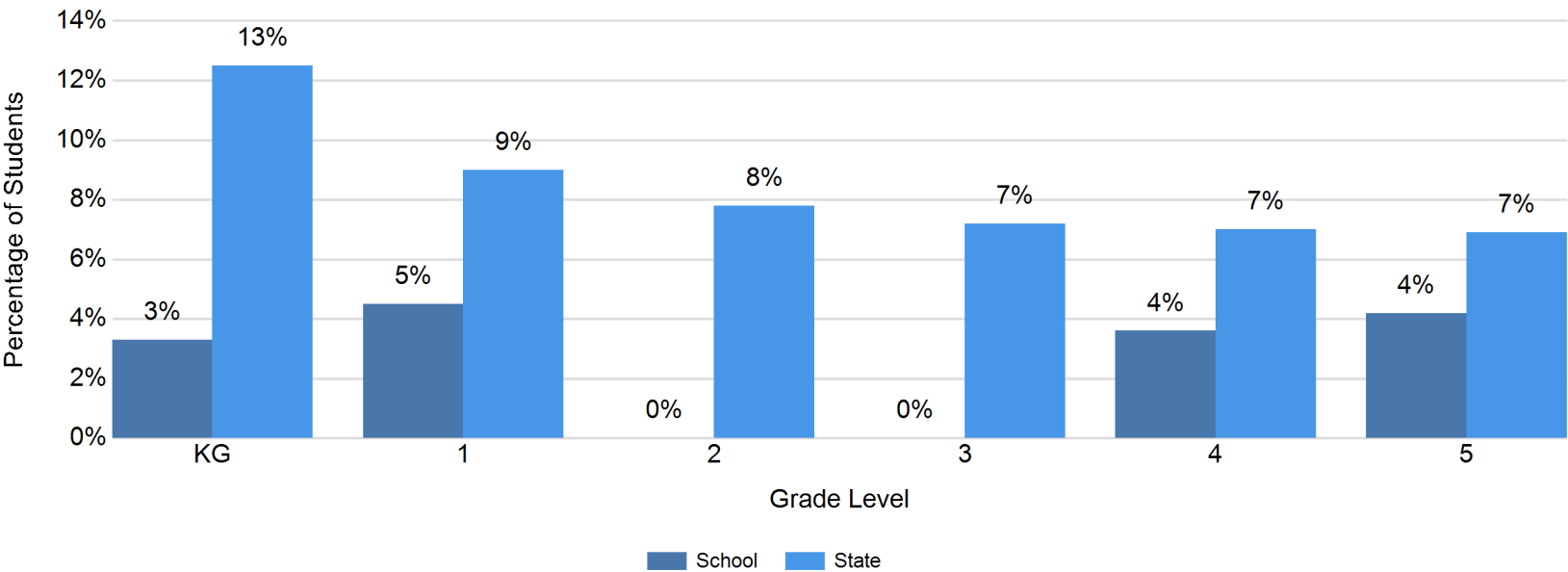
Days Absent

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.



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 | 8:45AM |
| Typical End Time | 3:00PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 5 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) | 1 |
| Total Unique Incidents | 1 |
| Incidents Per 100 Students Enrolled | 0.26 |

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 |



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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 | 1.1:1 | 228.9 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 | \$244 | \$14,235 | \$14,479 |



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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 | 30 | 120,724 |
| Average years experience in public schools | 11.2 | 11.8 |
| Average years experience in district | 10.6 | 10.5 |
| Teachers in district for 4 or more years | 90% | 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 | 31 | 9,506 |
| Average years experience in public schools | 16.8 | 15.9 |
| Average years experience in district | 9.9 | 11.6 |
| Administrators in district for 4 or more years | 84% | 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 | 13:1 | 13:1 |
| Administrators | 385:1 | 183:1 |
| Librarian/Media Specialists | | 631:1 |
| Nurses | | 631:1 |
| Counselors | | 437:1 |
| Child Study Team | | 227:1 |



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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 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 | 89% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 93% | 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% |



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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 | 87.6 | 17.5% |
| Mathematics Proficiency | 98.3 | 17.5% |
| English Language Arts Growth | 31.4 | 25.0% |
| Mathematics Growth | 48.9 | 25.0% |
| Chronic Absenteeism | 92.4 | 15.0% |
| Progress Towards English Language Proficiency (coming 2018) | N/A | N/A |
| Summative Score: Sum of all indicator scores multiplied by indicator weights | | 66.5 |
| Summative Rating: Percentile rank of Summative Score | | 75.3 |
| 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.



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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 | 66.5 | 11.9 | No | Met Target† | Met Goal | Met Target | Met Target | Met Target | No |
| White | 62.4 | 11.9 | No | Met Goal | Met Goal | Met Target | Met Target | Met Target | No |
| Hispanic | ** | ** | No | ** | ** | Met Target | ** | ** | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | 73.4 | 11.9 | No | Met Goal | Met Goal | Met Target | ** | Exceeds Target | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | Met Target | ** | ** | No |
| Economically Disadvantaged Students | ** | ** | No | ** | ** | ** | ** | ** | No |
| Students with Disabilities | ** | ** | No | Met Target | Met Target | Met 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.



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School General Info

| | | | |
|-------------------|---------------------------------------|-----------------------|---|
| Principal: | Dr. Leininger | Email Address: | mleininger@ridgewood.k12.nj.us |
| Address: | 340 BOGERT AVE RIDGEWOOD, NJ 07451 | Website: | http://www.ridgewood.k12.nj.us |
| Phone: | (201)670-2760 | Facebook: | https://www.facebook.com/RidgewoodPublicSchools |
| | | Twitter: | https://twitter.com/RwdPubSchools |




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"> • Attention to the developmental needs of the whole child is the primary focus. • Highly trained professional staff is able to meet the needs of all learners. • Parent and community involvement enrich the elementary experience. |
| Mission, Vision, Theme: | Mission Statement - The Ridgewood Public Schools, committed to a tradition of excellence and innovation, in partnership with the community, provide a rich and challenging learning environment, enabling students to maximize their unique potentials to become life-long learners and productive, responsible citizens. |
| Awards, Recognition, Accomplishments: | Ridgewood Public Schools has been consistently ranking in state and national publications. |

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.

| | |
|---|---|
|  <div> Courses, Curriculum, Instruction: </div> | The K-12 district curriculum is aligned to the NJSLs and provides students with a rich and challenging learning experience. Through a well-articulated academic program and in conjunction with varied extended learning opportunities, students are encouraged to maximize their potential, while being prepared for responsible citizenship in a globally connected society. The K-12 curriculum effectively strikes a balance between a tradition of excellence and a culture of innovation. |
|  <div> Clubs and Activities: </div> | Ridgewood Public Schools offer a variety of co-curricular activities at all levels with Ridgewood High School sponsoring 100 award-winning activities. |
|  <div> Before and After School Programs: </div> | Ridgewood Public Schools partner with the YMCA to offer before and after care at our elementary schools. |







Travell Elementary School
2016-2017
Grade Span KG-05

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 340 BOGERT AVE
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School Narrative

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

| | |
|---|--|
|  Staff and Professional Learning: | <p>Professional development in Ridgewood is organized around the district's identified annual goals. New teachers participate in a rich orientation program that begins in the summer and extends across the school year. Professional development days involve teachers in collaborative curriculum work, and the district supports teachers' participation in learning opportunities outside of Ridgewood. The district has made a strong commitment to Orton Gillingham training for its K-12 staff.</p> |
|  Student Supports and Services: | <p>The district offers an array of support services to meet the needs of diverse learners. This includes comprehensive programs for Special Education students, English Language Learners, students with 504 Plans and students with Health Plans. The district uses Intervention and Referral Services and offers Basic Skills Instruction. Guidance Counselors and Child Study Teams work closely with students and their families, and teachers consistently integrate differentiated instructional strategies.</p> |
|  Student Health and Wellness: | <p>Ridgewood Public Schools offer a full and progressive wellness program K-12.</p> |
|  Parent and Community Involvement: | <p>Parents and community members are involved through: Home and School Association, Federated Home and School Association, Learning Services Home and School Association, and Foundation. During the 2016-17 school year, our parent organization raised and donated \$1,067,145.85 in goods and services to the district.</p> |

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.

| | |
|--|--|
|  <div>Climate Surveys:</div> | <div>Is a Climate Survey Used: Yes; Who is surveyed: Parents</div> <div>Parents can access our community surveys on our website under Parents, Parent/Guardian Survey.</div> |
|  <div>Facilities:</div> | <div>Ridgewood Public Schools consist of 11 well-kept district facilities dating from 1894-1966 with many additions, the latest in 4 schools in 2009.</div> |



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School Narrative

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



Other Information:

Travell Elementary School is a caring learning community with a population of approximately 380 students in grades kindergarten through five. Visitors immediately sense the warmth and spirit of cooperation present at Travell. Parents and teachers work together to provide an academically challenging curriculum and culturally rich environment for our children. Recognizing that the ability to read and write is the foundation for success in all academic disciplines, developing a literate student body is a primary focus of the educational program and staff development initiatives. Teachers collaborate with one another to differentiate language arts instruction using the workshop model. Using literature and informational texts as guides, students learn the skills necessary to become truly literate readers and writers. Children publish personal narratives, memoirs, essays, realistic fiction, and informational pieces. The elementary mathematics program combines the practice of foundational skills with problem solving. Our goal is for the students to apply their knowledge of mathematics to life situations in an accurate, efficient, and thoughtful manner. Enrichment activities, as well as support programs, provide the children with an exemplary experience in mathematics. An inquiry-based science program gives our students opportunities to make predictions, collect data, take notes, graph information, reach conclusions, and create hypotheses. Hands-on experiences with earth, environmental, life, and physical science materials allow students to develop both process and thinking skills and apply them in making decisions and solving real-world problems. The study of communities, cultures, and history is the basis of our social studies program. Grade level teams implement units of study designed to allow children to experience the traditions of others and life in the past. Infused in all lessons is the importance of showing respect to individuals and groups.




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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.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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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 |
|----------|---------|---------|---------|
| KG | 52 | 70 | 69 |
| 1 | 79 | 73 | 68 |
| 2 | 86 | 78 | 78 |
| 3 | 85 | 87 | 82 |
| 4 | 87 | 84 | 91 |
| 5 | 89 | 89 | 86 |
| Ungraded | 19 | 20 | 22 |
| Total | 497 | 501 | 496 |

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 | 48% | 47% | 48% |
| Male | 52% | 53% | 52% |
| Economically Disadvantaged Students | 1% | 1% | 1% |
| Students with Disabilities | 14% | 17% | 17% |
| English Learners | 1% | 2% | 1% |
| 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 | 72.2% |
| Asian | 14.1% |
| Hispanic | 5.6% |
| Black or African American | 1.0% |
| American Indian or Alaska Native | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% |
| Two or More Races | 7.1% |

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 |
|---------------|---------|---------|---------|
| KG - Half Day | 55 | 70 | 69 |
| KG - Full Day | 0 | 0 | 0 |

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 | 93.8% |
| Korean | 1.4% |
| Spanish | 1.2% |
| Russian | 1.2% |
| Other | 2.4% |



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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 | 233 | 98.4 | 80.20 | 81.30 | 54.90 | 80.2 | 80 | Met Goal |
| White | 184 | 98.0 | 78.80 | 80.80 | 63.90 | 78.8 | 78.2 | Met Target |
| Hispanic | 11 | 100.0 | 72.80 | 73.50 | 39.80 | 72.8 | ** | ** |
| Black or African American | N | N | N | 46.90 | 35.20 | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 26 | 100.0 | 88.50 | 86.10 | 80.70 | 88.5 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | 50.00 | 53.70 | N | ** | ** |
| Two or More Races | 12 | 100.0 | 91.60 | 89.00 | 54.90 | 91.6 | ** | ** |
| Female | 108 | 98.3 | 87.00 | 87.00 | 62.20 | 87 | | |
| Male | 125 | 98.6 | 74.40 | 75.60 | 48.10 | 74.4 | | |
| Economically Disadvantaged Students | * | * | * | * | 36.20 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 65.80 | * | | |
| Students with Disabilities | 38 | 93.2 | 36.90 | 35.80 | 20.50 | 35.9 | 53 | Not Met |
| Students without Disabilities | 195 | 99.5 | 88.70 | 89.50 | 61.90 | 88.7 | | |
| 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 | * | 24.80 | N | | |
| Military-Connected Students | N | N | N | 50.00 | 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.



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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 | 81 | 771 | 783 | 749 | * | * | 24% | 58% | 14% | 72% | 50% |
| White | 68 | 772 | 783 | 759 | * | * | 25% | 57% | 15% | 72% | 61% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 35% |
| Black or African American | N | N | N | 731 | N | N | N | N | N | N | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52% |
| Female | 39 | 772 | 787 | 754 | * | * | * | 56% | * | 77% | 55% |
| Male | 42 | 770 | 780 | 745 | * | * | * | 60% | * | 67% | 46% |
| Economically Disadvantaged Students | N | N | N | 731 | N | N | N | N | N | N | 31% |
| Non-Economically Disadvantaged Students | 81 | 771 | 784 | 762 | * | * | 24% | 58% | 14% | 72% | 63% |
| Students with Disabilities | 14 | 755 | 755 | 720 | * | * | * | * | * | 36% | 24% |
| Students without Disabilities | 67 | 775 | 788 | 755 | * | * | * | * | * | 79% | 55% |
| English Learners | N | N | N | 709 | N | N | N | N | N | N | 11% |
| Non-English Learners | 81 | 771 | 784 | 752 | * | * | 24% | 58% | 14% | 72% | 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% |



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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 | 90 | 784 | 784 | 753 | * | * | 14% | 36% | 46% | 81% | 56% |
| White | 62 | 782 | 783 | 762 | * | * | 16% | 39% | 40% | 79% | 67% |
| Hispanic | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Black or African American | N | N | N | 737 | N | N | N | N | N | N | 36% |
| Asian, Native Hawaiian, or Pacific Islander | 13 | 809 | * | 777 | * | * | * | * | 77% | 100% | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 755 | * | * | * | * | * | * | 56% |
| Female | 42 | 789 | 789 | 758 | * | * | * | 38% | 50% | 88% | 61% |
| Male | 48 | 779 | 780 | 749 | * | * | * | 33% | 42% | 75% | 51% |
| Economically Disadvantaged Students | N | N | N | 737 | N | N | N | N | N | N | 36% |
| Non-Economically Disadvantaged Students | 90 | 784 | 785 | 764 | * | * | 14% | 36% | 46% | 81% | 69% |
| Students with Disabilities | 16 | 753 | 751 | 725 | * | * | * | * | * | 31% | 25% |
| Students without Disabilities | 74 | 790 | 790 | 759 | * | * | * | * | * | 92% | 62% |
| English Learners | N | N | N | 711 | N | N | N | N | N | N | 10% |
| Non-English Learners | 90 | 784 | 785 | 755 | * | * | 14% | 36% | 46% | 81% | 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% |



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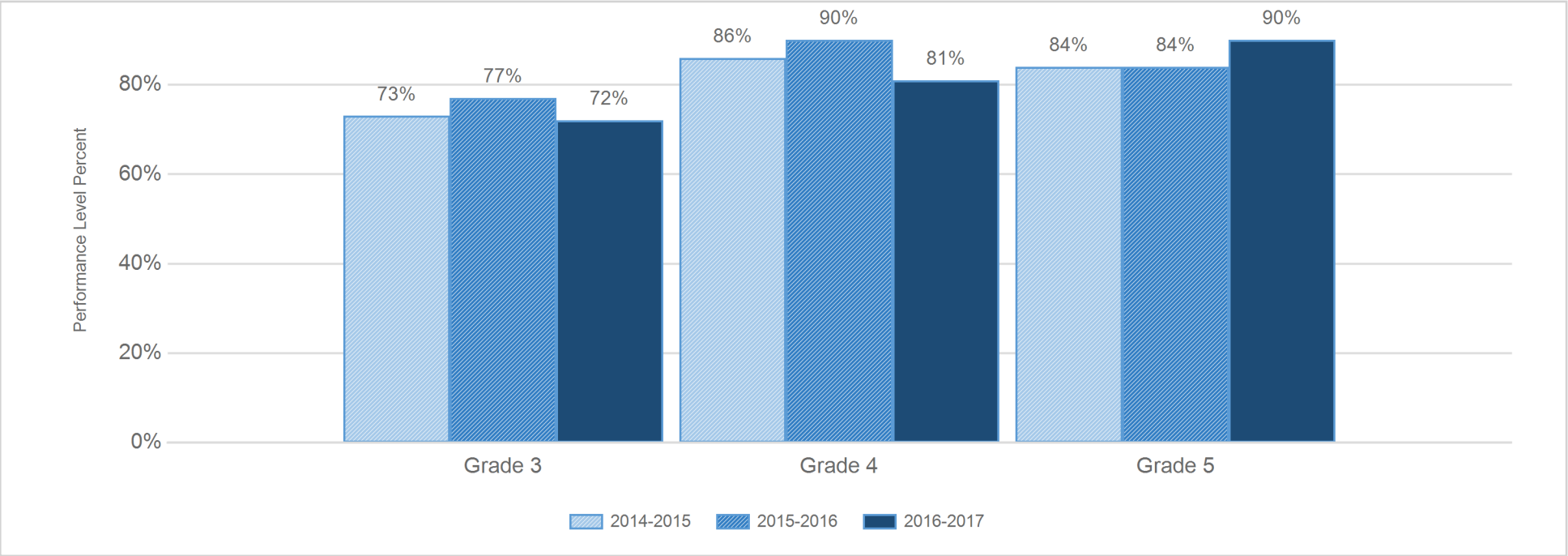
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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 | 81 | 783 | 783 | 756 | 0% | * | * | 61% | 30% | 90% | 59% |
| White | 65 | 780 | 783 | 763 | 0% | * | * | 62% | 28% | 89% | 69% |
| Hispanic | * | * | * | 743 | * | * | * | * | * | * | 44% |
| Black or African American | N | N | N | 740 | N | N | N | N | N | N | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 84% |
| American Indian or Alaska Native | N | N | N | 756 | N | N | N | N | N | N | 56% |
| Two or More Races | * | * | * | 757 | * | * | * | * | * | * | 60% |
| Female | 36 | 788 | 785 | 761 | 0% | * | * | 56% | 39% | 94% | 66% |
| Male | 45 | 779 | 780 | 750 | 0% | * | * | 64% | 22% | 87% | 53% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 40% |
| Non-Economically Disadvantaged Students | * | * | * | 765 | * | * | * | * | * | * | 71% |
| Students with Disabilities | 10 | 757 | 746 | 725 | * | * | * | * | * | 50% | 22% |
| Students without Disabilities | 71 | 786 | 788 | 762 | * | * | * | * | * | 96% | 66% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | 12% |
| Non-English Learners | 81 | 783 | 783 | 757 | 0% | * | * | 61% | 30% | 90% | 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% |

English Language Arts/Literacy Assessment - Performance Trends

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





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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 | 233 | 98.4 | 79.90 | 75.40 | 43.50 | 79.9 | 78.7 | Met Target |
| White | 184 | 98.0 | 79.90 | 74.30 | 52.40 | 79.9 | 74.1 | Met Target |
| Hispanic | 11 | 100.0 | 54.60 | 62.80 | 27.60 | 54.6 | ** | ** |
| Black or African American | N | N | N | 45.10 | 21.70 | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 26 | 100.0 | 88.50 | 85.10 | 75.60 | 88.5 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | 50.00 | 42.50 | N | ** | ** |
| Two or More Races | 12 | 100.0 | 83.30 | 84.20 | 44.90 | 83.3 | ** | ** |
| Female | 108 | 98.3 | 80.60 | 75.90 | 44.10 | 80.6 | | |
| Male | 125 | 98.6 | 79.20 | 75.10 | 42.90 | 79.2 | | |
| Economically Disadvantaged Students | * | * | * | * | 25.10 | * | ** | ** |
| Non-Economically Disadvantaged Students | * | * | * | * | 54.30 | * | | |
| Students with Disabilities | 38 | 93.2 | 50.00 | 33.90 | 16.50 | 48.8 | 44.9 | Met Target |
| Students without Disabilities | 195 | 99.5 | 85.70 | 83.30 | 48.80 | 85.7 | | |
| 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 | * | 15.10 | N | | |
| Military-Connected Students | N | N | N | 25.00 | 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.



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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 | 81 | 776 | 782 | 751 | * | * | 12% | 51% | 33% | 84% | 53% |
| White | 68 | 777 | 781 | 759 | * | * | * | 59% | 29% | 88% | 63% |
| Hispanic | * | * | * | 738 | * | * | * | * | * | * | 37% |
| Black or African American | N | N | N | 733 | N | N | N | N | N | N | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 750 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 53% |
| Female | 39 | 776 | 780 | 751 | * | * | * | 46% | 39% | 85% | 52% |
| Male | 42 | 777 | 784 | 751 | * | * | * | 55% | 29% | 83% | 53% |
| Economically Disadvantaged Students | N | N | N | 736 | N | N | N | N | N | N | 34% |
| Non-Economically Disadvantaged Students | 81 | 776 | 783 | 761 | * | * | 12% | 51% | 33% | 84% | 65% |
| Students with Disabilities | 14 | 759 | 758 | 729 | * | * | * | * | * | 64% | 29% |
| Students without Disabilities | 67 | 780 | 787 | 755 | * | * | * | * | * | 88% | 57% |
| English Learners | N | N | N | 724 | N | N | N | N | N | N | 21% |
| Non-English Learners | 81 | 776 | 782 | 753 | * | * | 12% | 51% | 33% | 84% | 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% |



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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 | 90 | 770 | 772 | 747 | * | * | 16% | 57% | 19% | 76% | 47% |
| White | 62 | 767 | 771 | 755 | 0% | * | * | 61% | 16% | 77% | 59% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 30% |
| Black or African American | N | N | N | 729 | N | N | N | N | N | N | 25% |
| Asian, Native Hawaiian, or Pacific Islander | 13 | 797 | * | 774 | 0% | 0% | * | * | * | 92% | 79% |
| American Indian or Alaska Native | N | N | N | 743 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 42 | 769 | 771 | 747 | 0% | * | * | 62% | * | 76% | 47% |
| Male | 48 | 772 | 772 | 747 | 0% | * | * | 52% | * | 75% | 48% |
| Economically Disadvantaged Students | N | N | N | 732 | N | N | N | N | N | N | 27% |
| Non-Economically Disadvantaged Students | 90 | 770 | * | 757 | * | * | 16% | 57% | 19% | 76% | 61% |
| Students with Disabilities | 16 | 744 | 744 | 724 | * | * | * | * | * | 38% | 22% |
| Students without Disabilities | 74 | 776 | 777 | 751 | * | * | * | * | * | 84% | 52% |
| English Learners | N | N | N | 716 | N | N | N | N | N | N | 12% |
| Non-English Learners | 90 | 770 | 773 | 749 | * | * | 16% | 57% | 19% | 76% | 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% |



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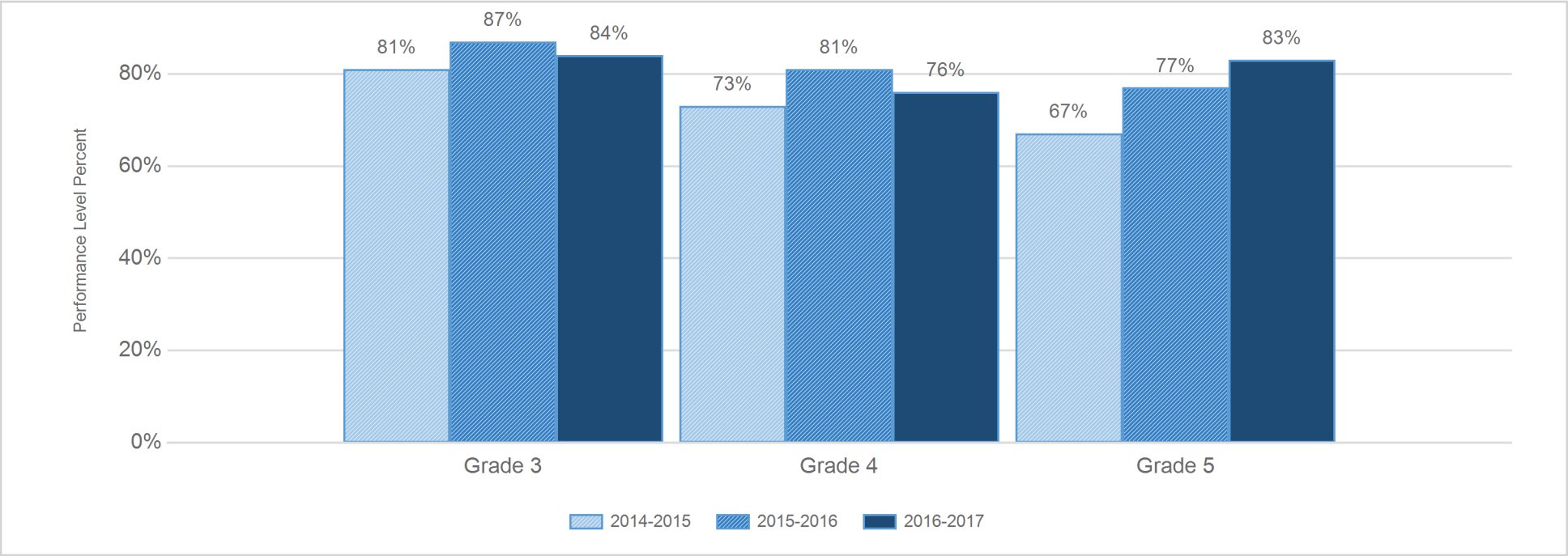
Mathematics Assessment - Performance by Grade: Grade 5

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 | 81 | 770 | 771 | 747 | 0% | * | 15% | 74% | * | 83% | 46% |
| White | 65 | 766 | 770 | 754 | 0% | * | 19% | 71% | * | 79% | 57% |
| Hispanic | * | * | * | 735 | * | * | * | * | * | * | 30% |
| Black or African American | N | N | N | 729 | N | N | N | N | N | N | 22% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 774 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | N | 745 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 47% |
| Female | 36 | 771 | 770 | 747 | 0% | * | * | 75% | * | 83% | 47% |
| Male | 45 | 769 | 772 | 746 | 0% | * | * | 73% | * | 82% | 46% |
| Economically Disadvantaged Students | * | * | * | 732 | * | * | * | * | * | * | 27% |
| Non-Economically Disadvantaged Students | * | * | * | 756 | * | * | * | * | * | * | 59% |
| Students with Disabilities | 10 | 748 | 740 | 725 | * | * | * | * | * | 60% | 19% |
| Students without Disabilities | 71 | 773 | 775 | 751 | * | * | * | * | * | 86% | 52% |
| English Learners | N | N | N | 717 | N | N | N | N | N | N | 12% |
| Non-English Learners | 81 | 770 | 771 | 748 | 0% | * | 15% | 74% | * | 83% | 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% |

Mathematics Assessment – Performance Trends

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





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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 | N | N |
| 4 | * | * |
| 5 | 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 | * | * | * |
| 4 | N | N | N |
| 5+ | N | N | N |



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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.

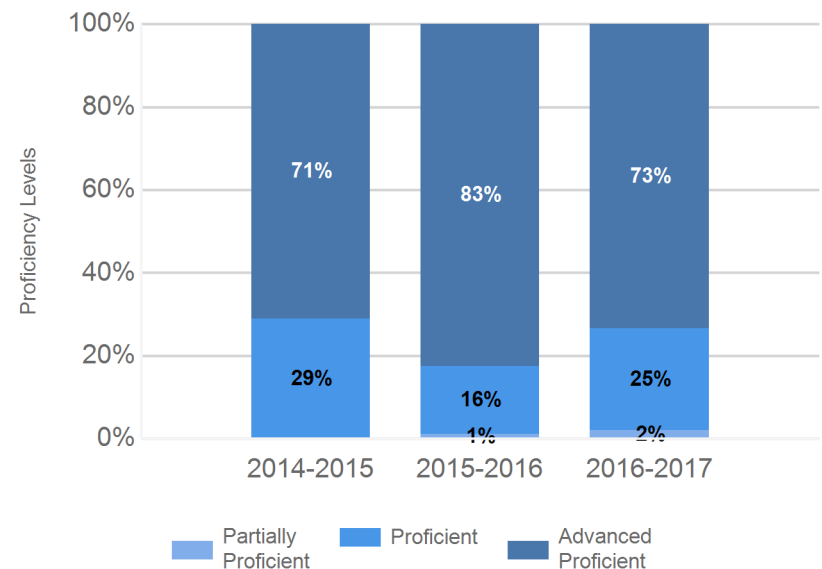
NJASK Science Assessment Performance: Grade 4

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 | 73% | 25% | 2% |
| White | 70% | 28% | * |
| Hispanic | * | * | N |
| Black or African American | N | N | * |
| Asian, Native Hawaiian, or Pacific Islander | 93% | 7% | N |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | * | N |
| Economically Disadvantaged Students | N | N | * |
| Students with Disabilities | 44% | 44% | 11% |
| 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.





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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 | 67 | 48 | 50 | Exceeds Target | 52.5 | 49 | 50 | Met Target |
| White | 66 | 45 | 50 | Exceeds Target | 55 | 46 | 52 | Met Target |
| Hispanic | * | 49 | 49 | ** | * | 44.5 | 47 | ** |
| Black or African American | N | N | N | N | N | N | N | N |
| Asian, Native Hawaiian, or Pacific Islander | 71 | * | 60 | ** | 52 | * | 59 | ** |
| American Indian or Alaska Native | N | N | N | N | N | N | N | N |
| Two or More Races | * | 56 | 51 | ** | * | 49 | 52 | ** |
| Economically Disadvantaged | * | 34.5 | 47 | ** | * | 52 | 46 | ** |
| Students with Disabilities | 63 | 34 | 41 | Exceeds Target | 71 | 38 | 43 | Exceeds Target |
| English Learners | * | 64 | 53 | ** | * | 65 | 51 | ** |

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



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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:

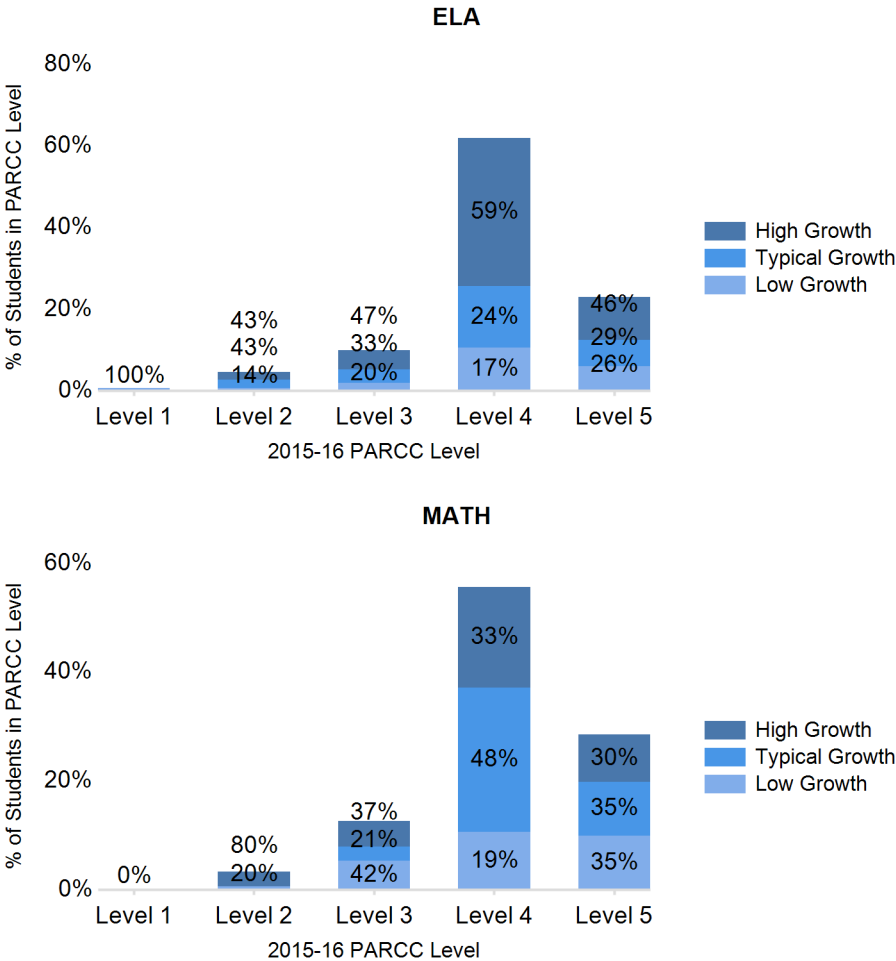
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

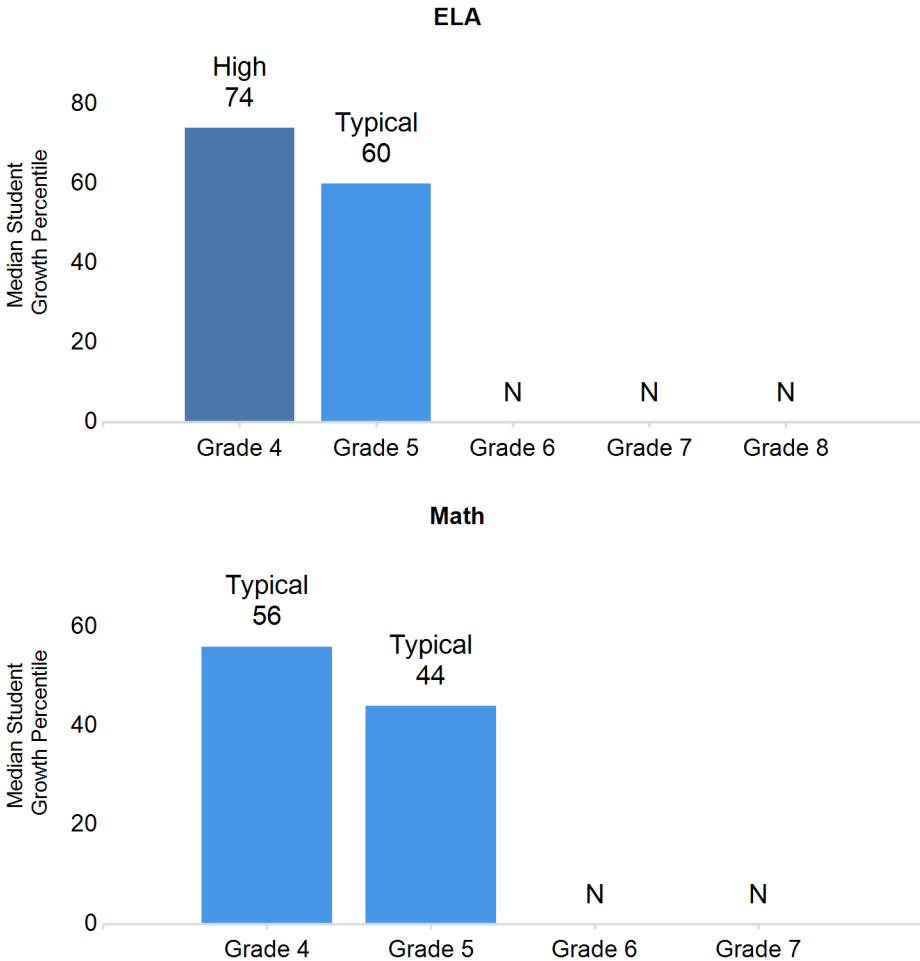
Student Growth by Performance Level

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.





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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

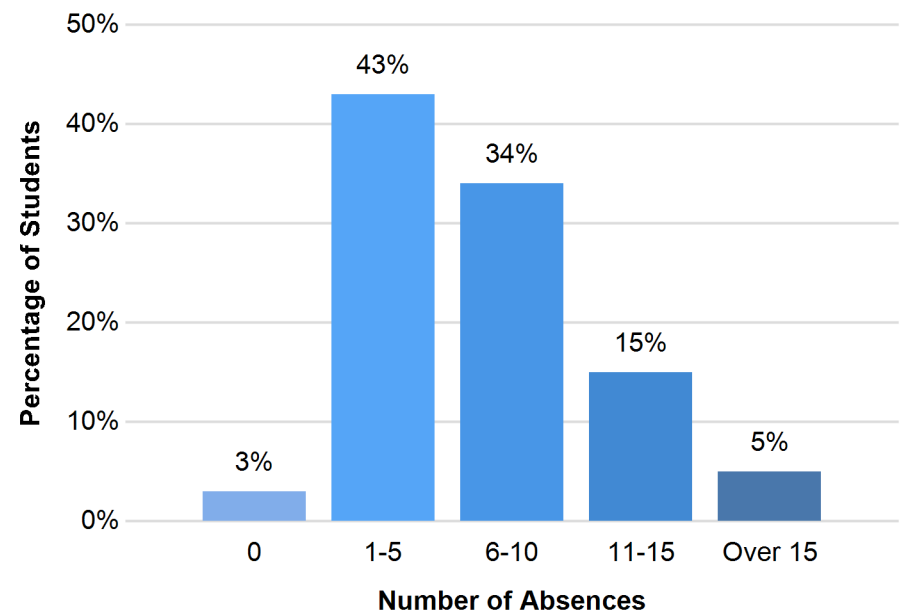
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide | 3.00 | 8.40 | Met Target |
| White | 3.10 | 8.40 | Met Target |
| Hispanic | 7.10 | 8.40 | Met Target |
| Black or African American | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 1.40 | 8.40 | Met Target |
| American Indian or Alaska Native | N | ** | ** |
| Two or More Races | 0 | 8.40 | Met Target |
| Economically Disadvantaged Students | N | ** | ** |
| Students with Disabilities | 6.70 | 8.40 | Met Target |
| English Learners | N | ** | ** |

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

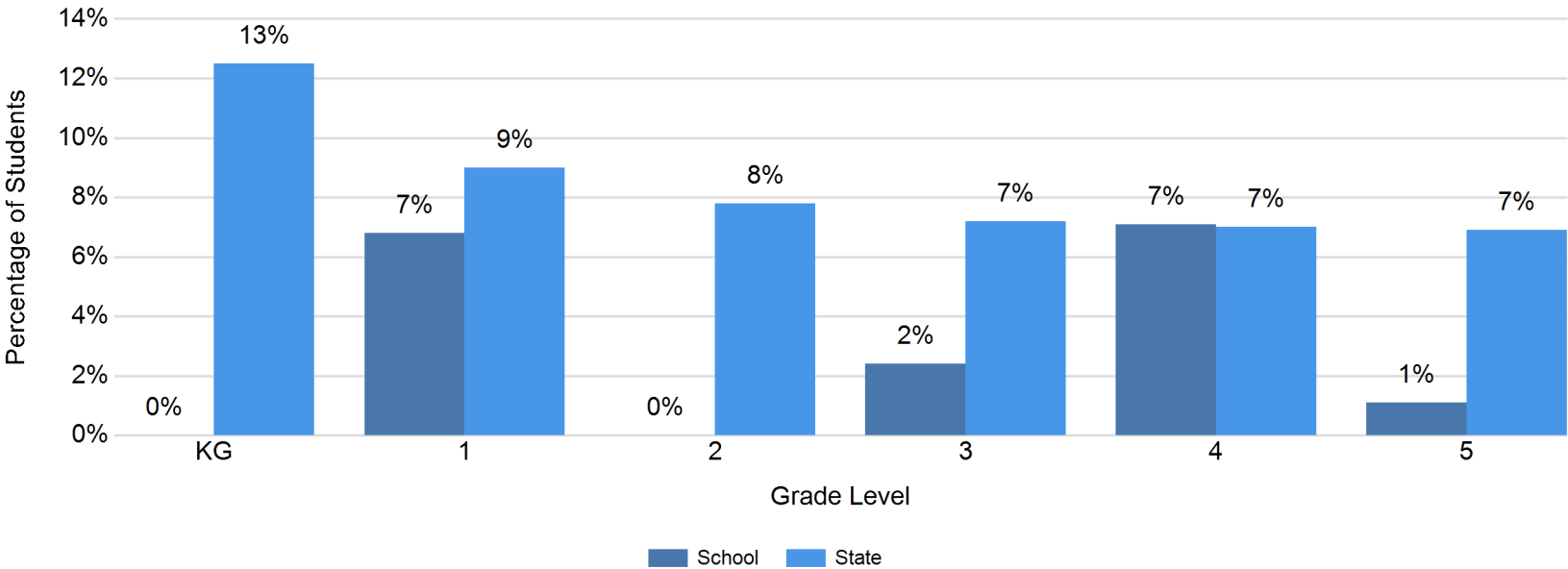
Days Absent

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.



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 | 8:45AM |
| Typical End Time | 3:00PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 5 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) | 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 |



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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 | 1.0:1 | 228.9 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 | \$244 | \$14,235 | \$14,479 |



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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 | 38 | 120,724 |
| Average years experience in public schools | 11.2 | 11.8 |
| Average years experience in district | 10.6 | 10.5 |
| Teachers in district for 4 or more years | 90% | 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 | 31 | 9,506 |
| Average years experience in public schools | 16.8 | 15.9 |
| Average years experience in district | 9.9 | 11.6 |
| Administrators in district for 4 or more years | 84% | 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 | 13:1 | 13:1 |
| Administrators | 496:1 | 183:1 |
| Librarian/Media Specialists | | 631:1 |
| Nurses | | 631:1 |
| Counselors | | 437:1 |
| Child Study Team | | 227:1 |



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

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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 | 89% | 89% |
| 2015-16 Administrators: Same district 2016-17 | 93% | 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% |



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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 | 84.8 | 17.5% |
| Mathematics Proficiency | 94.9 | 17.5% |
| English Language Arts Growth | 94.5 | 25.0% |
| Mathematics Growth | 76.5 | 25.0% |
| Chronic Absenteeism | 86.6 | 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.



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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 | Exceeds Target | Met Target | No |
| White | 81.3 | 11.9 | No | Met Target | Met Target | Met Target | Exceeds Target | Met Target | No |
| Hispanic | ** | ** | No | ** | ** | Met Target | ** | ** | No |
| Black or African American | ** | ** | No | ** | ** | ** | ** | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | Met Goal | Met Goal | Met Target | ** | ** | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | ** | No |
| Two or More Races | ** | ** | No | ** | ** | Met Target | ** | ** | No |
| Economically Disadvantaged Students | ** | ** | No | ** | ** | ** | ** | ** | No |
| Students with Disabilities | 91.4 | 11.9 | No | Not Met | Met Target | Met Target | Exceeds 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.



Willard Elementary School
2016-2017
Grade Span KG-05




03-4390-130
 BERGEN
 RIDGEWOOD VILLAGE
 601 MORNINGSIDE RD
 RIDGEWOOD, NJ 07451

School General Info

| | | | |
|-------------------|---|-----------------------|---|
| Principal: | Mrs. Hoffman | Email Address: | choffman@ridgewood.k12.nj.us |
| Address: | 601 MORNINGSIDE RD RIDGEWOOD, NJ 07451 | Website: | http://www.ridgewood.k12.nj.us |
| Phone: | (201)670-2770 | Facebook: | https://www.facebook.com/RidgewoodPublicSchools |
| | | Twitter: | https://twitter.com/RwdPubSchools |




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"> • Attention to the developmental needs of the whole child is the primary focus. • Highly trained professional staff is able to meet the needs of all learners. • Parent and community involvement enrich the elementary experience. |
|  Mission, Vision, Theme: | Mission Statement - The Ridgewood Public Schools, committed to a tradition of excellence and innovation, in partnership with the community, provide a rich and challenging learning environment, enabling students to maximize their unique potentials to become life-long learners and productive, responsible citizens. |
|  Awards, Recognition, Accomplishments: | Ridgewood Public Schools has been consistently ranking in state and national publications. |

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| | |
|--|---|
|  <div> Courses, Curriculum, Instruction: </div> | The K-12 district curriculum is aligned to the NJSLS and provides students with a rich and challenging learning experience. Through a well-articulated academic program and in conjunction with varied extended learning opportunities, students are encouraged to maximize their potential, while being prepared for responsible citizenship in a globally connected society. The K-12 curriculum effectively strikes a balance between a tradition of excellence and a culture of innovation. |
|  <div> Clubs and Activities: </div> | Ridgewood Public Schools offer a variety of co-curricular activities at all levels with Ridgewood High School sponsoring 100 award-winning activities. |
|  <div> Before and After School Programs: </div> | Ridgewood Public Schools partner with the YMCA to offer before and after care at our elementary schools. |







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| | |
|---|--|
|  Staff and Professional Learning: | <p>Professional development in Ridgewood is organized around the district's identified annual goals. New teachers participate in a rich orientation program that begins in the summer and extends across the school year. Professional development days involve teachers in collaborative curriculum work, and the district supports teachers' participation in learning opportunities outside of Ridgewood. The district has made a strong commitment to Orton Gillingham training for its K-12 staff.</p> |
|  Student Supports and Services: | <p>The district offers an array of support services to meet the needs of diverse learners. This includes comprehensive programs for Special Education students, English Language Learners, students with 504 Plans and students with Health Plans. The district uses Intervention and Referral Services and offers Basic Skills Instruction. Guidance Counselors and Child Study Teams work closely with students and their families, and teachers consistently integrate differentiated instructional strategies.</p> |
|  Student Health and Wellness: | <p>Ridgewood Public Schools offer a full and progressive wellness program K-12.</p> |
|  Parent and Community Involvement: | <p>Parents and community members are involved through: Home and School Association, Federated Home and School Association, Learning Services Home and School Association, and Foundation. During the 2016-17 school year, our parent organization raised and donated \$1,067,145.85 in goods and services to the district.</p> |

School Narrative

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| | |
|--|--|
|  <div>Climate Surveys:</div> | <div>Is a Climate Survey Used: Yes; Who is surveyed: Parents</div> <div>Parents can access our community surveys on our website under Parents, Parent/Guardian Survey.</div> |
|  <div>Facilities:</div> | <div>Ridgewood Public Schools consist of 11 well-kept district facilities dating from 1894-1966 with many additions, the latest in 4 schools in 2009.</div> |



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Other Information:

Willard Elementary School is a caring learning community with a population of approximately 500 students in grades kindergarten through five. Visitors immediately sense the warmth and spirit of cooperation present at Willard. Parents and teachers work together to provide an academically challenging curriculum and culturally rich environment for our children. Recognizing that the ability to read and write is the foundation for success in all academic disciplines, developing a literate student body is a primary focus of the educational program and staff development initiatives. Teachers collaborate with one another to differentiate language arts instruction using the workshop model. Using literature and informational texts as guides, students learn the skills necessary to become truly literate readers and writers. Children publish personal narratives, memoirs, essays, realistic fiction, and informational pieces. The elementary mathematics program combines the practice of foundational skills with problem solving. Our goal is for the students to apply their knowledge of mathematics to life situations in an accurate, efficient, and thoughtful manner. Enrichment activities, as well as support programs, provide the children with an exemplary experience in mathematics. An inquiry-based science program gives our students opportunities to make predictions, collect data, take notes, graph information, reach conclusions, and create hypotheses. Hands-on experiences with earth, environmental, life, and physical science materials allow students to develop both process and thinking skills and apply them in making decisions and solving real-world problems. The study of communities, cultures, and history is the basis of our social studies program. Grade level teams implement units of study designed to allow children to experience the traditions of others and life in the past. Infused in all lessons is the importance of showing respect to individuals and groups.