NJ SCHOOL PERFORMANCE REPORT

RAMAPO RIDGE
(03-2900-076)
Grades Offered: 06-08
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	MAHWAH TWP
Principal Name	MR. CORY
Address	150 RIDGE ROAD MAHWAH, NJ 07430
Phone Number	(201)762-2380
Email Address	BCORY@MAHWAH.K12.NJ.US
Website	https://www.mahwah.k12.nj.us/Domain/9
Twitter	https://twitter.com/RamapoRidgeMS

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
6	246	203	238
7	244	247	206
8	263	254	252
Total	753	704	696

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.5%	49.3%	50.7%
Male	51.5%	50.7%	49.3%
Economically Disadvantaged Students	9.8%	9.1%	9.1%
Students with Disabilities	12.6%	13.8%	15.5%
English Learners	0.9%	1.1%	2.2%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.6%	0.3%
Military-Connected Students		0.0%	0.4%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	76.1%	73.6%	71.7%
Hispanic	7.3%	5.8%	7.9%
Black or African American	2.4%	3.7%	3.2%
Asian	10.4%	12.5%	13.2%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.4%	0.4%	0.3%
Two or More Races	3.5%	3.8%	3.6%

Enrollment by Home Language

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

Home Language	% of Students
English	87.4%
Spanish	2.2%
Russian	1.6%
Korean	1.3%
Hindi	1.0%
Other Languages	6.6%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	53	49	50	Met Standard	41	45	50	Met Standard
White	49	46	50	Met Standard	41	45	51	Met Standard
Hispanic	52.5	48.5	49	Met Standard	33	42	48	Not Met
Black or African American	46	50	44	**	39.5	37	44	**
Asian, Native Hawaiian, or Pacific Islander	73	71	61	Exceeds Standard	49	49	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	67	57	49	**	44.5	41	51	**
Economically Disadvantaged	47.5	49	48	Met Standard	39	41	47	Not Met
Students with Disabilities	38.5	40	41	Not Met	38.5	41	43	Not Met
English Learners	67	67	54	Exceeds Standard	55.5	48	51	Met Standard

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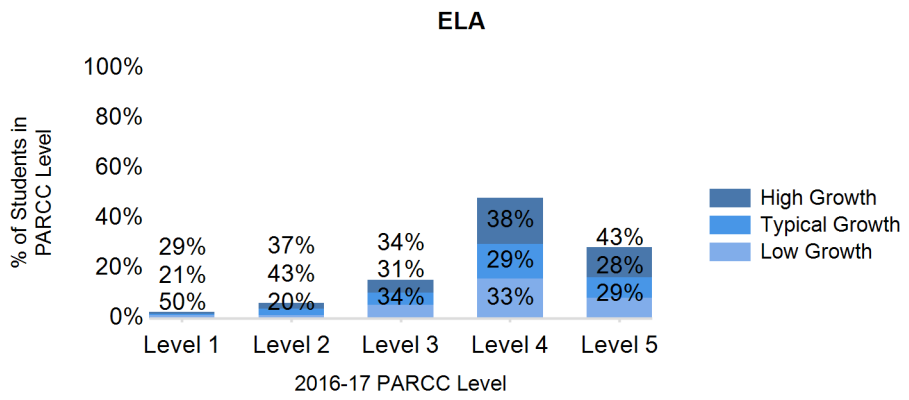
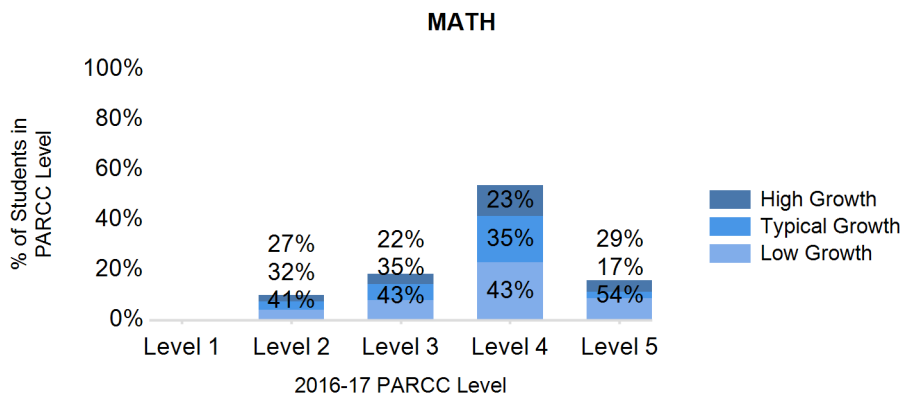
Student Growth by Performance Level

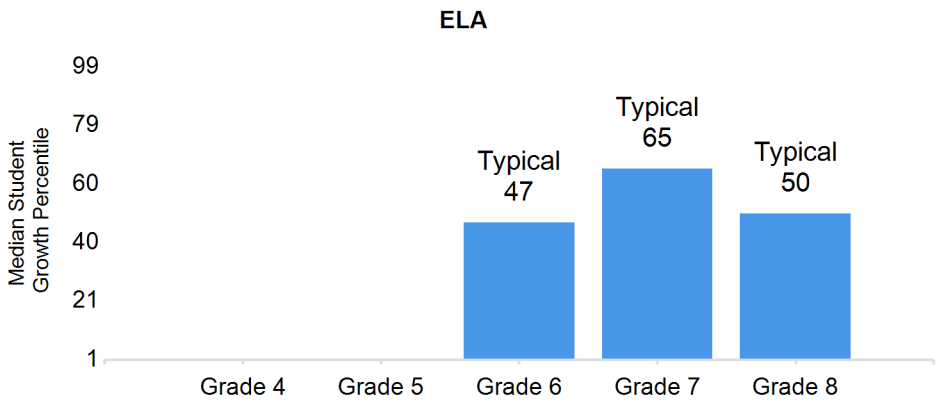
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

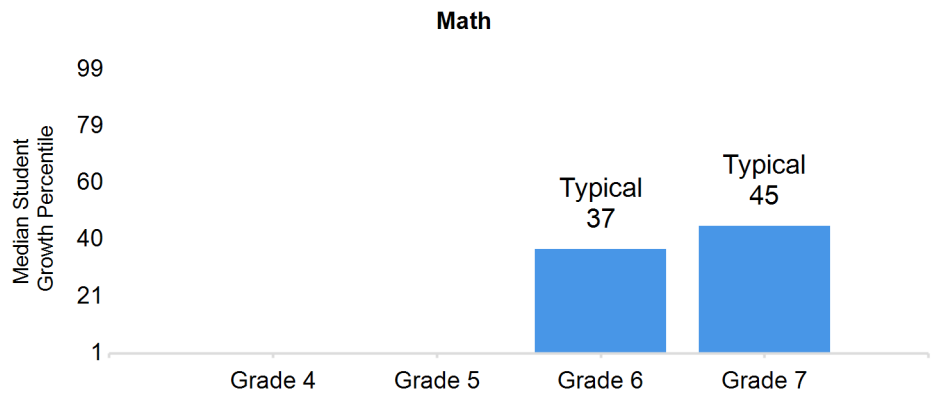




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	633	91.0	78.3	76.1	56.7	75.0	76.2	Met Target†
White	443	88.8	79.4	76.4	65.6	74.3	75.4	Met Target†
Hispanic	53	96.5	64.2	63.6	42.5	64.2	71.8	Met Target†
Black or African American	*	*	*	53.0	37.3	*	51.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	92	100.0	88.1	88.1	82.3	88.1	80	Met Goal
American Indian or Alaska Native	*	*	*	50.0	52.7	*	**	**
Two or More Races	22	88.0	72.7	75.1	63.4	67.2	75.5	Met Target†
Female	321	91.8	86.3	82.3	64.5	83.3		
Male	312	90.2	70.2	70.2	49.4	66.6		
Economically Disadvantaged Students	52	88.1	50.0	52.0	38.5	*	56.7	Met Target†
Non-Economically Disadvantaged Students	581	91.3	80.9	78.3	67.5	*		
Students with Disabilities	98	90.9	27.6	*	21.6	26.3	24.7	Met Target
Students without Disabilities	535	91.0	87.7	*	63.9	84.0		
English Learners	37	100.0	62.1	61.3	27.3	62.1	38.5	Met Target
Non-English Learners	596	90.5	79.4	76.9	59.4	75.6		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	220	770	770	754	*	*	12%	51%	26%	77%	56%
White	151	771	771	761	*	*	11%	54%	25%	79%	66%
Hispanic	25	752	752	742	*	*	*	*	*	60%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	35	782	782	779	0%	*	*	40%	43%	83%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	122	778	778	761	*	*	10%	54%	31%	85%	64%
Male	98	760	760	748	*	*	15%	47%	20%	67%	48%
Economically Disadvantaged Students	16	744	744	739	*	*	*	*	*	56%	37%
Non-Economically Disadvantaged Students	204	772	772	764	*	*	*	*	*	79%	68%
Students with Disabilities	37	725	725	723	*	*	27%	*	*	22%	18%
Students without Disabilities	183	779	779	760	*	*	9%	*	*	89%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	199	785	785	760	*	*	10%	31%	55%	85%	63%
White	136	784	784	768	*	*	9%	32%	54%	86%	72%
Hispanic	11	769	769	746	*	0%	*	*	*	73%	49%
Black or African American	14	757	757	740	0%	*	*	*	*	71%	42%
Asian, Native Hawaiian, or Pacific Islander	31	805	805	790	0%	0%	*	*	*	94%	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	102	789	789	769	*	*	*	25%	64%	88%	72%
Male	97	780	780	752	*	*	*	37%	45%	82%	54%
Economically Disadvantaged Students	18	753	753	742	*	*	*	*	*	50%	44%
Non-Economically Disadvantaged Students	181	788	788	771	*	*	*	*	*	89%	73%
Students with Disabilities	22	734	734	721	*	*	*	*	*	41%	22%
Students without Disabilities	177	791	791	768	*	*	*	*	*	91%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	206	779	779	759	*	*	16%	39%	37%	76%	60%
White	148	777	777	767	*	*	15%	43%	34%	77%	70%
Hispanic	16	760	760	744	*	*	*	*	*	69%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	27	808	808	789	0%	0%	*	*	*	93%	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	99	791	791	768	*	*	10%	36%	49%	86%	69%
Male	107	767	767	751	*	*	21%	42%	25%	67%	52%
Economically Disadvantaged Students	17	742	742	740	*	*	*	*	*	41%	42%
Non-Economically Disadvantaged Students	189	782	782	769	*	*	*	*	*	79%	71%
Students with Disabilities	27	731	731	719	*	*	*	*	*	30%	19%
Students without Disabilities	179	786	786	766	*	*	*	*	*	83%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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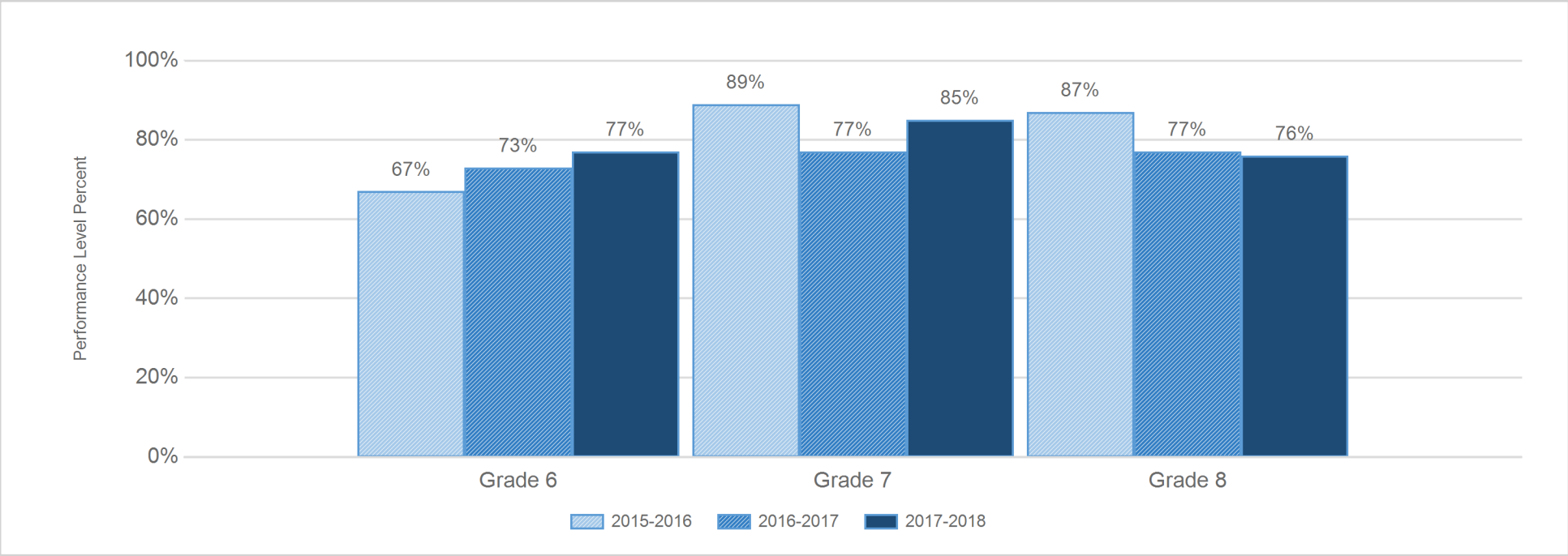
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	643	91.8	63.9	67.4	45.0	61.7	67.2	Not Met
White	451	89.9	65.6	67.5	54.1	62.0	66	Not Met
Hispanic	53	96.5	37.8	52.6	29.2	37.8	55.3	Not Met
Black or African American	*	*	*	26.5	23.4	*	27.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	94	100.0	81.9	85.4	77.0	81.9	80	Met Goal
American Indian or Alaska Native	*	*	*	10.0	42.5	*	**	**
Two or More Races	22	88.0	68.1	70.4	53.0	63.0	75.5	Met Target†
Female	329	93.3	64.4	67.3	46.0	63.2		
Male	314	90.3	63.4	67.5	43.9	60.2		
Economically Disadvantaged Students	52	88.1	28.9	37.7	26.6	*	43.5	Not Met
Non-Economically Disadvantaged Students	591	92.1	67.0	70.2	55.9	*		
Students with Disabilities	99	91.8	18.2	*	17.1	17.5	17.9	Met Target†
Students without Disabilities	544	91.8	72.2	*	50.5	69.8		
English Learners	42	100.0	52.4	58.9	24.6	52.4	55.9	Met Target†
Non-English Learners	601	91.3	64.8	67.9	46.9	62.2		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	221	755	755	744	5%	10%	24%	48%	13%	61%	44%
White	151	756	756	751	*	*	25%	52%	11%	63%	54%
Hispanic	25	736	736	731	*	*	*	*	*	32%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	36	769	769	771	*	*	*	42%	28%	69%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	123	757	757	745	*	*	28%	*	*	60%	45%
Male	98	753	753	742	*	*	20%	*	*	61%	42%
Economically Disadvantaged Students	16	726	726	729	*	*	*	*	*	19%	24%
Non-Economically Disadvantaged Students	205	758	758	753	*	*	*	*	*	64%	56%
Students with Disabilities	37	725	725	717	*	*	*	*	*	24%	13%
Students without Disabilities	184	761	761	748	*	*	*	*	*	68%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

RAMAPO RIDGE
(03-2900-076)
Grades Offered: 06-08
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	181	755	755	743	*	12%	25%	*	*	60%	43%
White	126	756	756	750	*	*	25%	*	*	63%	54%
Hispanic	10	744	744	732	0%	*	*	*	*	40%	27%
Black or African American	14	733	733	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	24	767	767	767	0%	*	*	*	*	79%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	100	755	755	745	*	11%	28%	*	*	58%	45%
Male	81	754	754	741	*	12%	22%	*	*	63%	42%
Economically Disadvantaged Students	18	737	737	730	*	*	*	*	*	33%	24%
Non-Economically Disadvantaged Students	163	757	757	751	*	*	*	*	*	63%	55%
Students with Disabilities	22	718	718	717	*	*	*	*	*	*	12%
Students without Disabilities	159	760	760	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

RAMAPO RIDGE
(03-2900-076)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	736	736	728	13%	23%	24%	39%	0%	39%	28%
White	81	737	737	736	16%	17%	25%	42%	0%	42%	36%
Hispanic	13	736	736	722	0%	*	*	*	*	31%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	721	*	*	*	*	*	*	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	42	734	734	731	*	*	*	38%	0%	38%	31%
Male	65	737	737	725	*	*	*	40%	0%	40%	26%
Economically Disadvantaged Students	16	726	726	719	*	*	*	*	*	31%	20%
Non-Economically Disadvantaged Students	91	738	738	735	*	*	*	*	*	41%	35%
Students with Disabilities	26	719	719	705	*	*	*	*	*	12%	*
Students without Disabilities	81	742	742	735	*	*	*	*	*	48%	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	795	769	746	0%	0%	0%	70%	30%	100%	46%
White	72	792	765	755	0%	0%	0%	74%	26%	100%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	26	803	*	779	0%	0%	0%	58%	42%	100%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	58	792	767	748	0%	0%	0%	76%	24%	100%	48%
Male	49	798	771	745	0%	0%	0%	63%	37%	100%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	107	795	*	749	0%	0%	0%	70%	30%	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	19	790	754	735	0%	0%	0%	*	*	100%	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	N	N	747	723	N	N	N	N	N	N	14%
Black or African American	N	N	*	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	*	734	N	N	N	N	N	N	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	*	*	*	736	*	*	*	*	*	*	30%
Male	*	*	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	736	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	19	790	756	741	0%	0%	0%	*	*	100%	38%
Students with Disabilities	N	N	723	713	N	N	N	N	N	N	*
Students without Disabilities	19	790	757	738	0%	0%	0%	*	*	100%	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	19	790	*	736	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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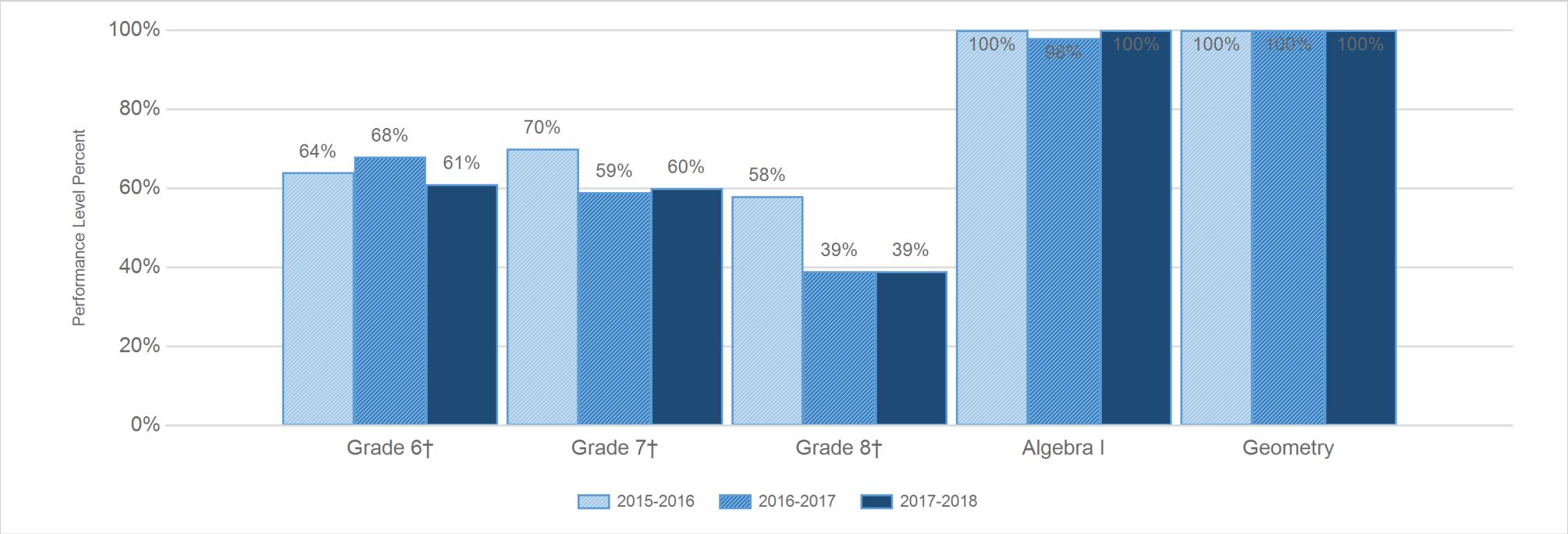
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N

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

NJASK Science Assessment Information

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

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	238
7	19	0	187
8	93	19	142
Total	112	19	567

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	202	98	0	0	0	0	0
7	171	0	0	0	0	0	0
8	188	0	0	0	0	0	0
Total	561	98	0	0	0	0	0

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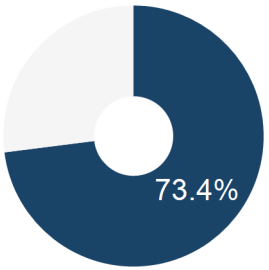
Visual and Performing Arts – Course Participation

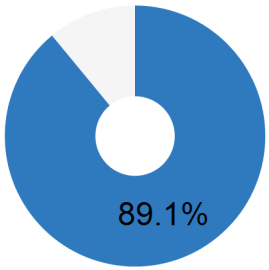
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

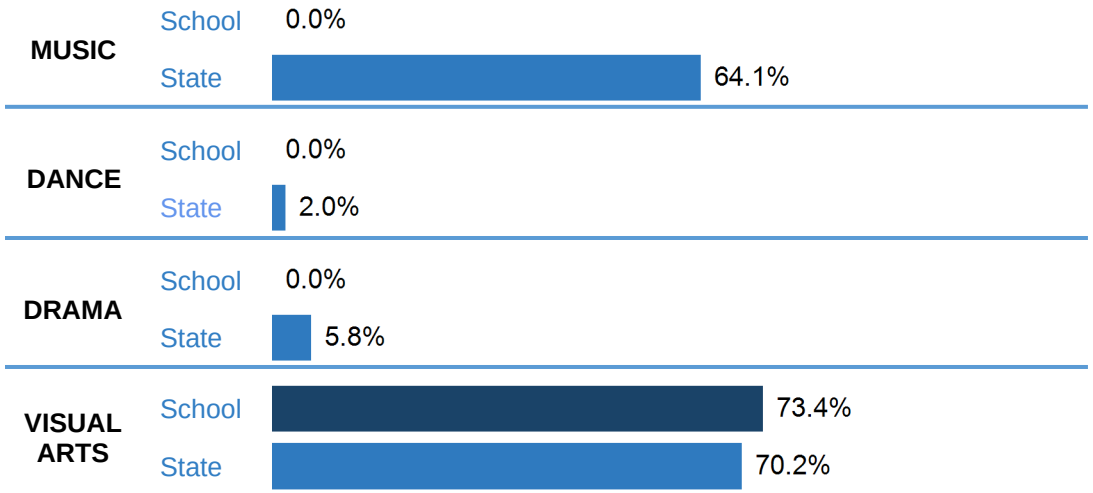


School



State

Students enrolled in one or more classes by discipline:



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

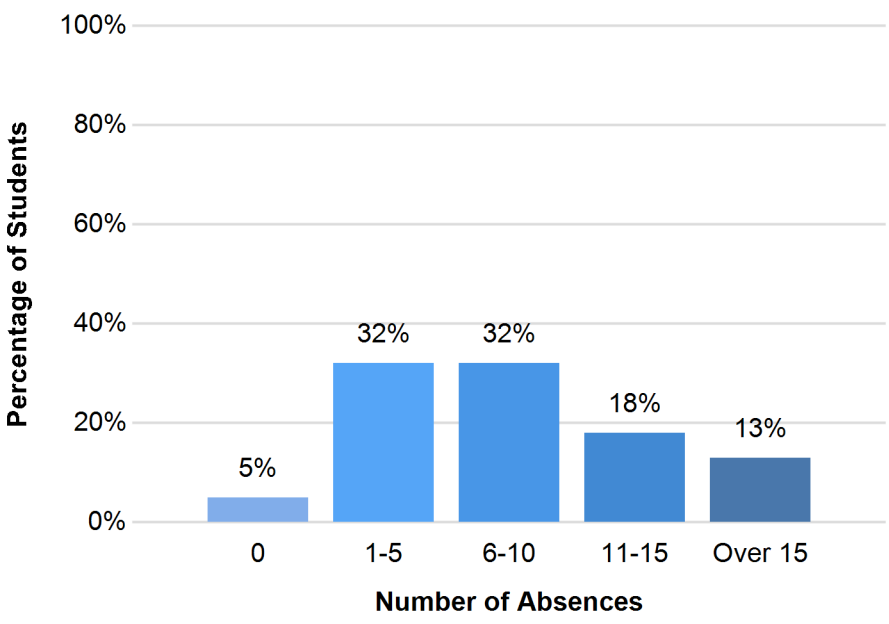
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	66	9.4	9.5	Met
White	55	10.9	9.5	Not Met
Hispanic	7	12.3	9.5	Not Met
Black or African American	*	*	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	2	2.2	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	9.5	Met
Economically Disadvantaged Students	5	7.9	9.5	Met
Students with Disabilities	24	20.7	9.5	Not Met
English Learners	1	6.7	**	**

Days Absent

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



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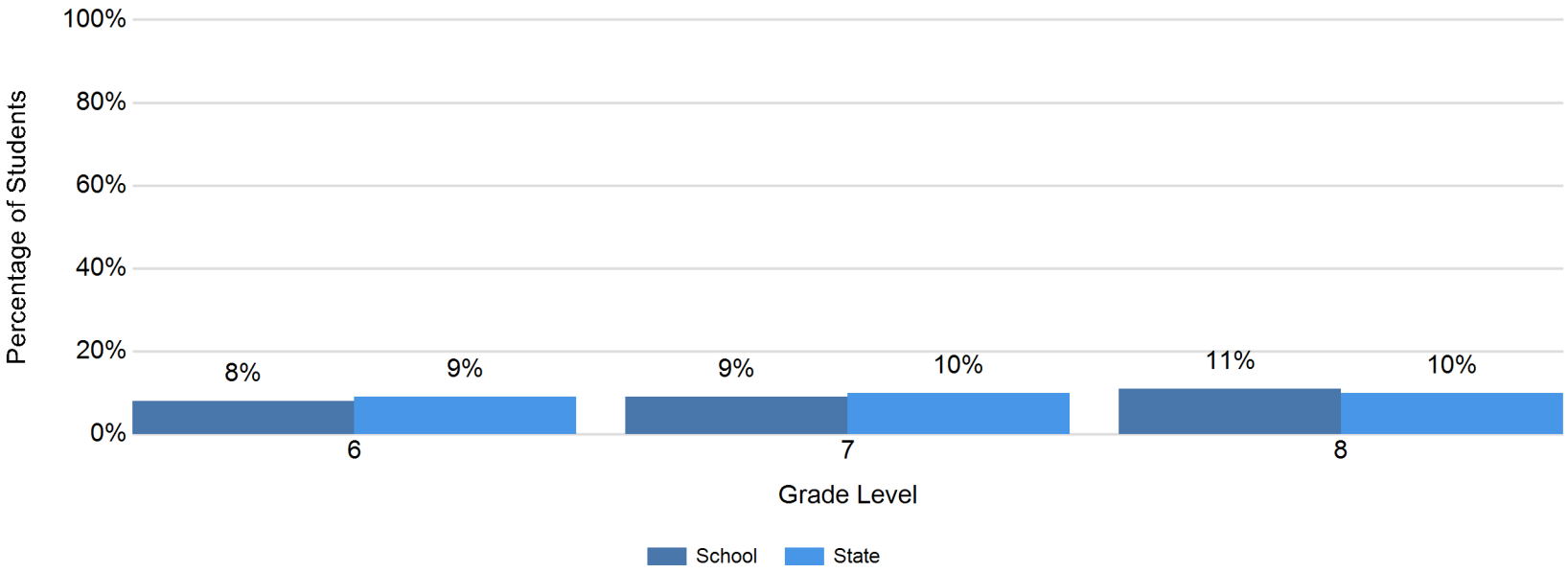
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	1.87

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	1	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	4	4
Disability	0	2	2
Other	0	4	4
No Identified Nature	17		17

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	12	1.7%
Any Suspension	15	2.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
43

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(03-2900-076)
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2017-2018

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$345	$17,527	$17,872

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	63	117,464
Average years experience in public schools	14.7	12.0
Average years experience in district	12.4	10.7
Teachers in district for 4 or more years	87.3%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,374
Average years experience in public schools	18.4	16.0
Average years experience in district	8.3	12.0
Administrators in district for 4 or more years	62.5%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	10:1
Students to Administrators	87:1	120:1
Teachers to Administrators	8:1	12:1
Students to Librarians/Media Specialists		718:1
Students to Nurses		1436:1
Students to Counselors		410:1
Students to Child Study Team		205:1

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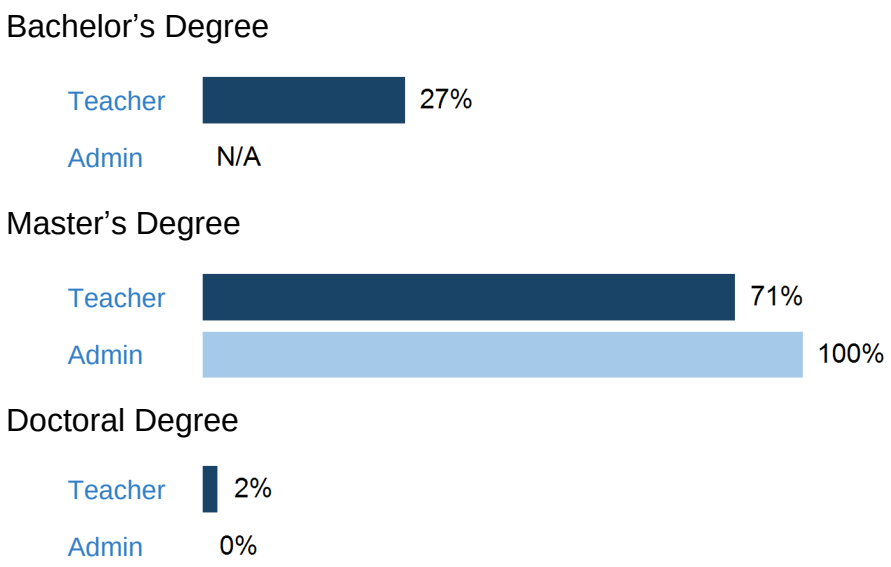
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	89.7%	90.2%
2016-17 Administrators: Same district 2017-18	83.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.8%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	66.7%	62.5%
Male	33.3%	37.5%
White	95.2%	100.0%
Hispanic	1.6%	0.0%
Black or African American	1.6%	0.0%
Asian	1.6%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	75.36	17.5%
Mathematics Proficiency	61.79	17.5%
English Language Arts Growth	60.96	25.0%
Mathematics Growth	18.46	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	39.39	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	49.76	n/a
Summative Rating: Percentile Rank of Summative Score	49.05	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Not Met	Met Standard	Met Standard	**	Met	No
White	40.03	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	47.89	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Black or African American	**	**	No	Met Target	Not Met	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	55.28	14.08	No	Met Goal	Met Goal	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	Met Target†	Met Target†	**	**	n/a	Met	No
Economically Disadvantaged Students	49.26	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Met	No
Students with Disabilities	41.42	14.08	No	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	82.04	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	Met Standard	**	No

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

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School Narrative

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

Highlights:	• Ramapo Ridge Middle School has a modified 1:1 plan that includes 721 laptops housed on 32 laptop carts. In addition, there are 4 computer labs that staff is able to use with their classes. • Our Junior Division Placed First in the Future Problem Solving State Competition. Our 8th Grade Future Problem Solvers placed First in the Future Problem Solving State Competition. • 22 students were selected for the Bergen County Middle School Chorus, the All-North Jersey Region I Junior High Chorus, and the North Jersey School Music Association's Junior Region Band.
Mission, Vision, Theme:	Ramapo Ridge Middle School is a comprehensive sixth through eighth grade middle school composed of 680 students. The teaching staff is comprised of a team of dedicated educators who believe in bringing out the best in each individual student. Ramapo Ridge is committed to nurturing a caring and supportive learning environment for all students. Grade level teams meet daily and utilize their time to collaborate on curriculum, communicate with parents, and share student progress.

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Courses, Curriculum, Instruction:	Our curriculum provides opportunities for students to acquire a strong foundation of knowledge & skills in the core academic areas of language arts, math, science and social studies. Special subject area courses of world languages, physical education, health, art, music, computer education, careers and financial literacy allow students opportunities to explore and pursue their interests. We boast a music program that is extensive with offerings in choral, instrumental band, and string orchestra.
Clubs and Activities:	Ramapo Ridge Middle School provides meaningful experiences and activities for students beyond the classroom and the school day. These opportunities include Student Council, Yearbook, Community Service Club, Junior National Honor Society, Fit Club, French Honor Society, Spanish Honor Society, Journalism Club, and Math Counts Club. Ramapo Ridge Middle School offers Gifted and Talented Programs including Future Problem Solving Program and G&T Art. Ramapo Ridge Middle School encourages students' development in the area of Theatre and Performing Arts with activities such as the School Play, Set Design Club, Select Chorus, Pride Band, Spirit Band, Jazz Ensemble, and String Orchestra.

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Before and After School Programs:	Ramapo Ridge partners with students from Ramapo College to provide the Ramapo College Reading and Writing workshop. This program provides our students at Ramapo Ridge small group instruction in the areas of both reading and writing. The future teacher from the college work with 2-3 students during a ten week program. This program allows the Ramapo Ridge students to work with these future teachers to help hone their literacy skills. This unique program provides a mutual benefit to our students and the future teachers of Ramapo College.
Staff and Professional Learning:	Educators at Ramapo Ridge Middle School engage in ongoing professional learning to continually enhance our practices and programs. Educators meet daily as professional learning communities in grade-level teams. Teachers are required to conduct multiple peer observations throughout the school year to collaborate and share best practices. Professional learning is fostered by district, building, and department administrators at faculty and department meetings. Educators are encouraged to lead professional learning experiences in in-district workshops which they offered to their colleagues. Faculty members serve on school and district committees such as the School Improvement Panel (ScIP), District Evaluation Advisory Committee (DEAC), and School safety Team. Ramapo Ridge Middle School has an active School Culture and Climate Team which engages in work focused on the culture and climate of the school as related to student and staff learning.

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Student Supports and Services:	Ramapo Ridge Middle School supports students through services including provided by 3 full-time school counselors and a building-based Child Study Team comprised of a school psychologist, social worker, and learning disabilities teacher consultant. The program of studies includes ELL classes and related support services. Tutoring services are available through the high school National Honor Society. In addition, the Homework Club meets twice a week to assist students in meeting class and school expectations. I&RS meets regularly to discuss and implement strategies for struggling learners. Effective School Solutions at Ramapo Ridge Middle School provides therapeutic supports to students who may be experiencing academic, behavioral and/or emotional challenges.
Student Health and Wellness:	We offer a student advisory that meets regularly and is designed to build relationships and provide faculty advocacy for each student. Advisory groups discuss topics relevant to the middle school setting including stress management, mindfulness, bullying prevention, study skills, and community service. Students participate in physical education every day and have the opportunity to go to recess during their lunch period.
Parent and Community Involvement:	Our Home and School Organization continues to sponsor numerous events, trips and services that enhance our programs. Generous funding through the Mahwah Schools Foundation provided staff members with a variety of classroom grants. These combined efforts continue to foster a positive connection between school and community.

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Facilities:	Ramapo Ridge has air conditioning throughout the building. An addition to the building was completed 12 years ago and includes to modern science labs. There are four computer labs throughout the building, including one lab in the Library/Media Center. Ramapo Ridge boasts one of the largest middle school gymnasiums, including a fitness center for students.
School Safety:	Ramapo Ridge Middle School prioritizes the safety and wellbeing of students and staff through comprehensive security measures and emergency preparedness procedures. Security measures and related plans are updated annually based on best practices as well as recommendations from experts in the field including local law enforcement. We work in conjuction with Mahwah pPolice Department to assess procedures and facilities. In addition to prioritizing physical safety, Ramapo Ridge Middle School prioritizes school safety through school counseling and an array of support services to target and support social, emotional, and mental health.

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Technology and STEM:	Ramapo Ridge Middle School has implemented a modified 1:1 plan that includes 721 laptops housed on 32 laptop carts. Each department serves as a homebase for five laptop carts which are available for class sign-up on a common Google sheet. In addition to the modified 1:1 plan, Ramapo Ridge Middle School has 4 computer labs that staff is able to sign-up to use with their classes via a common Google sheet. Ramapo Ridge Middle School also has a classroom space dedicated to computer/STEM cycle courses which provides hands-on learning experiences in programming, coding, robotics, and Lego Mindstorms EV3.

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Other Information:	The school day consists of an eight period day for students. Students attend five core academic, cycle, physical education and health classes and lunch/recess. We have over 721 laptops and four computer labs for 680 students. Students and teachers use technology including Microsoft Office 365 and Google Classroom to participate in digital learning. Students can print wirelessly to a centralized location in our Media Center. The Ramapo Ridge Middle School administrative team and teaching staff are very proud of the tradition of excellence which has come to symbolize our school. We believe the continued success of the school is the shared responsibility between staff, our parents/guardians, and the community.