NJ SCHOOL PERFORMANCE REPORT

RIDGEWAY ELEMENTARY SCHOOL
(29-2940-050)
Grades Offered: PK-05
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	OCEAN
District	MANCHESTER TWP
Principal Name	MRS. MAZUR
Address	2861 RIDGEWAY RD MANCHESTER, NJ 08759
Phone Number	(732)323-0800
Email Address	NMAZUR@MTSCHOOLS.ORG
Website	https://www.manchestertwp.org
Facebook	http://www.facebook.com/manchesterschools/
Twitter	https://twitter.com/Mrs.NikkiMazur@RS_Dolphins

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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
PK	26	28	34
KG	73	52	63
1	66	73	54
2	78	63	76
3	84	75	69
4	83	84	78
5	78	86	85
Total	488	461	459

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	45.9%	46.0%	43.1%
Male	54.1%	54.0%	56.9%
Economically Disadvantaged Students	35.9%	33.8%	33.6%
Students with Disabilities	23.6%	27.3%	30.1%
English Learners	5.1%	3.5%	3.5%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.9%	0.7%
Military-Connected Students		0.0%	0.0%
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	65.6%	66.4%	62.5%
Hispanic	18.9%	18.4%	20.5%
Black or African American	7.4%	7.4%	9.2%
Asian	3.5%	3.3%	3.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.6%	0.7%	0.2%
Two or More Races	4.1%	3.9%	4.6%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	26	28	34
KG - Half Day	0	0	0
KG - Full Day	73	52	63

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	90.6%
Spanish	5.9%
Other Languages	3.5%

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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	51.5	45	50	Met Standard	30	49	50	Not Met
White	49	45	50	Met Standard	29	50	51	Not Met
Hispanic	61	51	49	Exceeds Standard	43	48	48	Met Standard
Black or African American	37	45	44	**	29.5	53	44	**
Asian, Native Hawaiian, or Pacific Islander	*	49	61	**	*	47	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	40	49	**	*	42	51	**
Economically Disadvantaged	53	46.5	48	Met Standard	26.5	45	47	Not Met
Students with Disabilities	49	41	41	Met Standard	21.5	39	43	Not Met
English Learners	*	55	54	**	*	56.5	51	**

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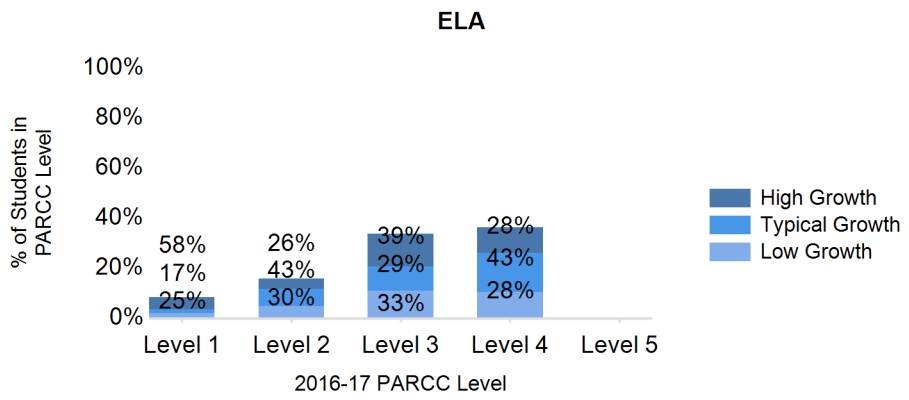
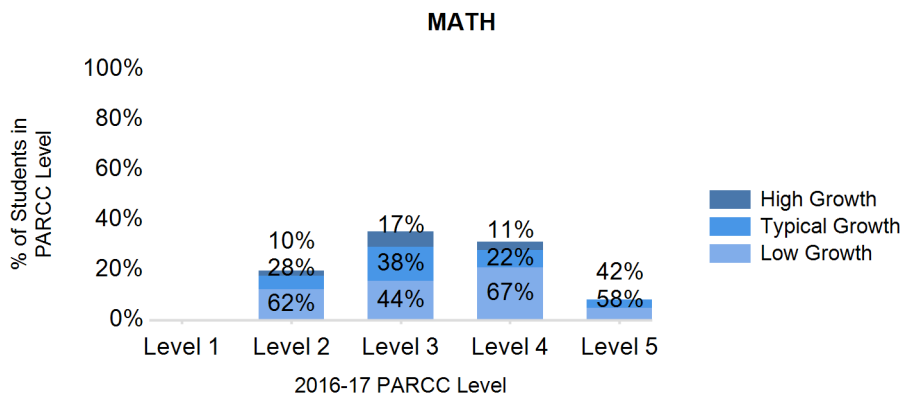
Student Growth by Performance Level

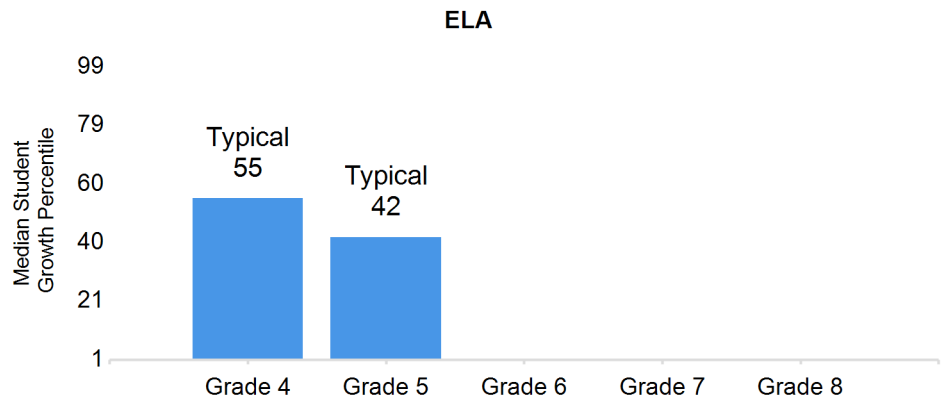
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

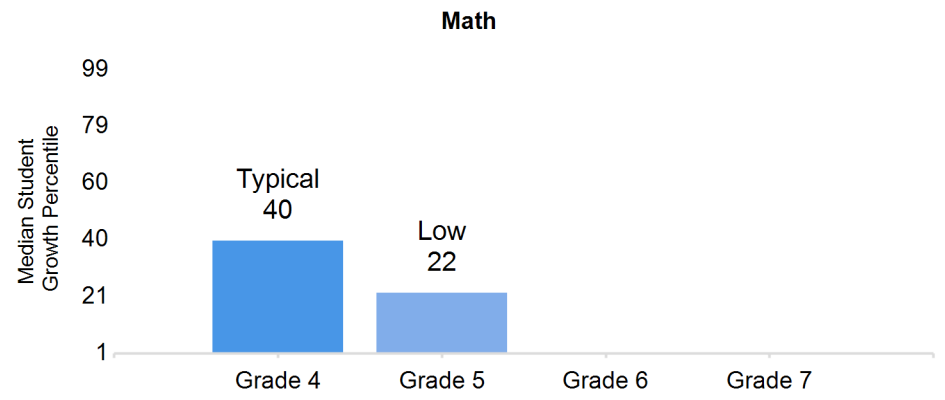




Student Growth by Grade

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	211	93.5	54.0	50.4	56.7	53.1	47.5	Met Target
White	135	90.7	57.0	52.7	65.6	54.4	50.6	Met Target
Hispanic	44	97.8	47.7	45.2	42.5	47.7	39.9	Met Target
Black or African American	17	100.0	47.1	*	37.3	47.1	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	69.8	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	104	96.3	59.6	59.0	64.5	59.6		
Male	107	90.9	48.6	41.3	49.4	46.4		
Economically Disadvantaged Students	70	92.2	35.7	40.1	38.5	*	40	Met Target†
Non-Economically Disadvantaged Students	141	94.1	63.1	55.3	67.5	*		
Students with Disabilities	56	84.1	23.2	*	21.6	20.4	24.3	Met Target†
Students without Disabilities	155	97.5	65.1	*	63.9	65.1		
English Learners	*	*	*	39.3	27.3	*	**	**
Non-English Learners	*	*	*	50.6	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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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 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	63	752	757	750	*	*	24%	*	*	57%	52%
White	40	752	762	759	*	*	25%	*	*	60%	61%
Hispanic	16	744	*	736	*	*	*	*	*	50%	38%
Black or African American	*	*	738	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	28	759	762	756	*	*	*	*	*	61%	57%
Male	35	746	751	744	*	*	*	*	*	54%	46%
Economically Disadvantaged Students	15	742	747	733	*	*	*	*	*	40%	34%
Non-Economically Disadvantaged Students	48	755	762	762	*	*	*	*	*	63%	64%
Students with Disabilities	18	731	*	719	*	*	*	*	*	33%	24%
Students without Disabilities	45	761	*	756	*	*	*	*	*	67%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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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 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	77	760	758	756	*	*	30%	49%	13%	62%	58%
White	46	767	759	764	0%	0%	33%	*	*	67%	68%
Hispanic	17	757	*	744	*	*	*	*	*	65%	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	44	767	764	762	*	*	*	*	*	66%	63%
Male	33	752	752	751	*	*	*	*	*	58%	53%
Economically Disadvantaged Students	27	747	748	740	*	*	37%	*	*	44%	40%
Non-Economically Disadvantaged Students	50	768	764	767	*	*	26%	*	*	72%	70%
Students with Disabilities	16	737	*	726	*	*	*	*	*	25%	25%
Students without Disabilities	61	766	*	762	*	*	*	*	*	72%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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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 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	75	742	751	755	*	24%	28%	*	*	41%	58%
White	50	744	752	763	*	22%	26%	*	*	44%	68%
Hispanic	12	738	*	743	0%	*	*	*	*	25%	43%
Black or African American	*	*	751	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	33	747	760	762	*	*	30%	*	*	48%	66%
Male	42	738	743	749	*	*	26%	*	*	36%	51%
Economically Disadvantaged Students	29	732	*	739	*	*	*	*	*	24%	39%
Non-Economically Disadvantaged Students	46	748	*	766	*	*	*	*	*	52%	71%
Students with Disabilities	24	719	*	724	*	*	*	*	*	13%	22%
Students without Disabilities	51	753	*	762	*	*	*	*	*	55%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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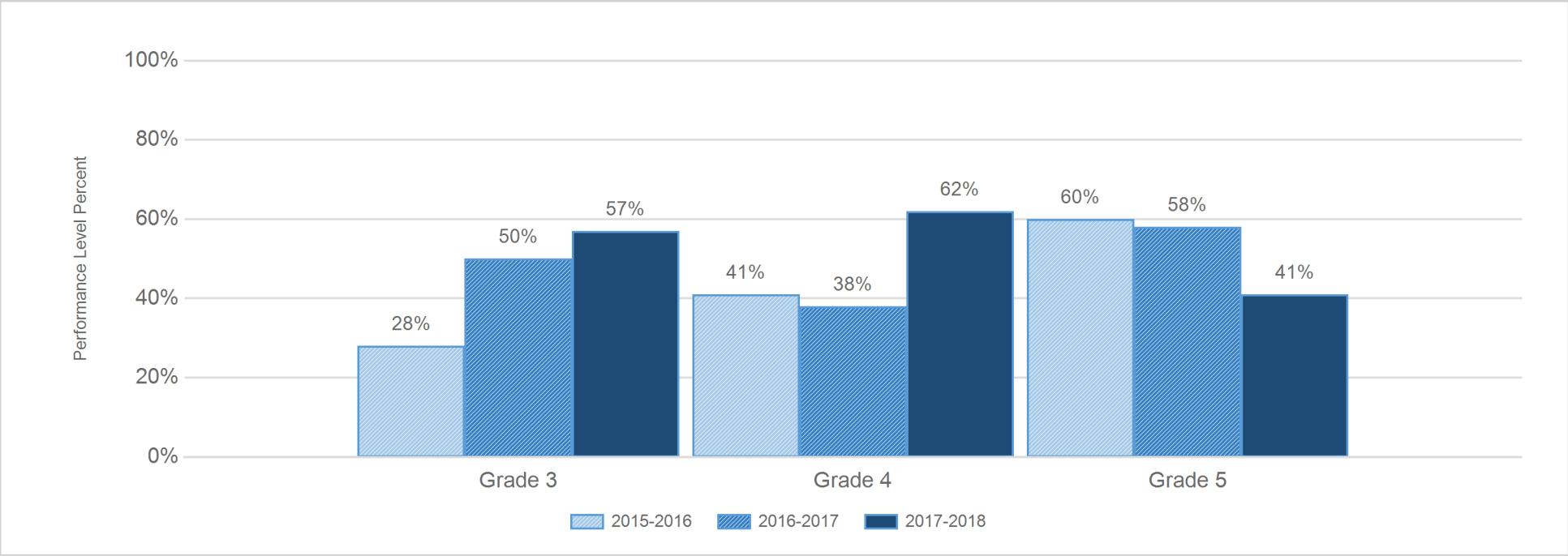
English Language Arts/Literacy Assessment - Performance Trends

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	212	93.5	36.8	39.9	45.0	36.1	40.4	Met Target†
White	135	90.7	38.5	41.6	54.1	36.7	42.2	Met Target†
Hispanic	44	97.8	31.8	34.7	29.2	31.8	34.1	Met Target†
Black or African American	17	100.0	29.4	*	23.4	29.4	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	66.2	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	104	96.3	36.5	42.1	46.0	36.5		
Male	108	91.0	37.0	37.5	43.9	35.3		
Economically Disadvantaged Students	70	92.2	22.8	32.9	26.6	*	28.5	Met Target†
Non-Economically Disadvantaged Students	142	94.2	43.6	43.1	55.9	*		
Students with Disabilities	56	84.1	19.7	*	17.1	17.3	21.1	Met Target†
Students without Disabilities	156	97.5	42.9	*	50.5	42.9		
English Learners	*	*	*	21.4	24.6	*	**	**
Non-English Learners	*	*	*	40.1	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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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 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	63	750	752	752	*	16%	30%	*	*	49%	53%
White	40	751	755	760	*	*	33%	*	*	53%	64%
Hispanic	16	742	*	739	*	*	*	*	*	38%	38%
Black or African American	*	*	743	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	28	753	751	752	*	*	*	*	*	54%	53%
Male	35	747	752	751	*	*	*	*	*	46%	53%
Economically Disadvantaged Students	15	744	743	736	*	*	*	*	*	40%	35%
Non-Economically Disadvantaged Students	48	752	756	762	*	*	*	*	*	52%	66%
Students with Disabilities	18	733	*	730	*	*	*	*	*	28%	29%
Students without Disabilities	45	756	*	756	*	*	*	*	*	58%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

RIDGEWAY ELEMENTARY SCHOOL
(29-2940-050)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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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 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	77	742	742	748	*	23%	34%	*	*	39%	49%
White	46	748	745	755	0%	22%	35%	*	*	43%	60%
Hispanic	17	738	*	737	*	*	*	*	*	35%	34%
Black or African American	*	*	727	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	44	741	742	748	*	*	*	*	*	34%	50%
Male	33	744	743	748	*	*	*	*	*	45%	49%
Economically Disadvantaged Students	27	732	735	733	*	*	*	*	*	26%	30%
Non-Economically Disadvantaged Students	50	748	747	758	*	*	*	*	*	46%	62%
Students with Disabilities	16	727	*	725	*	*	*	*	*	25%	22%
Students without Disabilities	61	746	*	753	*	*	*	*	*	43%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

RIDGEWAY ELEMENTARY SCHOOL
(29-2940-050)
Grades Offered: PK-05
2017-2018

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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 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	76	728	739	748	20%	24%	33%	*	*	24%	49%
White	50	727	739	756	22%	24%	32%	*	*	22%	60%
Hispanic	12	732	*	736	*	*	*	*	*	25%	32%
Black or African American	*	*	736	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	33	728	742	749	*	*	33%	*	*	24%	50%
Male	43	728	736	747	*	*	33%	*	*	23%	48%
Economically Disadvantaged Students	29	720	*	733	*	*	*	*	*	10%	29%
Non-Economically Disadvantaged Students	47	733	*	758	*	*	*	*	*	32%	62%
Students with Disabilities	24	707	*	726	*	*	*	*	*	*	20%
Students without Disabilities	52	738	*	752	*	*	*	*	*	*	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

RIDGEWAY ELEMENTARY SCHOOL
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2017-2018

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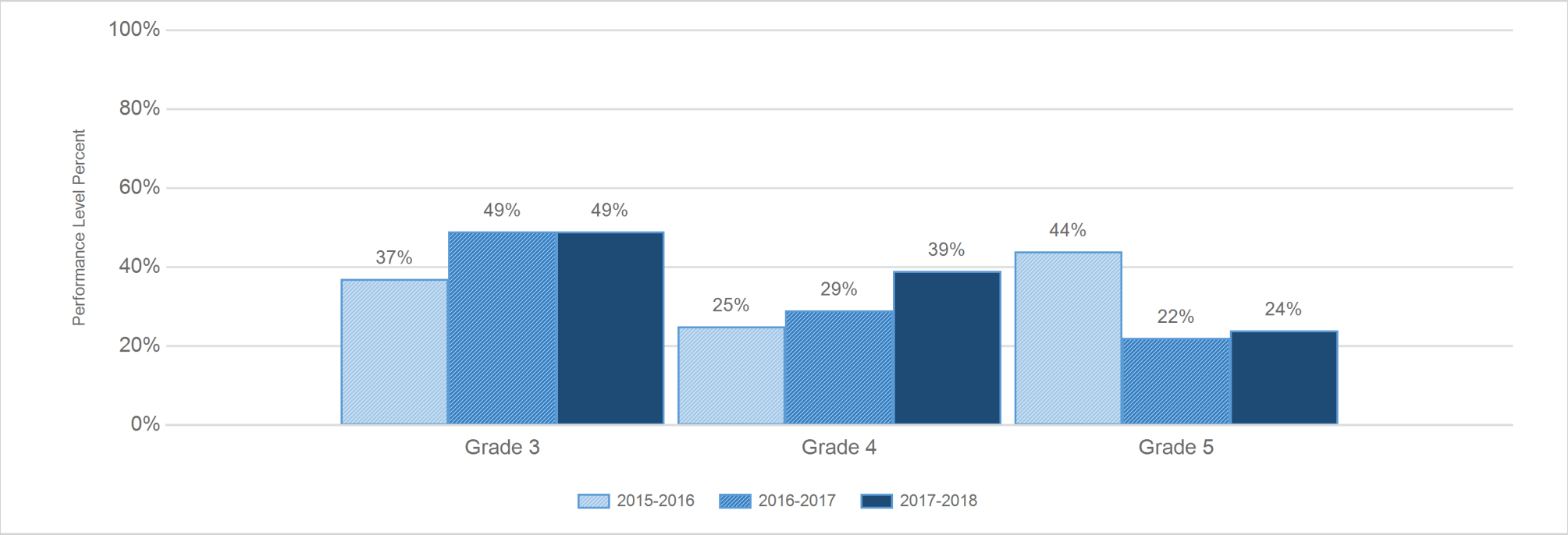
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

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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
3	N	N
4	N	N
5	N	N

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	13	*	*
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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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.

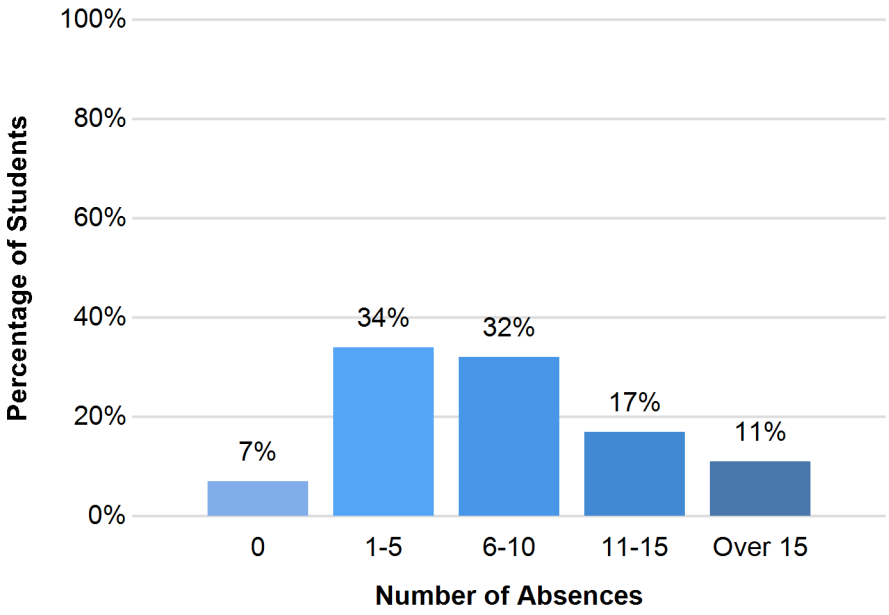
Chronic Absenteeism

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	33	7.7	8.9	Met
White	18	6.7	8.9	Met
Hispanic	10	11.6	8.9	Not Met
Black or African American	2	5.4	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	3	15.0	8.9	Not Met
Economically Disadvantaged Students	19	12.3	8.9	Not Met
Students with Disabilities	13	11.6	8.9	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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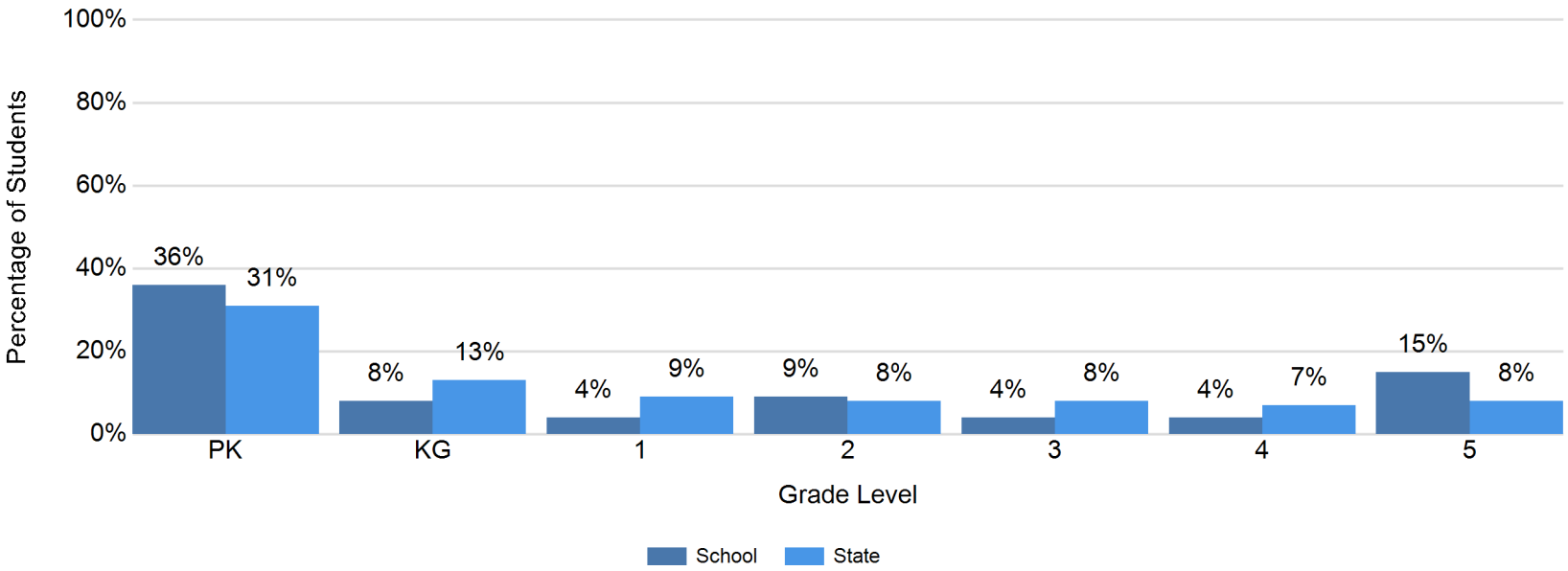
Chronic Absenteeism by Grade

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)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.44

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)	0
Other Incidents Leading to Removal	0

NJ SCHOOL PERFORMANCE REPORT

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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	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	0	1
Disability	0	0	0
Other	0	1	1
No Identified Nature	6		6

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	23	5.0%
Out-of-School Suspensions	*	*
Any Suspension	23	5.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 50 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)	$545	$15,296	$15,841

NJ SCHOOL PERFORMANCE REPORT

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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	51	117,464
Average years experience in public schools	11.6	12.0
Average years experience in district	10.5	10.7
Teachers in district for 4 or more years	68.6%	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	20	9,374
Average years experience in public schools	21.1	16.0
Average years experience in district	15.5	12.0
Administrators in district for 4 or more years	95.0%	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	9:1	10:1
Students to Administrators	230:1	147:1
Teachers to Administrators	26:1	14:1
Students to Librarians/Media Specialists		736:1
Students to Nurses		421:1
Students to Counselors		268:1
Students to Child Study Team		210:1

NJ SCHOOL PERFORMANCE REPORT

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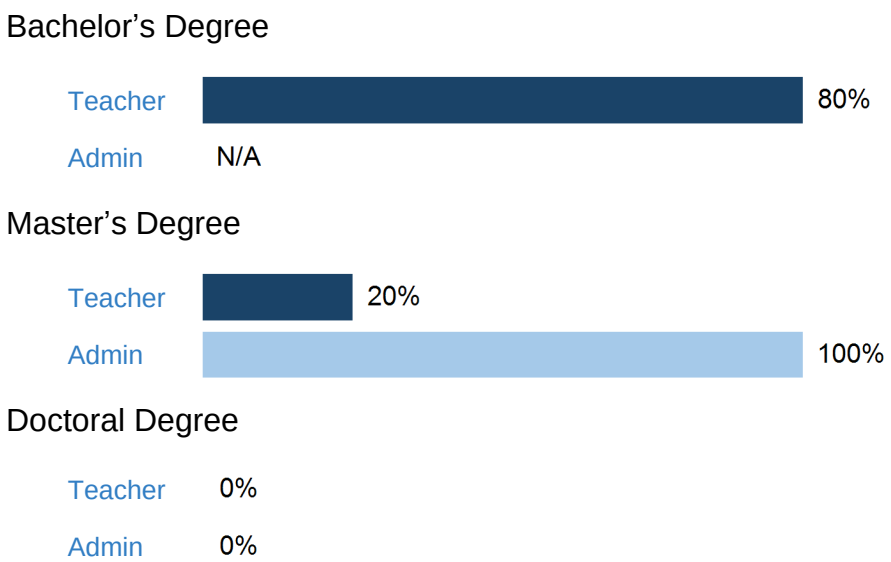
Teachers and Administrators - Level of Education

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	94.4%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	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	97.4%

NJ SCHOOL PERFORMANCE REPORT

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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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	96.1%	50.0%
Male	3.9%	50.0%
White	98.0%	100.0%
Hispanic	2.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	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		

NJ SCHOOL PERFORMANCE REPORT

RIDGEWAY ELEMENTARY SCHOOL
(29-2940-050)
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2017-2018

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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	35.13	17.5%
Mathematics Proficiency	23.40	17.5%
English Language Arts Growth	61.97	25.0%
Mathematics Growth	4.04	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	42.75	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	33.16	n/a
Summative Rating: Percentile Rank of Summative Score	23.16	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	Met Target†	Met Standard	Not Met	**	Met	No
White	23.35	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Met	No
Hispanic	51.50	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	36.85	14.08	No	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	45.55	14.08	No	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	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:	• Students attend Ridgeway from 8:30 am to 3pm daily. Their weekly schedule includes a Special (art, music, and physical education), World Language, Technology, and a double block for ELA and Math. • Students have access to a Media Center and STEAM Lab. Students with limited English and non-English speaking students participate in our ESL program. We also offer full day kindergarten. • A full time guidance counselor coordinates all character education activities and lessons.
Mission, Vision, Theme:	In alignment with the Districts mission, Ridgeway has forged a strong partnership between school and community. Through this partnership we seek to provide a high quality, student-centered environment that is safe and supportive of all learners. Our caring, competent and engaging staff provide a relevant, rigorous and rewarding academic program so that all students learn and grow.
Awards, Recognition, Accomplishments:	Our teachers won several PTA mini grants. The MTEF awarded us $2500 which was beyond our $15,000 which we were granted the year before. The Lowes Corporation awarded us with a Safety Grant and the staff will spend those funds to create Safety Go Packs. A Governor's Teacher of the Year Award recognizes a Teacher of the Year and a Educational Support Professional of the Year.

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Courses, Curriculum, Instruction:	An integrated approach to learning is based on the NJ Student Learning Standards. Curriculum and instruction embodies student centered learning activities that focus on critical and creative thinking, collaboration, and communication. Instruction is differentiated and focused on the whole child. Our students are active learners. Student progress is evaluated through a variety of methods, and measures progression towards grade level mastery.
Clubs and Activities:	Our fifth graders have an opportunity to join the Junior Impact Club, which focuses on school and community service. Fourth and fifth graders have an opportunity to join the Elementary Band and perform in two concerts year year. Students in fourth and fifth grade also have an opportunity to serve as buddies.

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Before and After School Programs:	Through Title I funding, all students in grades one through five are eligible to attend our after school program which is called Power Hour. Regular Education and Basic Skills teachers instruct this academic program for two days per week, one hour each day. Students work on ELA and Math. Students particpate in learning modules in reading and through data decisions, teachers work with students at their own levels and in the specific areas they need to show growth. All students focus on academic reading and math NJ Learning Standards.
Staff and Professional Learning:	100% of our staff participates in monthly Professional Learning Communities. Staff attends a PD faculty meeting monthly, as well as monthly grade level meetings. Both in district and out of district workshops are offered to all staff. Coaching brings quality professional development to the teachers in a job embedded classroom model. Several in-service days are conducted each school year. Many of our teachers belong to district and building committees which further enhance their experiences. Through the fine work of our Elementary Supervisor of Instruction, all elementary teachers in the three elementary schools are offered consistent PD.

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Student Supports and Services:	Ridgeway is home to the ELL program for all three elementary schools. Students are screened for placement and participate in an annual WIDA assessment. Struggling learners are eligible to receive Basic Skills instruction through a push in model which includes guided groups that focus on skills and Standards that are revealed through data assessments. Students also receive services with Title I funds in an extended day program and parental engagement programs. A Just Words program for fourth and fifth graders is embedded in the day and helps us service those students who need additional support in word attack skills and phonemic awareness. Special Education students receive services in in-class support and Replacement classes.
Student Health and Wellness:	Our full time registered nurse promotes health and wellness. She meets with families and students on a daily basis, and conducts classroom lessons regarding a number of topics such as handwashing techniques. We offer students free and reduced lunch and breakfast. Our two physical education teachers promote health and wellness with scheduled classes for students and are a resource for staff regarding fitness. Recess Relays and Jump Rope for Heart activities are conducted to encurage physical fitness. A full time guidance counselor provides support for students with counseling and classroom character education instruction.
Parent and Community Involvement:	Our PTA is a vital organization to our elementary school. Parents are included on our School Safety Team, Teacher of the Year Committee, and the School Climate Committee. Coffee with the Principal Meetings and PAC meetings are conducted monthly. Our Title I parental programs enhance parent involvement. Title I parents are invited to presentations such as Muffins with Mom, Donuts with Dad, and Math Nights. Our staff works closely with our families in a number of building events such as Multicultural Day, Colonial Day, and Hot Cocoa Day.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Families, students and staff participate in a variety of surveys. Grade five students complete climate surveys when they are about to exit our elementary school. Staff completed climate surveys in May . This data is helpful to highlight the felt needs of our staff. These needs help create the professional development need in our building. Results of all staff needs assessments are communicated to the ScIP and PD Committee. Parents consistently are given an opportunity to respond to surveys that helps us design future programs.
Facilities:	Our building has a student friendly Media Center that includes flexible seating and areas designed for optimum collaboration. Our STEAM Grant has allowed us to make our Computer Lab an engaging place that encourages exploration. Our garden is inviting and provides a space for an outside classroom. The art and music rooms are creative spaces for grades K through 5 thinkers. The lunchroom accommodates for all students
School Safety:	Our Safety Team meets monthly and includes teachers, parents, custodians, police, and administrators. Our building is the recepient of a Lowe's Safety Grant which allowed us to purchase items to create Safety Go Packs for each teacher and area of the building. Fire and security drills are conducted monthly and are both announced and unannounced. Our staff uses SHARE 911 as a vehicle to communicate. All staff receive a Security Memo and are part of our debriefing of each drill.

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Technology and STEM:	Our technology teacher instructs at Ridgeway 3.5 days per week. She both pushes into classrooms and conducts lessons in the STEAM Lab. All students in grades three through five participate in weekly tech lessons by the technology teacher. Second graders receive formal technology instruction on bi-weekly schedule. Students in grades k and 1 have access to iPads and Chromebooks as needed and for special projects. All students in pre-k through grade 5 have access to our state of the art STEAM Lab which includes space for exploration, and a variety of learning tools. Technology is an embedded part of the day and students enjoy a wide variety of computer applications for all core and content areas.
Early Childhood Education:	Ridgeway Elementary is home to a morning and afternoon preschool, with the morning session being geared toward students with disabilities as well as winners of a lottery system. The highly qualified staff includes a full time speech therapist, full time preschool teacher as well as a number of paraprofessionals. We have three full day kindergarten classrooms. The program includes a time for math, ELA, health, science, and social studies, as well as cooperative play and group time.