NJ SCHOOL PERFORMANCE REPORT

GEORGE WASHINGTON MIDDLE SCHOOL
(03-4390-070)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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	RIDGEWOOD VILLAGE
Principal Name	DR. KASHMANIAN
Address	155 WASHINGTON PL RIDGEWOOD, NJ 07451
Phone Number	(201)670-2790
Email Address	KKASHMANIAN@RIDGEWOOD.K12.NJ.US
Website	https://www.ridgewood.k12.nj.us/
Facebook	https://www.facebook.com/RidgewoodPublicSchools
Twitter	https://twitter.com/RwdPubSchools

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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	248	255	210
7	217	253	244
8	213	224	257
Total	678	732	711

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	47.1%	46.4%	45.9%
Male	52.9%	53.6%	54.1%
Economically Disadvantaged Students	3.5%	3.1%	2.7%
Students with Disabilities	14.9%	15.2%	14.8%
English Learners	1.6%	2.0%	1.4%
Homeless Students		0.0%	0.1%
Students in Foster Care		0.1%	0.0%
Military-Connected Students		0.0%	0.3%
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	69.2%	69.5%	69.6%
Hispanic	9.7%	9.8%	8.3%
Black or African American	1.3%	1.4%	1.1%
Asian	14.9%	14.3%	15.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.9%	4.9%	5.2%

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	90.3%
Korean	2.4%
Spanish	2.0%
Japanese	1.7%
Russian	1.1%
Other Languages	2.5%

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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	41	54	50	Met Standard	42	47	50	Met Standard
White	41	51	50	Met Standard	40	45	51	Met Standard
Hispanic	54.5	57.5	49	Met Standard	38	47.5	48	Not Met
Black or African American	*	50	44	**	*	43	44	**
Asian, Native Hawaiian, or Pacific Islander	46	61.5	61	Met Standard	59	55	61	Met Standard
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	31	56	49	Not Met	32	47.5	51	Not Met
Economically Disadvantaged	42.5	56	48	**	*	30	47	**
Students with Disabilities	37	47	41	Not Met	38.5	42	43	Not Met
English Learners	48.5	63	54	**	61	57.5	51	**

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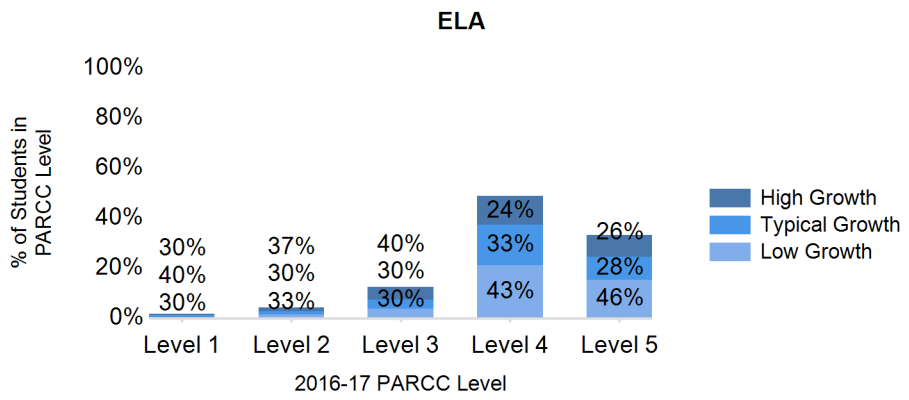
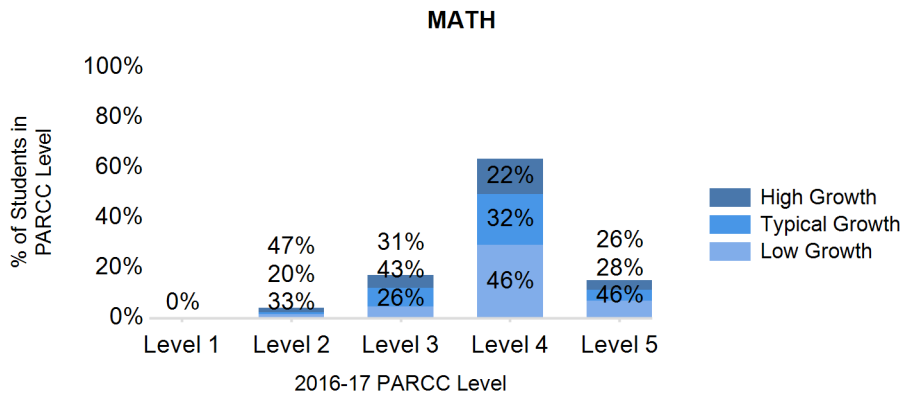
Student Growth by Performance Level

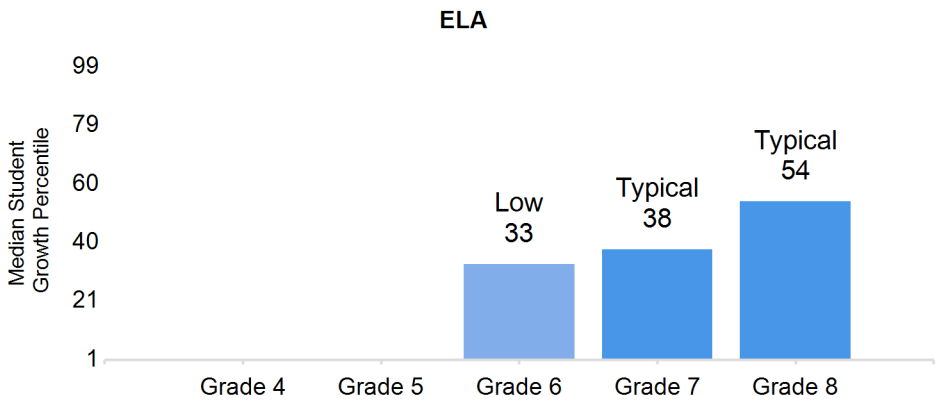
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

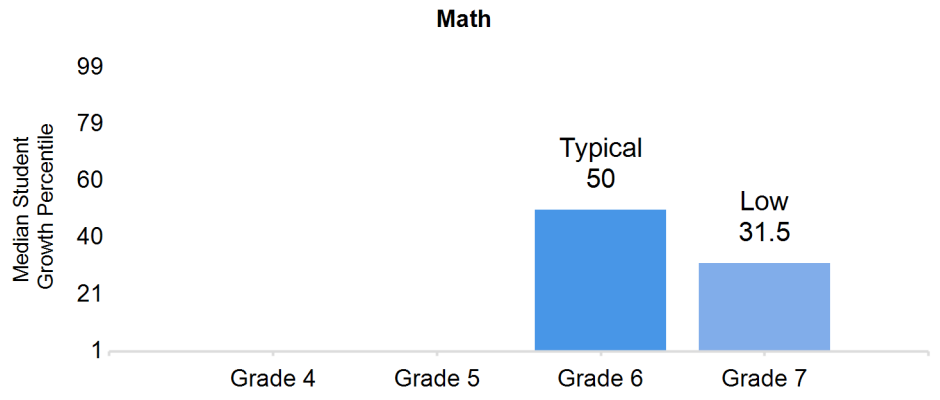




Student Growth by Grade

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	662	94.2	81.4	82.6	56.7	80.8	70.4	Met Goal
White	460	93.0	80.4	81.9	65.6	78.8	66.6	Met Target
Hispanic	54	96.5	72.2	*	42.5	72.2	58.8	Met Target
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	105	97.3	89.5	*	82.3	89.5	80	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	89.2	63.4	*	80	Met Goal
Female	307	94.8	86.3	86.9	64.5	86.3		
Male	355	93.7	77.2	78.5	49.4	76.1		
Economically Disadvantaged Students	15	94.4	60.0	47.3	38.5	*	**	**
Non-Economically Disadvantaged Students	647	94.2	81.9	83.4	67.5	*		
Students with Disabilities	99	93.4	37.4	42.8	21.6	36.8	36	Met Target
Students without Disabilities	563	94.4	89.2	89.6	63.9	88.7		
English Learners	15	100.0	40.0	57.8	27.3	40.0	**	**
Non-English Learners	647	94.1	82.4	83.7	59.4	81.6		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	*	*	*	71.5	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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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	194	775	773	754	*	*	12%	56%	28%	85%	56%
White	136	775	773	761	*	*	11%	54%	30%	85%	66%
Hispanic	14	766	762	742	0%	0%	*	*	*	64%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	28	783	782	779	0%	0%	*	*	*	96%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	91	779	777	761	*	*	12%	57%	31%	88%	64%
Male	103	771	769	748	*	*	13%	55%	26%	82%	48%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	68%
Students with Disabilities	25	744	743	723	*	*	*	*	*	48%	18%
Students without Disabilities	169	779	777	760	*	*	*	*	*	90%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	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	230	782	781	760	*	*	9%	36%	50%	85%	63%
White	161	781	778	768	*	*	11%	37%	47%	84%	72%
Hispanic	18	764	768	746	0%	*	*	*	*	78%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	37	792	794	790	*	0%	*	*	*	89%	87%
American Indian or Alaska Native	N	N	*	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	111	786	787	769	*	*	9%	35%	53%	88%	72%
Male	119	779	776	752	*	*	9%	36%	46%	82%	54%
Economically Disadvantaged Students	*	*	*	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	25	737	735	721	*	*	*	*	*	32%	22%
Students without Disabilities	205	788	787	768	*	*	*	*	*	92%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	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	235	776	782	759	*	*	16%	45%	32%	77%	60%
White	161	773	779	767	*	*	16%	47%	29%	76%	70%
Hispanic	21	775	778	744	*	0%	*	*	*	76%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	40	790	795	789	0%	*	*	38%	48%	85%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	105	784	790	768	*	*	10%	43%	42%	85%	69%
Male	130	770	775	751	*	*	21%	46%	25%	71%	52%
Economically Disadvantaged Students	*	*	757	740	*	*	*	*	*	*	42%
Non-Economically Disadvantaged Students	*	*	783	769	*	*	*	*	*	*	71%
Students with Disabilities	40	739	743	719	*	*	33%	*	*	40%	19%
Students without Disabilities	195	784	790	766	*	*	13%	*	*	85%	68%
English Learners	N	N	*	703	N	N	N	N	N	N	*
Non-English Learners	235	776	*	761	*	*	16%	45%	32%	77%	*
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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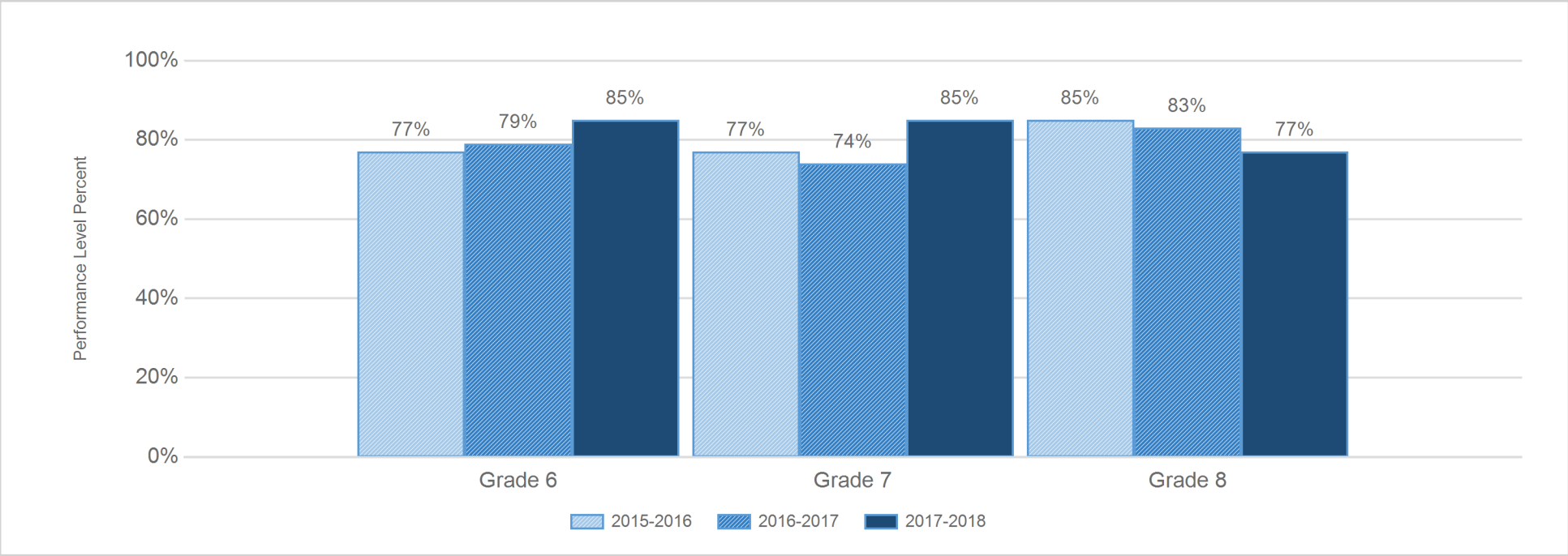
English Language Arts/Literacy Assessment - Performance Trends

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	657	93.9	75.1	76.1	45.0	74.2	67.7	Met Target
White	455	92.7	73.6	74.8	54.1	72.0	64.1	Met Target
Hispanic	55	96.6	58.2	*	29.2	58.2	58.8	Met Target†
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	105	97.3	88.6	*	77.0	88.6	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	82.0	53.0	*	80	Met Goal
Female	306	94.2	75.5	75.1	46.0	75.1		
Male	351	93.6	74.6	77.1	43.9	73.5		
Economically Disadvantaged Students	16	94.7	50.0	37.3	26.6	*	**	**
Non-Economically Disadvantaged Students	641	93.9	75.7	76.9	55.9	*		
Students with Disabilities	99	93.4	34.3	37.5	17.1	33.8	38.2	Met Target†
Students without Disabilities	558	94.0	82.2	83.4	50.5	81.5		
English Learners	19	100.0	68.4	*	24.6	68.4	**	**
Non-English Learners	638	93.7	75.3	*	46.9	74.3		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	*	*	*	75.0	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	189	767	765	744	*	*	14%	67%	15%	82%	44%
White	133	767	764	751	*	*	17%	65%	16%	80%	54%
Hispanic	14	755	748	731	0%	*	*	*	*	71%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	26	774	775	771	0%	0%	*	*	*	92%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	91	767	763	745	*	*	*	70%	14%	85%	45%
Male	98	768	767	742	*	*	*	63%	16%	80%	42%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	753	*	*	*	*	*	*	56%
Students with Disabilities	25	747	741	717	*	*	*	60%	0%	60%	13%
Students without Disabilities	164	770	768	748	*	*	*	68%	18%	85%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

GEORGE WASHINGTON MIDDLE SCHOOL
(03-4390-070)
Grades Offered: 06-08
2017-2018

Report Key:
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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	209	760	760	743	*	*	22%	57%	13%	70%	43%
White	150	759	757	750	*	*	26%	59%	9%	69%	54%
Hispanic	17	739	747	732	*	*	*	*	*	41%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	31	774	774	767	*	*	*	58%	32%	90%	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	100	758	759	745	*	*	27%	*	*	67%	45%
Male	109	762	760	741	*	*	18%	*	*	73%	42%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	55%
Students with Disabilities	24	724	725	717	*	*	42%	*	*	13%	12%
Students without Disabilities	185	765	764	748	*	*	20%	*	*	78%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

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(03-4390-070)
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	39	718	716	728	31%	28%	*	*	*	21%	28%
White	25	711	712	736	44%	*	*	*	*	16%	36%
Hispanic	*	*	734	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	18	725	721	731	*	*	*	*	*	33%	31%
Male	21	712	710	725	*	*	*	*	*	10%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	20	710	709	705	*	*	*	*	*	15%	*
Students without Disabilities	19	726	724	735	*	*	*	*	*	26%	*
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	*	*	*	734	*	*	*	*	*	*	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	192	773	768	746	0%	*	15%	*	*	85%	46%
White	131	771	767	755	0%	*	16%	*	*	83%	57%
Hispanic	15	765	756	730	0%	0%	*	*	*	80%	27%
Black or African American	*	*	741	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	35	784	782	779	0%	0%	*	*	*	94%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	768	755	*	*	*	*	*	*	54%
Female	90	773	768	748	0%	*	13%	*	*	87%	48%
Male	102	773	768	745	0%	*	16%	*	*	83%	44%
Economically Disadvantaged Students	*	*	745	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	769	756	*	*	*	*	*	*	57%
Students with Disabilities	21	762	743	716	0%	*	*	*	*	62%	13%
Students without Disabilities	171	774	773	752	0%	*	*	*	*	88%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	192	773	*	749	0%	*	15%	*	*	85%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	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	25	778	760	735	0%	0%	0%	*	*	100%	30%
White	14	773	757	740	0%	0%	0%	*	*	100%	37%
Hispanic	*	*	756	723	*	*	*	*	*	*	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	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	*	*	*	736	*	*	*	*	*	*	30%
Male	*	*	*	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	*	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	25	778	*	741	0%	0%	0%	*	*	100%	38%
Students with Disabilities	N	N	733	713	N	N	N	N	N	N	*
Students without Disabilities	25	778	763	738	0%	0%	0%	*	*	100%	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
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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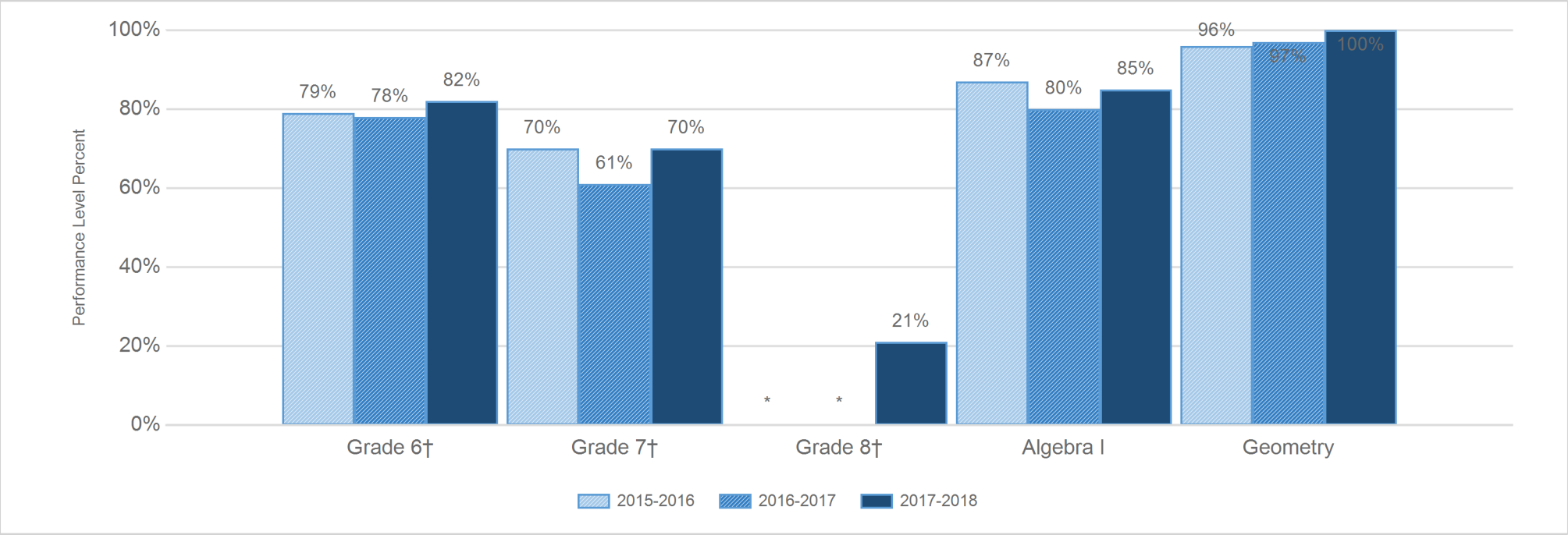
Mathematics Assessment – Performance Trends

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	215
7	20	0	229
8	186	31	47
Total	206	31	491

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	172	172	0	170	0	0	0
7	125	61	0	49	0	0	0
8	153	40	0	60	0	0	0
Total	450	273	0	279	0	0	0

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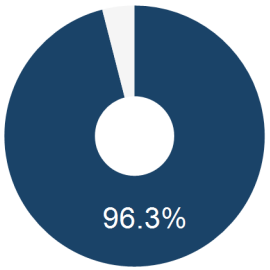
Visual and Performing Arts – Course Participation

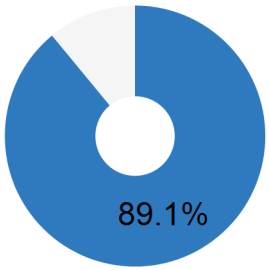
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

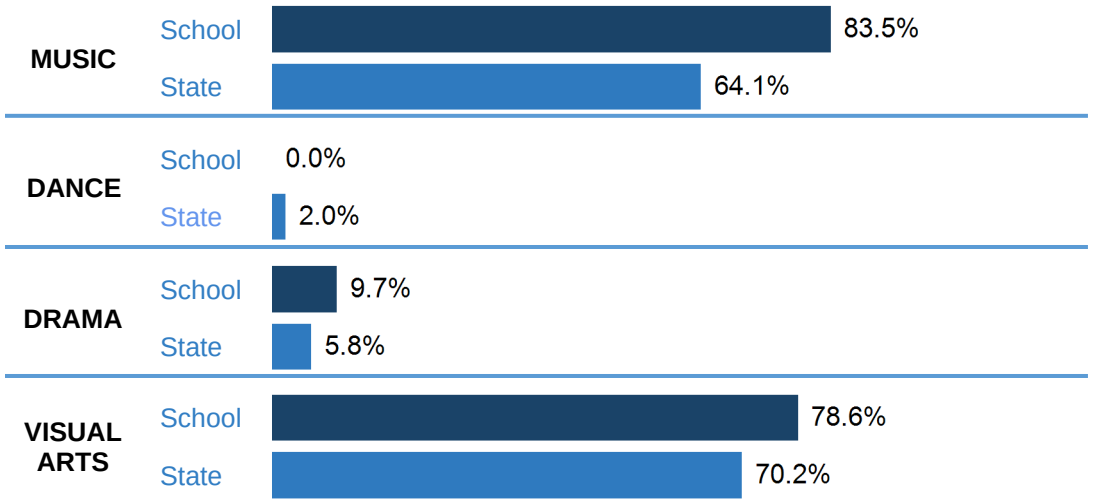


School



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.

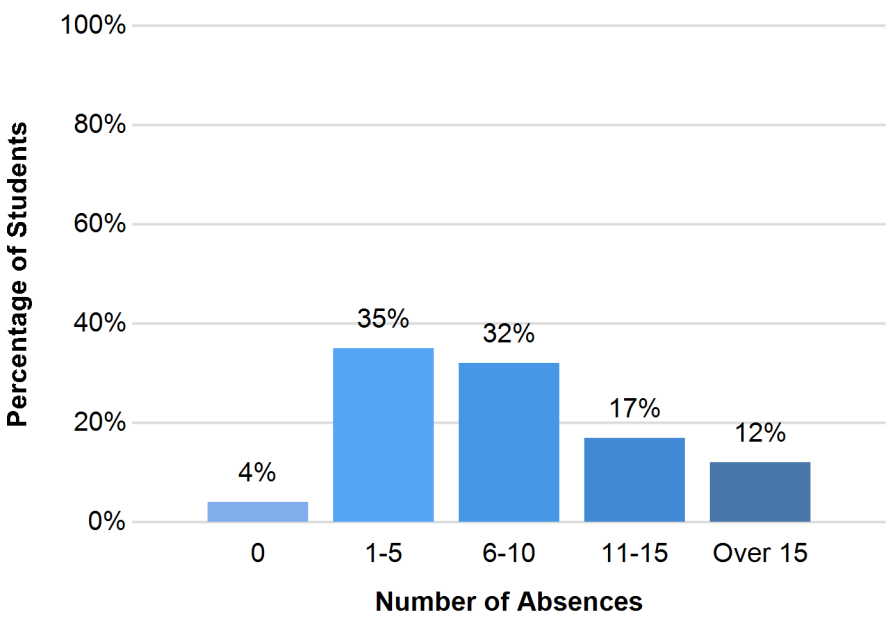
Chronic Absenteeism

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	56	7.8	9.5	Met
White	40	8.0	9.5	Met
Hispanic	6	10.3	9.5	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	4	3.6	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	9.5	Not Met
Economically Disadvantaged Students	3	15.0	9.5	Not Met
Students with Disabilities	17	15.5	9.5	Not Met
English Learners	*	*	**	**

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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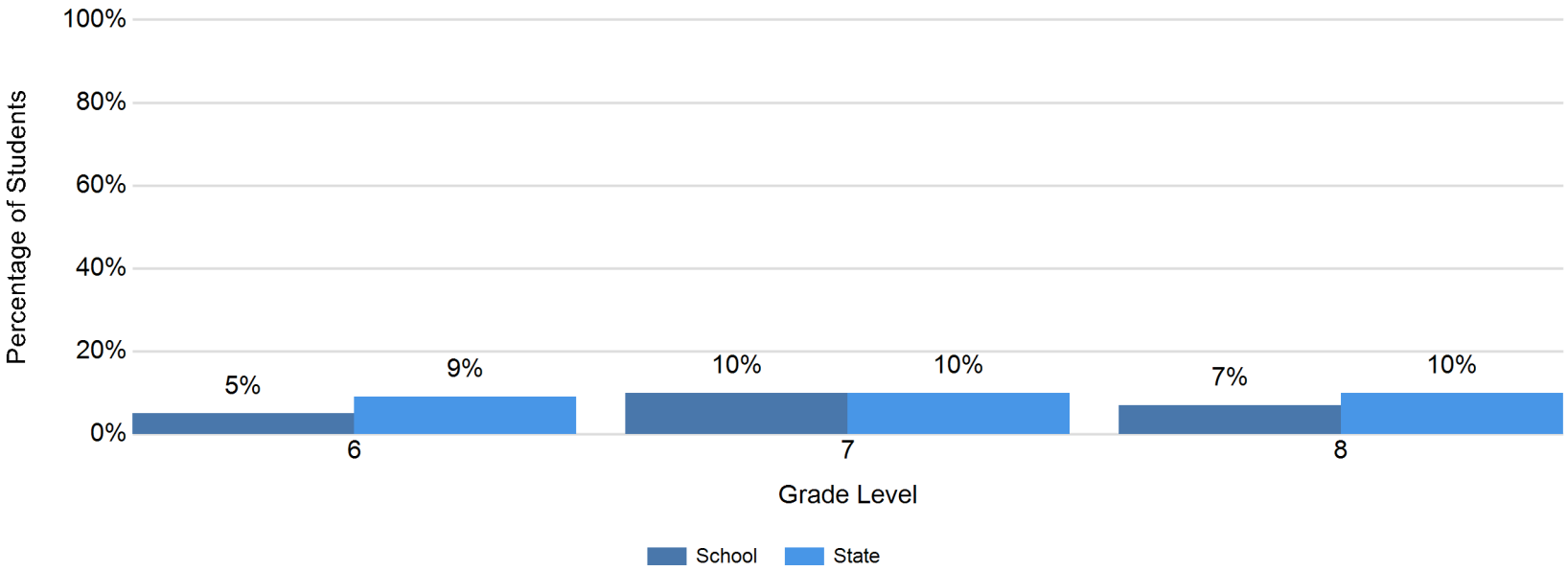
Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.42

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	0
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	1	1
Other	0	0	0
No Identified Nature	0		0

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	10	1.4%
Out-of-School Suspensions	*	*
Any Suspension	11	1.5%
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	8:00 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 42 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)	$229	$14,895	$15,124

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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	57	117,464
Average years experience in public schools	13.3	12.0
Average years experience in district	11.6	10.7
Teachers in district for 4 or more years	80.7%	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	31	9,374
Average years experience in public schools	13.0	16.0
Average years experience in district	6.1	12.0
Administrators in district for 4 or more years	58.1%	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	12:1	13:1
Students to Administrators	237:1	184:1
Teachers to Administrators	19:1	14:1
Students to Librarians/Media Specialists		632:1
Students to Nurses		632:1
Students to Counselors		438:1
Students to Child Study Team		228:1

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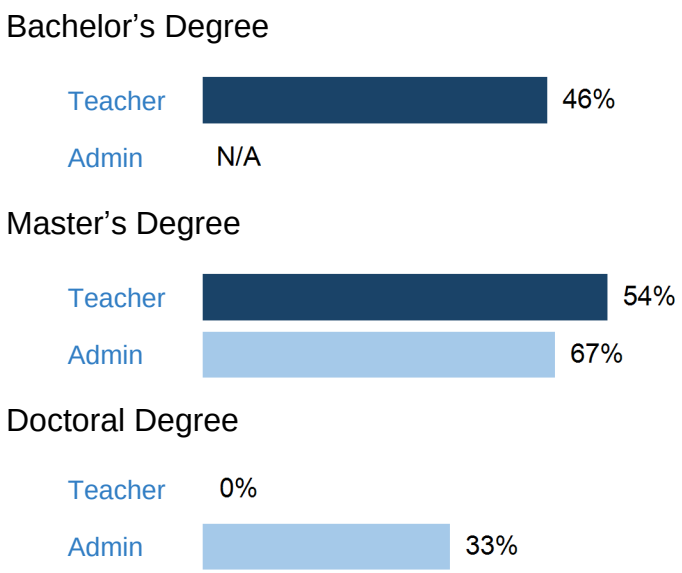
Teachers and Administrators - Level of Education

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	91.6%	90.2%
2016-17 Administrators: Same district 2017-18	96.8%	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	97.8%

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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	73.7%	66.7%
Male	26.3%	33.3%
White	93.0%	100.0%
Hispanic	3.5%	0.0%
Black or African American	3.5%	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		

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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	88.03	17.5%
Mathematics Proficiency	88.68	17.5%
English Language Arts Growth	18.90	25.0%
Mathematics Growth	17.69	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	37.23	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	45.66	n/a
Summative Rating: Percentile Rank of Summative Score	41.94	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 Goal	Met Target	Met Standard	Met Standard	**	Met	No
White	42.05	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	60.83	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	44.35	14.08	No	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	42.07	14.08	No	Met Goal	Met Goal	Not Met	Not Met	n/a	Not Met	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	Not Met	No
Students with Disabilities	51.91	14.08	No	Met Target	Met Target†	Not Met	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:	• Attention to the needs of young adolescents is a primary focus. • Highly trained professional staff is able to meet the needs of all learners. • Parent and community involvement enrich the middle school experience.
Mission, Vision, Theme:	Mission Statement - The Ridgewood Public Schools, committed to a tradition of excellence and innovation, in partnership with the community, provide a rich and challenging learning environment, enabling students to maximize their unique potentials to become life-long learners and productive, responsible citizens.
Awards, Recognition, Accomplishments:	Ridgewood Public Schools has been consistently ranking in state and national publications.

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

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

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Student Supports and Services:	The district offers an array of support services to meet the needs of diverse learners. This includes comprehensive programs for Special Education students, English Language Learners, students with 504 Plans and students with Health Plans. The district uses Intervention and Referral Services and offers Basic Skills Instruction. Guidance Counselors and Child Study Teams work closely with students and their families, and teachers consistently integrate differentiated instructional strategies.
Student Health and Wellness:	Ridgewood Public Schools offer a full and progressive wellness program K-12.
Parent and Community Involvement:	Parents and community members are involved through: Home and School Association, Federated Home and School Association, Learning Services Home and School Association, Booster clubs, Foundation, and Alumni Assocations. During the 2017-18 school year, our parent organization raised and donated $338,481.58 in goods and services to the district.

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Climate Surveys:	Is a Climate Survey Used: Yes Parents can access our community surveys on our website under Parents, Parent/Guardian Survey.
Facilities:	Ridgewood Public Schools consist of 11 well-kept district facilities dating from 1894-1966 with many additions, the latest in 4 schools in 2009.
School Safety:	During the summer of 2018, the district continued to add to our already significant school security protocols. Our district-funded School Security Specialist was joined by a shared cost School Resource Officer. In addition, we installed lock down shades in all of our schools and offices, a building exterior management system for all buildings and a district-wide one button lockdown system.

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Technology and STEM:	Students are afforded opportunities in STEM education from grades 3-12 through required and elective courses, and the middle schools and high school use specific Makerspace classrooms to deliver relevant and meaningful STEM curricula. With a robust WiFi and fiber optic network backbone, technology is integrated throughout the K-12 curriculum. Each elementary classroom has access to a chromebook cart, while grades 6-12 operate on a one-to-one chromebook platform. Teachers are well-trained in appropriate technology applications which enhance the instructional experience, and significant investment has been made in instructional technology which advances our students' learning across all subject areas.

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