



Ridgewood High School
2016-2017


Grade Span 09-PG

03-4390-050
BERGEN
RIDGEWOOD VILLAGE
627 EAST RIDGEWOOD AVE
RIDGEWOOD, NJ 07451

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

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	437	434	432
10	423	423	437
11	422	416	425
12	415	411	417
Ungraded	17	14	21
Total	1714	1698	1732

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	51%	52%	51%
Male	49%	48%	49%
Economically Disadvantaged Students	1%	2%	2%
Students with Disabilities	14%	12%	11%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	69.5%
Asian	16.1%
Hispanic	9.5%
Black or African American	0.9%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	4.0%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2014-15	2015-16	2016-17
Full Time Students	0	1698	1730
Shared Time Students	0	0	3
Full Time Equivalent	0	1698	1732

Enrollment by Home Language

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

Home Language	% of Students
English	92.4%
Korean	4.1%
Other	3.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	504	59.8	77.10	81.30	54.90	48.1	29.9	Met Target
White	338	57.1	77.80	80.80	63.90	46.7	28.4	Met Target
Hispanic	49	63.4	71.40	73.50	39.80	47.2	24.5	Met Target
Black or African American	*	*	*	46.90	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	90	69.2	76.70	86.10	80.70	54.2	45.5	Met Target
American Indian or Alaska Native	*	*	*	50.00	53.70	*	**	**
Two or More Races	23	59.0	91.30	89.00	54.90	56.6	19.1	Met Target
Female	250	58.5	86.80	87.00	62.20	53.1		
Male	254	61.2	67.70	75.60	48.10	43.1		
Economically Disadvantaged Students	12	66.7	25.00	39.40	36.20	*	N	N
Non-Economically Disadvantaged Students	492	59.7	78.40	82.60	65.80	*		
Students with Disabilities	74	68.8	27.10	35.80	20.50	19.9	13.1	Met Target
Students without Disabilities	430	58.6	85.80	89.50	61.90	52.1		
English Learners	19	76.9	36.90	58.00	25.20	29.4	N	N
Non-English Learners	485	59.3	78.80	82.00	57.40	48.6		
Homeless Students	N	N	*	0.00	26.40	*		
Students In Foster Care	N	N	*	0.00	24.80	*		
Military-Connected Students	*	*	*	50.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	431	776	776	748	*	*	12%	49%	33%	82%	52%
White	287	775	775	757	*	*	12%	51%	31%	82%	62%
Hispanic	43	775	775	732	0%	*	*	49%	28%	77%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	75	780	780	776	*	*	*	45%	40%	85%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	22	785	785	745	*	0%	*	50%	*	91%	48%
Female	216	782	782	756	*	*	8%	49%	39%	88%	60%
Male	215	769	769	741	*	*	16%	50%	26%	75%	43%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	62%
Students with Disabilities	46	733	733	714	*	*	39%	24%	*	26%	13%
Students without Disabilities	385	781	781	754	*	*	9%	53%	*	89%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	N
Non-English Learners	*	*	*	751	*	*	*	*	*	*	N
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	704	N	N	N	N	N	N	N



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	755	755	742	13%	12%	19%	28%	28%	56%	46%
White	61	757	757	749	*	*	16%	30%	30%	59%	52%
Hispanic	*	*	*	727	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	739	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	46	772	772	751	*	*	*	*	35%	76%	54%
Male	51	740	740	733	*	*	*	*	22%	37%	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	750	*	*	*	*	*	*	54%
Students with Disabilities	27	725	725	704	*	*	*	*	0%	30%	12%
Students without Disabilities	70	767	767	749	*	*	*	*	39%	66%	52%
English Learners	*	*	*	680	*	*	*	*	*	*	N
Non-English Learners	*	*	*	745	*	*	*	*	*	*	N
Homeless Students	N	N	N	714	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	732	*	*	*	*	*	*	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	N



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	32	736	736	735	31%	*	*	38%	*	47%	38%
White	17	738	738	738	*	0%	*	*	*	47%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	727	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	755	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	14	754	754	743	*	*	*	*	*	57%	46%
Male	18	722	722	728	*	*	*	*	*	39%	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	42%
Students with Disabilities	10	720	720	709	*	*	*	*	*	30%	12%
Students without Disabilities	22	743	743	741	*	*	*	*	*	55%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	N
Non-English Learners	*	*	*	737	*	*	*	*	*	*	N
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

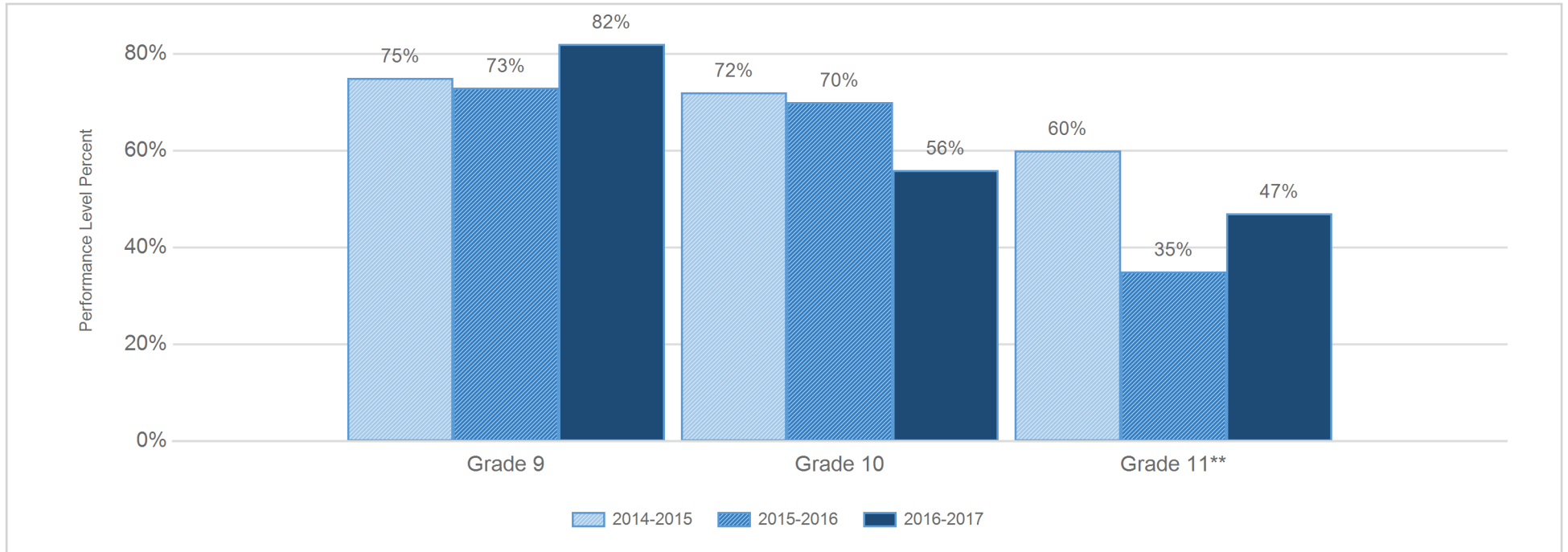


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English Language Arts/Literacy Assessment - Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	478	60.5	70.10	75.40	43.50	44.1	28.7	Met Target
White	321	57.0	68.30	74.30	52.40	40.8	27.2	Met Target
Hispanic	47	63.3	63.80	62.80	27.60	42.1	22	Met Target
Black or African American	*	*	*	45.10	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	85	73.8	78.80	85.10	75.60	59.2	43.8	Met Target
American Indian or Alaska Native	*	*	*	50.00	42.50	*	**	**
Two or More Races	21	61.8	81.00	84.20	44.90	52.7	22.7	Met Target
Female	233	58.5	71.20	75.90	44.10	43.5		
Male	245	62.6	69.00	75.10	42.90	44.7		
Economically Disadvantaged Students	12	70.0	33.30	36.90	25.10	*	N	N
Non-Economically Disadvantaged Students	466	60.3	71.00	76.80	54.30	*		
Students with Disabilities	76	71.3	23.70	33.90	16.50	17.9	11.8	Met Target
Students without Disabilities	402	58.9	78.80	83.30	48.80	48.1		
English Learners	16	77.3	50.00	64.00	23.30	40	N	N
Non-English Learners	462	60.0	70.80	75.90	45.20	44.2		
Homeless Students	N	N	*	0.00	16.40	*		
Students In Foster Care	N	N	*	0.00	15.10	*		
Military-Connected Students	*	*	*	25.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	136	751	763	742	*	13%	23%	60%	*	60%	42%
White	99	750	761	750	*	13%	27%	56%	*	56%	52%
Hispanic	21	751	*	727	*	*	*	67%	0%	67%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	735	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	67	753	762	743	*	*	24%	64%	*	64%	43%
Male	69	750	765	741	*	*	22%	57%	*	57%	40%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	39	734	*	714	*	*	*	33%	0%	33%	10%
Students without Disabilities	97	758	*	747	*	*	*	71%	0%	71%	47%
English Learners	*	*	*	707	*	*	*	*	*	*	N
Non-English Learners	*	*	*	744	*	*	*	*	*	*	N
Homeless Students	N	N	N	717	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	N
Military-Connected Students	*	*	*	741	*	*	*	*	*	*	37%
Migrant Students	N	N	N	714	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	289	756	758	733	*	*	20%	60%	9%	69%	30%
White	198	754	757	739	*	9%	19%	63%	*	70%	38%
Hispanic	25	752	*	722	0%	*	*	40%	*	56%	14%
Black or African American	*	*	*	718	*	*	*	*	*	*	N
Asian, Native Hawaiian, or Pacific Islander	51	760	764	757	*	*	20%	63%	*	75%	65%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	29%
Two or More Races	13	765	*	733	0%	0%	*	*	*	77%	32%
Female	147	756	759	734	*	*	21%	61%	*	69%	31%
Male	142	755	758	733	*	*	19%	60%	*	69%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	34	721	*	711	*	38%	32%	*	0%	12%	N
Students without Disabilities	255	760	*	737	*	5%	18%	*	10%	77%	N
English Learners	*	*	*	709	*	*	*	*	*	*	N
Non-English Learners	*	*	*	734	*	*	*	*	*	*	N
Homeless Students	N	N	N	717	N	N	N	N	N	N	N
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	N
Military-Connected Students	*	*	*	726	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	N



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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	779	779	724	*	*	14%	46%	30%	76%	28%
White	43	773	773	731	*	*	*	56%	*	77%	33%
Hispanic	10	732	732	709	*	*	*	*	*	30%	14%
Black or African American	*	*	*	702	*	*	*	*	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	714	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	38	773	773	724	*	*	*	55%	*	74%	27%
Male	56	783	783	724	*	*	*	39%	*	77%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	35%
Students with Disabilities	11	717	717	692	*	*	*	*	0%	18%	N
Students without Disabilities	83	787	787	728	*	*	*	*	34%	83%	N
English Learners	*	*	*	691	*	*	*	*	*	*	N
Non-English Learners	*	*	*	725	*	*	*	*	*	*	N
Homeless Students	N	N	N	702	N	N	N	N	N	N	N
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	N
Military-Connected Students	N	N	N	709	N	N	N	N	N	N	14%
Migrant Students	N	N	N	701	N	N	N	N	N	N	14%

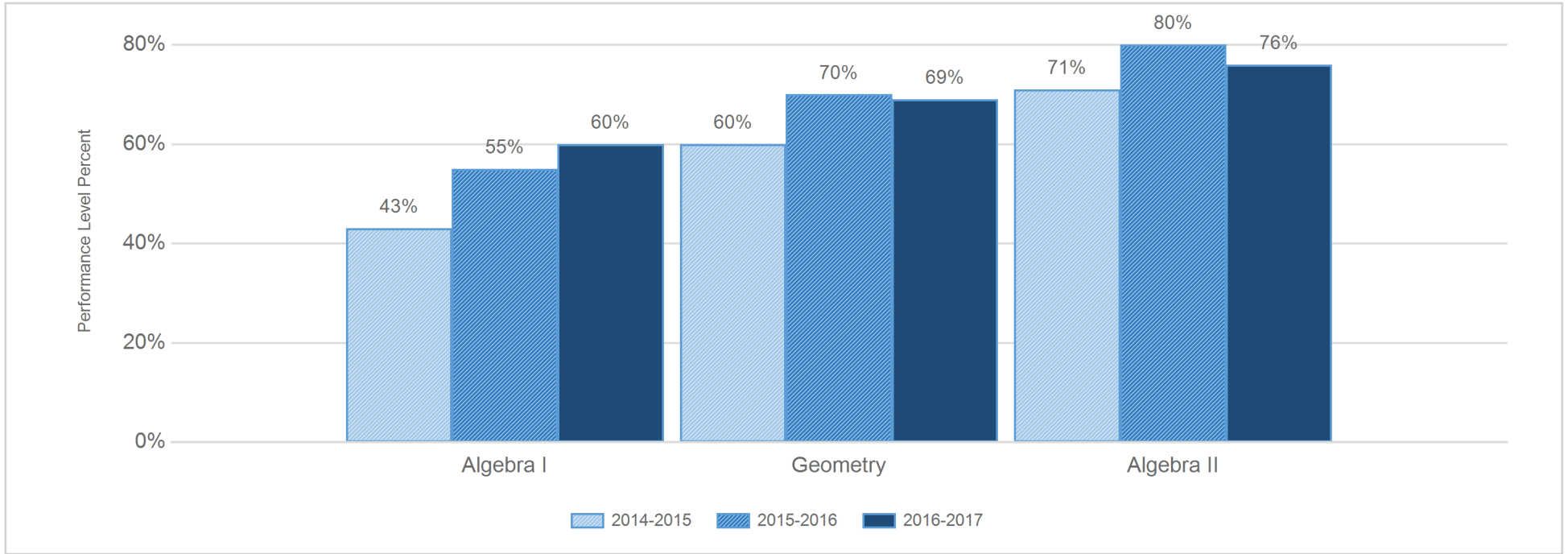


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Mathematics Assessment – Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Proficiency Test - Participation and Performance

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

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



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

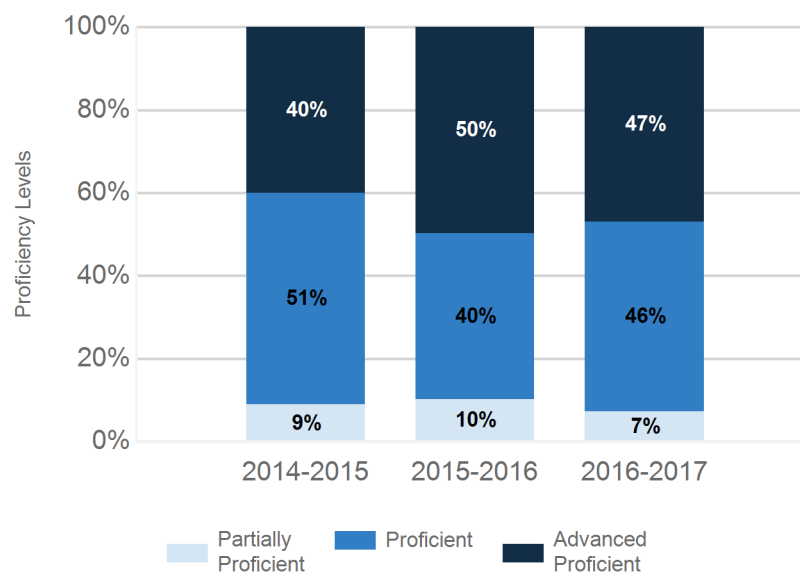
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	47%	46%	7%
White	43%	48%	9%
Hispanic	43%	55%	3%
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	64%	32%	4%
American Indian or Alaska Native	N	N	N
Two or More Races	62%	*	N
Economically Disadvantaged Students	N	*	*
Students with Disabilities	11%	55%	34%
English Learners	*	*	N

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	60.4%	89.4%
Percentage of students taking the SAT	61.9%	94.7%
Percentage of students taking the ACT	79.1%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	567	481	Varies By Grade	93%	67%
PSAT - Math	568	483	Varies By Grade	84%	49%
SAT - Reading and Writing	631	551	480	95%	77%
SAT - Math	641	552	530	93%	58%
ACT - Reading	27	24	22	86%	65%
ACT - English	28	24	18	95%	79%
ACT - Math	27	24	22	88%	65%
ACT - Science	26	23	23	77%	54%



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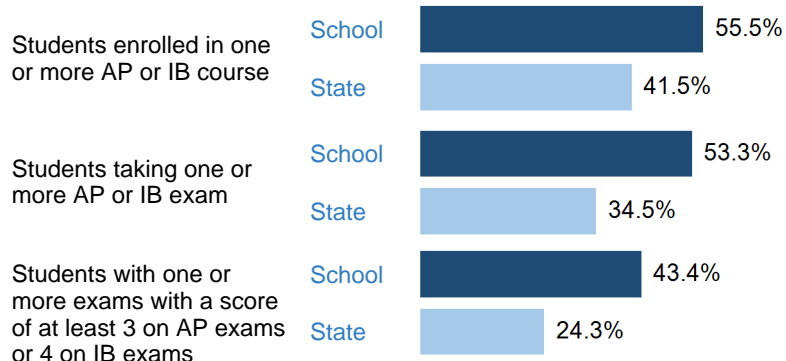
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

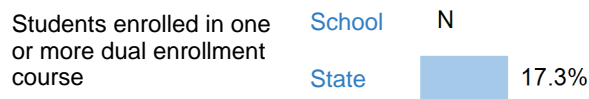
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

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



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



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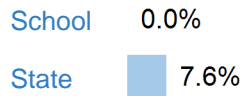
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

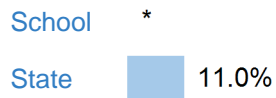
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

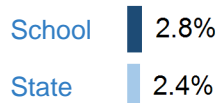
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	135	250	37	0	0	0	24
10	1	154	257	6	2	0	34
11	1	4	105	141	20	7	173
12	0	1	2	6	156	159	106
Schoolwide	137	409	401	153	178	166	337
Enrolled in AP/IB Course	0	0	0	0	46	50	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	367	1	0	76	0	0
10	92	356	0	1	0	0
11	4	77	0	1	370	33
12	35	41	0	44	110	63
Schoolwide	498	475	0	122	480	96
Enrolled in AP/IB Course	37	58	0	45	86	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	443	0	0	0	0	0
10	3	444	0	0	0	0
11	1	412	30	155	9	21
12	0	41	151	86	47	160
Schoolwide	447	897	181	241	56	181
Enrolled in AP/IB Course	0	18	125	131	0	74

World Languages - Course Participation

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

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



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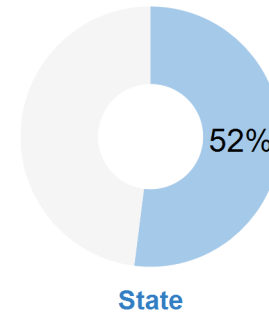
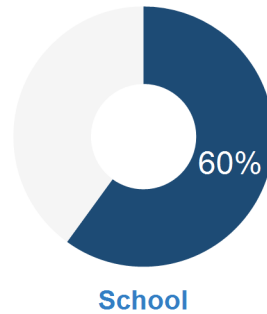
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Visual and Performing Arts – Course Participation

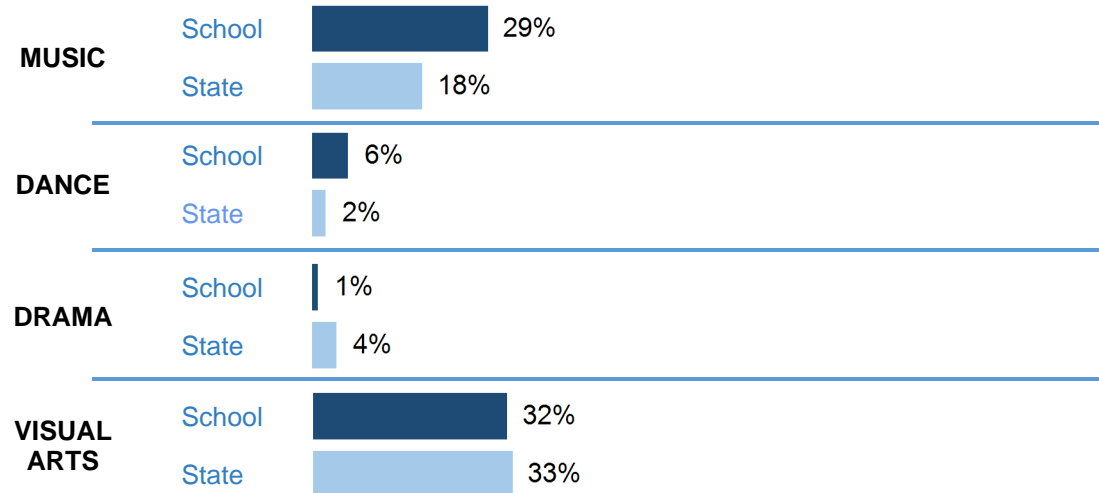
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	97.4%	90.5%	97.9%	91.8%	95.6%	N	Met Goal	98.8%	N	Met Goal
White	97.4%	94.5%	*	95.1%	95.7%	N	Met Goal	*	N	Met Goal
Hispanic	97.3%	84.3%	100%	86.3%	96.3%	N	Met Goal	100%	N	Met Goal
Black or African American	*	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	98.4%	97.5%	*	95.0%	Not Met	98.9%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	100%	91.9%	100%	93.7%	100%	**	**	100%	N	Met Goal
Economically Disadvantaged Students	*	83.9%	*	85.6%	*	**	**	*	**	**
Students with Disabilities	87.5%	78.8%	96%	82.1%	83.8%	84.5%	Not Met	95.2%	N	Met Goal
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	97.4%	-
2016	96%	97.9%
2015	97%	99%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.2%	1.1%
2015-2016	0.4%	1.1%
2014-2015	0.2%	1.1%

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



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	86.5%	4.7%	95.3%
White	86.1%	4.4%	95.6%
Hispanic	85.7%	11.1%	88.9%
Black or African American	*	0%	*
Asian, Native Hawaiian, or Pacific Islander	89.9%	3.2%	96.8%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	90%	11.1%	88.9%
Students with Disabilities	83.3%	20%	80%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	85.5%	5.4%	94.7%	42.5%	57.5%	24.5%	75.5%
White	85%	4.2%	95.8%	41.4%	58.6%	22.6%	77.4%
Hispanic	80.7%	8%	92%	40%	60%	32%	68%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	87%	4.3%	95.7%	51.1%	48.9%	29.8%	70.2%
American Indian or Alaska Native	*	0%	*	0%	*	*	0%
Two or More Races	94.4%	11.8%	88.2%	35.3%	64.7%	17.7%	82.4%
Economically Disadvantaged Students	70%	14.3%	85.7%	42.9%	57.1%	71.4%	28.6%
Students with Disabilities	83.3%	25.7%	74.3%	40%	60%	40%	60%
English Learners	*	*	0%	*	0%	*	0%



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

Chronic Absenteeism

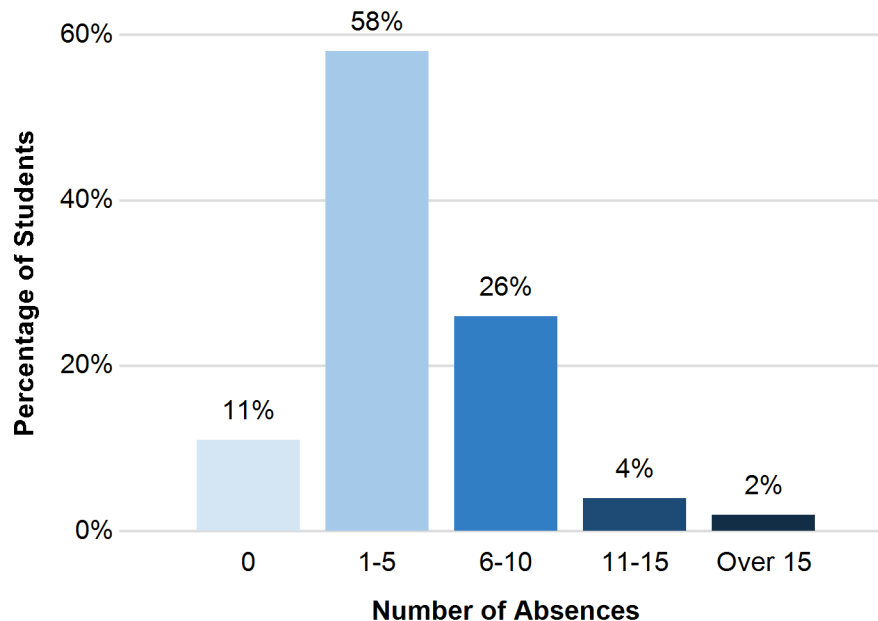
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	1.50	14.30	Met Target
White	1.60	14.30	Met Target
Hispanic	1.20	14.30	Met Target
Black or African American	0	**	**
Asian, Native Hawaiian, or Pacific Islander	1.40	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	1.40	14.30	Met Target
Economically Disadvantaged Students	2.60	14.30	Met Target
Students with Disabilities	5.10	14.30	Met Target
English Learners	0	**	**

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

Days Absent

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





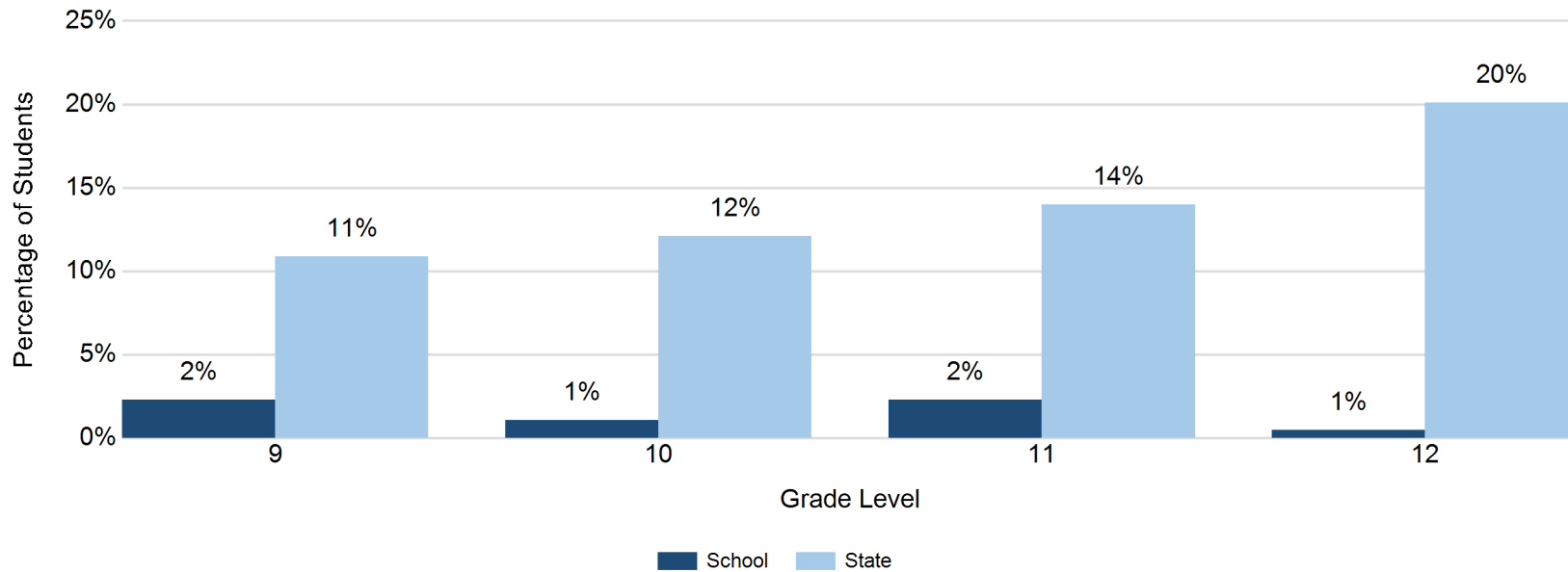
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:45AM
Typical End Time	3:00PM
Length of School Day	7 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	3 Hrs. 0 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	0
Substances	17
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	21
Incidents Per 100 Students Enrolled	1.21

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	2.4%
Out-of-School Suspensions	1.1%
Any Suspension	3.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1.1	228.9 kbps	100 kbps	Yes	N	Fiber	No

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$244	\$14,235	\$14,479



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	138	115,100
Average years experience in public schools	11.2	11.8
Average years experience in district	9.9	10.5
Teachers in district for 4 or more years	80%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,476
Average years experience in public schools	16.8	15.7
Average years experience in district	9.9	11.5
Administrators in district for 4 or more years	84%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	192:1	183:1
Librarian/Media Specialists		631:1
Nurses		631:1
Counselors		437:1
Child Study Team		227:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	77%
2015-16 Administrators: Same district 2016-17	93%	85%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	52	17.5%
Mathematics Proficiency	81	17.5%
Graduation - 4-Year	52	25%
Graduation - 5-Year	88	25%
Chronic Absenteeism	99	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		73.3
Summative Rating: Percentile rank of Summative Score		78 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	73	6	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	67	7	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	90	7	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	40	7	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	92	7	No	Met Target	Met Target	Met Target	**	Met Goal	No
Economically Disadvantaged Students	**	**	No	N	N	Met Target	**	**	No
Students with Disabilities	81	7	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
English Learners	**	**	No	N	N	**	**	**	No

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† Target was met within a confidence interval.



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School General Info

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

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Ridgewood High School is consistently recognized as one of the top performing high schools in the state. • Highly trained professional staff is able to meet the needs of all learners. • Parent and community involvement enrich the high school experience.
 Mission, Vision, Theme:	Mission Statement - The Ridgewood Public Schools, committed to a tradition of excellence and innovation, in partnership with the community, provide a rich and challenging learning environment, enabling students to maximize their unique potentials to become life-long learners and productive, responsible citizens.
 Awards, Recognition, Accomplishments:	Ridgewood Public Schools has been consistently ranking in state and national publications.






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 <p>Courses, Curriculum, Instruction:</p>	<p>The K-12 district curriculum is aligned to the NJSLs and provides students with a rich and challenging learning experience. Through a well-articulated academic program and in conjunction with varied extended learning opportunities, students are encouraged to maximize their potential, while being prepared for responsible citizenship in a globally connected society. The K-12 curriculum effectively strikes a balance between a tradition of excellence and a culture of innovation.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys and Girls), Bowling (Boys and Girls), Cross-Country (Boys and Girls), Fencing (Girls), Football (Boys), Golf (Boys and Girls), Gymnastics (Girls), Ice Hockey (Co-ed), Lacrosse (Boys and Girls), Skiing (Co-ed), Soccer (Boys and Girls), Softball (Girls), Swimming (Boys and Girls), Tennis (Boys and Girls), Track and Field - Spring (Boys and Girls), Track and Field - Winter (Boys and Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>Ridgewood High School offers highly competitive programs in 19 sports for boys and girls.</p>
 <p>Clubs and Activities:</p>	<p>Ridgewood Public Schools offer a variety of co-curricular activities at all levels with Ridgewood High School sponsoring 100 award-winning activities.</p>








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





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



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Other Information:

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