



**Glen School**  
(03-4390-080)  
Grades Offered: PK-PK  
2018-2019

**Report Key:**

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



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### School Contact Information

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 Public School District
Principal Name	Mrs. Karen Price
Address	865 EAST GLEN AVENUE RIDGEWOOD, NJ 07451
Phone Number	201-251-3140
Email Address	<a href="mailto:kprice@ridgewood.k12.nj.us">kprice@ridgewood.k12.nj.us</a>
Website	<a href="https://www.ridgewood.k12.nj.us/">https://www.ridgewood.k12.nj.us/</a>
Facebook	<a href="https://www.facebook.com/RidgewoodPublicSchools">https://www.facebook.com/RidgewoodPublicSchools</a>
Twitter	<a href="https://twitter.com/RwdPubSchools">https://twitter.com/RwdPubSchools</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	41	48	68
Total	42	48	68

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	31.0%	35.4%	38.6%
Male	69.0%	64.6%	61.4%
Economically Disadvantaged Students	7.1%	4.2%	N
Students with Disabilities	90.5%	75.0%	54.3%
English Learners	2.4%	N	N
Homeless Students	N	N	N
Students in Foster Care	2.4%	N	N
Military-Connected Students	N	N	N
Migrant Students	N	N	N

### 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	2016-17	2017-18	2018-19
White	59.5%	58.3%	57.1%
Hispanic	9.5%	18.8%	21.4%
Black or African American	N	N	N
Asian	28.6%	18.8%	14.3%
Native Hawaiian or Pacific Islander	N	2.1%	N
American Indian or Alaska Native	N	N	N
Two or More Races	2.4%	2.1%	7.1%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	N	N	N
PK - Full Day	41	48	68

### 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	88.6%
Spanish	7.1%
Korean	2.9%
Chinese	1.4%



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

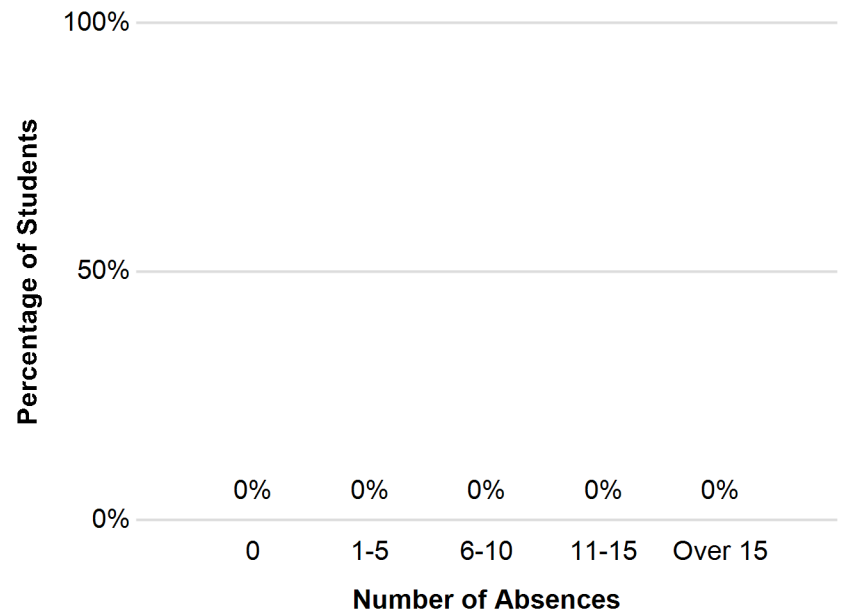
### Chronic Absenteeism

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	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### 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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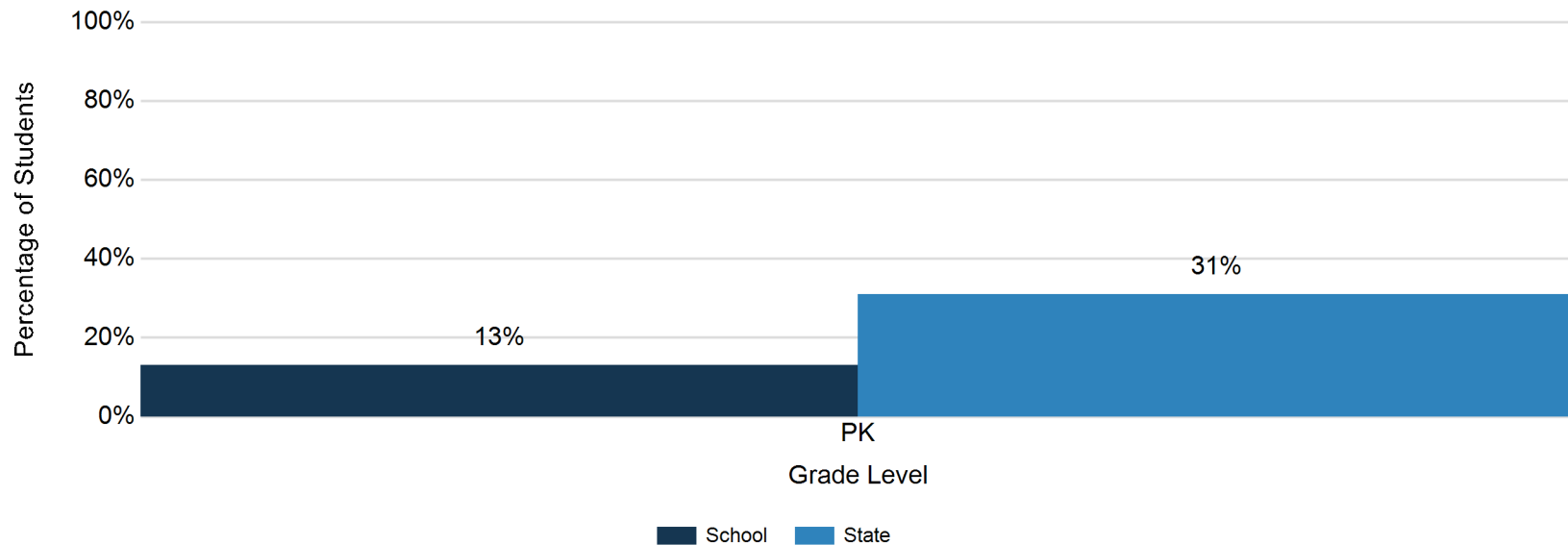
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### Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### 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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

### 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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N



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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 Bullying (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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

### 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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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

N

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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	9:00 AM
Typical End Time	1:45 PM
Length of School Day	4 Hrs 45 Mins
Full Time - Instructional Time	N
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 through 10 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 through 10. 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
2018-19	N





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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	7	118,214
Average years experience in public schools	18.9	12.1
Average years experience in district	15.6	10.8
Percentage of Teachers with 4 or more years experience in the district	100.0%	75.3%

## Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,530
Average years experience in public schools	14.3	16.0
Average years experience in district	7.0	12.0
Percentage of Administrators with 4 or more years experience in the district	80.6%	76.9%

## 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	10:1	14:1
Students to Administrators	N	184:1
Teachers to Administrators	N	13:1
Students to Librarians/Media Specialists		633:1
Students to Nurses		633:1
Students to Counselors		438:1
Students to Child Study Team Members		248:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	38.6%	85.7%	N	48.4%	77.1%	54.9%
Male	61.4%	14.3%	N	51.6%	22.9%	45.1%
White	57.1%	100.0%	N	42.4%	83.6%	77.4%
Hispanic	21.4%	0.0%	N	29.9%	7.3%	7.2%
Black or African American	0.0%	0.0%	N	15.0%	6.6%	13.9%
Asian	14.3%	0.0%	N	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	N	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	N	0.2%	0.1%	0.1%
Two or More Races	7.1%	0.0%	N	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

#### 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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	96.8%	87.9%

### 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
2018-19	97.5%



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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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 the school or district directly.



### Highlights:

- Attention to the developmental needs of the whole child is the focus.
- Highly trained professional staff is able to meet the needs of all learners.
- Parent and community involvement enrich the preschool experience.



### Mission, Vision, Theme:

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 potential to become lifelong 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><b>Courses, Curriculum, Instruction:</b></p>	<p>The Glen School offers a developmentally appropriate pre-school curriculum for general and special education students. The Glen School uses Curiosity Corner as a framework for the instructional program to prepare students for kindergarten.</p>
 <p><b>Clubs and Activities:</b></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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### 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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 <p><b>Student Supports and Services:</b></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><b>Parent and Community Involvement:</b></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 2018-19 school year, our parent organizations raised and donated \$867,311.19 in goods and services to the district.</p>








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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes 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>
 <p>School Safety:</p>	<p>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.</p>





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 <p><b>Technology and STEM:</b></p>	<p>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.</p>
 <p><b>Early Childhood Education:</b></p>	<p>The Ridgewood Public Schools offer an array of preschool programs to meet the needs of our youngest learners. Housed at Glen School, Ridgewood runs both self-contained and integrated preschool classes. In a self-contained setting, we run a preschool disabled class and a multiply disabled class. These two programs are locally funded and there is no waiting list for admission. We also offer a general education integrated preschool class that is tuition-based and includes both general education and special education students. This program is tuition-based for non-classified students and currently has a waiting list for general education students. All preschool programs run from 9:00-1:45 daily.</p>



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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 the school or district directly.



### Other Information

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