



## Ridgewood High School

(03-4390-050)

Grades Offered: 09-12

2018-2019

### Report Key:

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
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### 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	Dr. Thomas Gorman
Address	627 EAST RIDGEWOOD AVE RIDGEWOOD, NJ 07451
Phone Number	201-670-2800
Email Address	<a href="mailto:tgorman@ridgewood.k12.nj.us">tgorman@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
9	439	435	466
10	443	435	435
11	430	440	429
12	421	430	435
Total	1,733	1,740	1,765

### 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	51.3%	50.3%	50.6%
Male	48.7%	49.7%	49.4%
Economically Disadvantaged Students	2.1%	2.0%	2.4%
Students with Disabilities	10.9%	11.5%	11.3%
English Learners	1.2%	1.4%	1.0%
Homeless Students	N	0.1%	0.1%
Students in Foster Care	0.1%	N	N
Military-Connected Students	0.1%	1.1%	0.8%
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	69.5%	67.8%	66.1%
Hispanic	9.5%	10.4%	10.4%
Black or African American	0.9%	1.4%	1.2%
Asian	16.1%	15.7%	17.5%
Native Hawaiian or Pacific Islander	0.1%	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	4.0%	4.7%	4.8%

### Enrollment Trends by Full and Shared Time Status

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	2016-17	2017-18	2018-19
Full Time Students	1,730	1,738	1,764
Shared Time Students	3	2	1
Full Time Equivalent	1,732	1,739	1,765

### 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	91.5%
Korean	3.6%
Spanish	1.2%
Japanese	1.0%
Other Languages	2.8%



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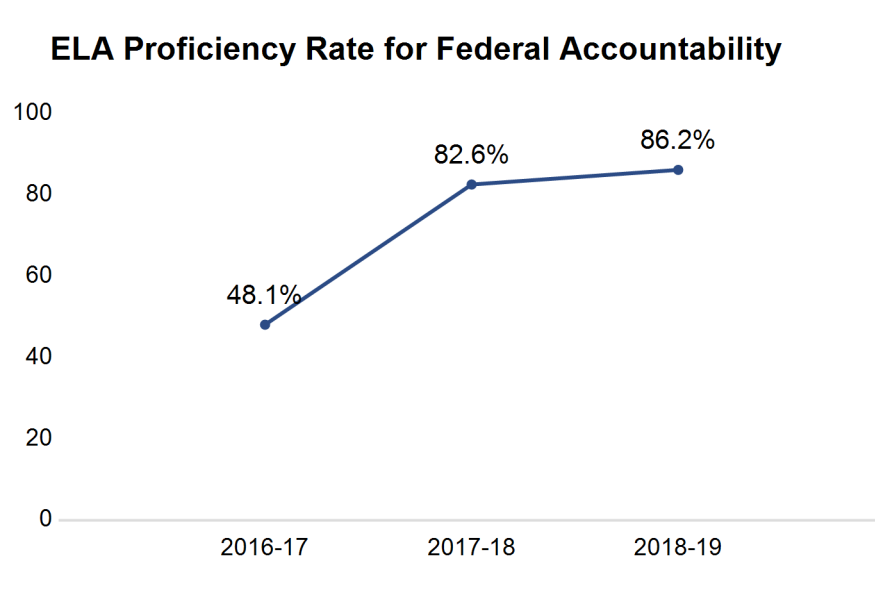
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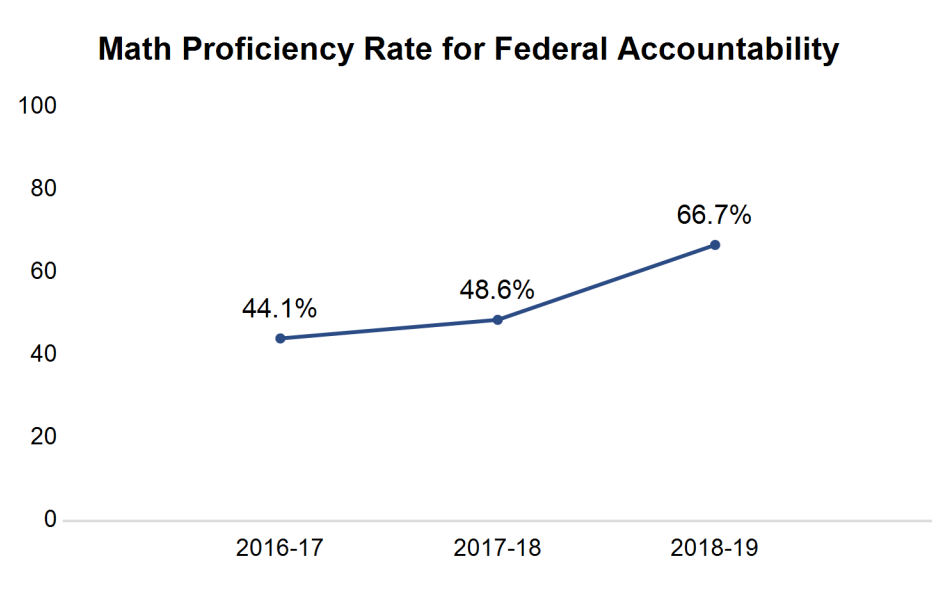
## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	59.8%	99.4%	99.0%	60.5%	67.7%	99.2%
Proficiency Rate for Federal Accountability	48.1%	82.6%	86.2%	44.1%	48.6%	66.7%
Annual Target	29.9%	32.6%	35.2%	28.7%	31.4%	34.1%
Met Annual Target?	Met Target	Met Goal	Met Goal	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	889	99.0	86.2	84.1	57.9	86.2	35.2	Met Goal
White	572	99.0	86.7	83.3	66.9	86.7	33.8	Met Goal
Hispanic	95	99.0	80.0	76.2	43.9	80.0	30.4	Met Goal
Black or African American	12	100.0	75.0	*	38.5	75.0	**	**
Asian, Native Hawaiian, or Pacific Islander	164	98.8	87.2	89.2	82.9	87.2	49.1	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	46	100.0	91.3	90.8	64.4	91.3	25.5	Met Goal
Female	447	98.7	90.2	88.0	64.8	90.2		
Male	442	99.3	82.1	80.4	51.3	82.1		
Economically Disadvantaged Students	27	100.0	51.9	52.7	40.0	51.9	40.1	Met Target
Non-Economically Disadvantaged Students	862	99.0	87.2	84.8	67.9	87.2		
Students with Disabilities	130	97.0	56.2	47.6	22.7	56.2	20.2	Met Target
Students without Disabilities	759	99.3	91.3	90.8	65.1	91.3		
English Learners	22	100.0	27.3	60.6	29.3	27.3	34.5	Met Target†
Non-English Learners	867	99.0	87.7	85.1	60.6	87.7		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	10	100.0	80.0	88.5	57.8	80.0		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



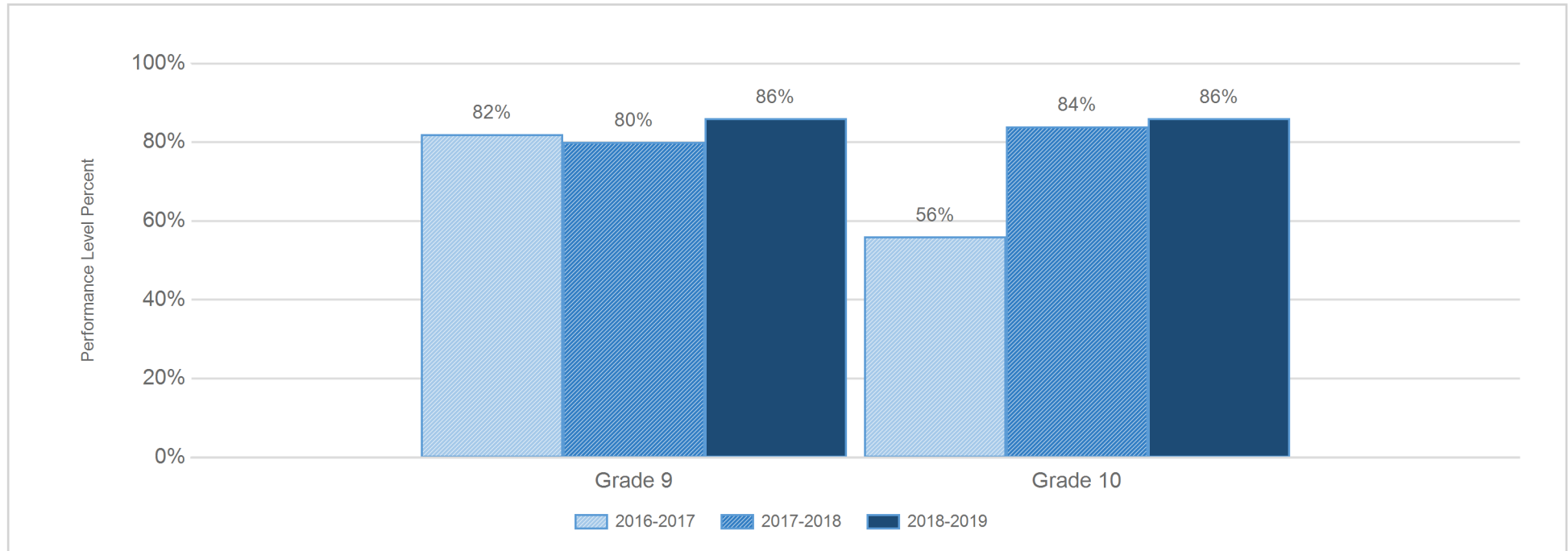
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### English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	459	781	781	753	*	*	10%	47%	39%	86%	56%
White	297	779	779	762	*	*	11%	52%	34%	86%	65%
Hispanic	43	776	776	737	*	*	*	47%	35%	81%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	94	789	789	783	*	*	*	33%	57%	90%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	231	785	785	760	*	*	6%	47%	44%	91%	63%
Male	228	777	777	746	*	*	15%	47%	35%	82%	49%
Economically Disadvantaged Students	14	761	761	734	*	*	*	*	*	64%	36%
Non-Economically Disadvantaged Students	445	782	782	762	*	*	*	*	*	87%	65%
Students with Disabilities	64	752	752	717	*	*	22%	*	*	59%	17%
Students without Disabilities	395	786	786	760	*	*	8%	*	*	91%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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### English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	432	789	789	757	3%	3%	8%	38%	48%	86%	58%
White	277	790	790	767	*	*	6%	40%	48%	88%	67%
Hispanic	53	785	785	738	*	*	*	32%	45%	77%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	69	787	787	792	*	*	*	36%	48%	84%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	220	797	797	766	*	*	8%	30%	59%	89%	66%
Male	212	781	781	749	*	*	8%	45%	38%	83%	51%
Economically Disadvantaged Students	13	738	738	735	*	*	*	*	*	38%	40%
Non-Economically Disadvantaged Students	419	791	791	767	*	*	*	*	*	87%	67%
Students with Disabilities	65	748	748	711	*	*	25%	*	*	54%	19%
Students without Disabilities	367	796	796	765	*	*	5%	*	*	92%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%





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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	849	99.2	66.7	74.5	44.5	66.7	34.1	Met Target
White	548	98.9	65.3	72.5	54.1	65.3	32.7	Met Target
Hispanic	94	99.0	55.3	57.8	28.8	55.3	28.2	Met Target
Black or African American	12	100.0	58.3	*	23.0	58.3	**	**
Asian, Native Hawaiian, or Pacific Islander	153	100.0	76.5	88.1	76.5	76.5	47.6	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	42	100.0	76.2	81.1	53.3	76.2	28.7	Met Target
Female	431	99.3	65.4	72.4	44.9	65.4		
Male	418	99.1	67.9	76.5	44.2	67.9		
Economically Disadvantaged Students	25	100.0	44.0	38.9	26.3	44.0	N	N
Non-Economically Disadvantaged Students	824	99.2	67.4	75.2	54.9	67.4		
Students with Disabilities	129	97.7	30.2	36.5	17.4	30.2	19	Met Target
Students without Disabilities	720	99.5	73.2	81.4	50.0	73.2		
English Learners	21	100.0	61.9	69.4	25.0	61.9	44	Met Target
Non-English Learners	828	99.2	66.8	74.7	46.5	66.8		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	10	100.0	90.0	96.2	46.4	90.0		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



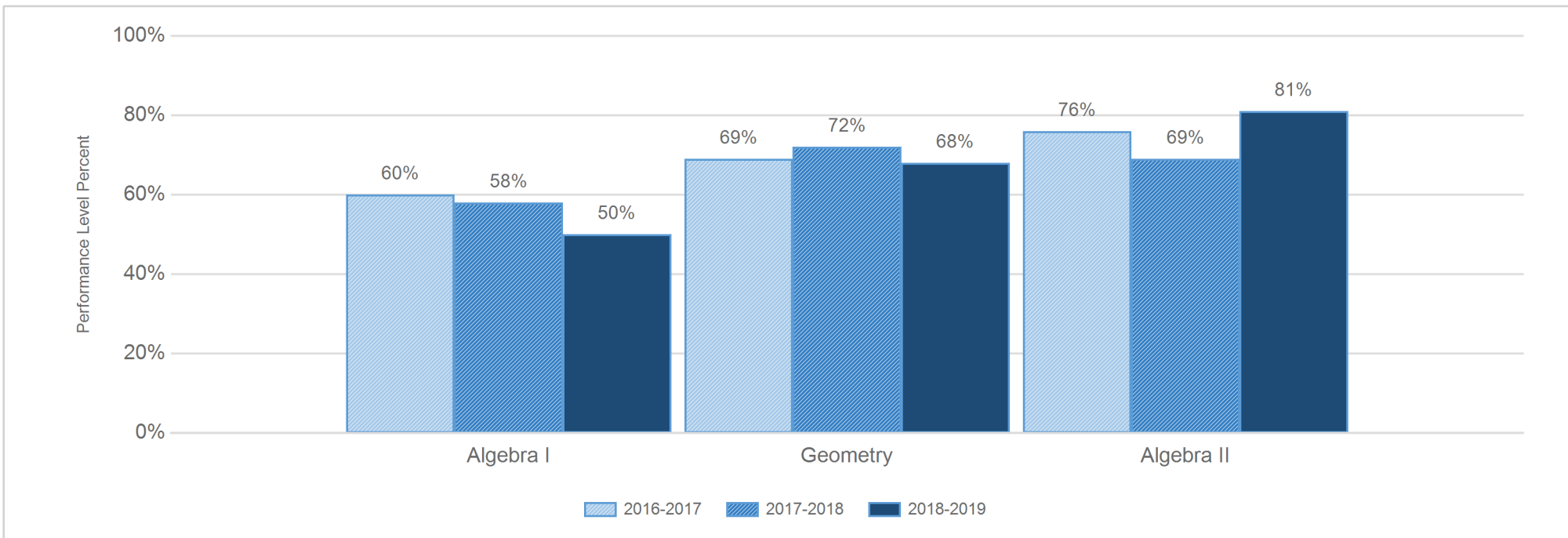
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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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
<b>Schoolwide</b>	268	748	761	744	4%	18%	28%	*	*	50%	42%
White	181	749	757	752	*	20%	24%	*	*	54%	53%
Hispanic	32	734	*	728	*	*	*	38%	0%	38%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	37	753	781	775	0%	*	38%	*	*	43%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	773	752	*	*	*	*	*	*	51%
Female	139	747	758	745	*	20%	25%	*	*	50%	44%
Male	129	749	765	743	*	16%	30%	*	*	51%	41%
Economically Disadvantaged Students	15	727	*	727	*	*	*	*	*	33%	23%
Non-Economically Disadvantaged Students	253	749	*	752	*	*	*	*	*	51%	52%
Students with Disabilities	95	731	734	717	*	39%	29%	*	*	24%	12%
Students without Disabilities	173	757	768	748	*	7%	27%	*	*	65%	47%
English Learners	*	*	756	710	*	*	*	*	*	*	*
Non-English Learners	*	*	762	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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
<b>Schoolwide</b>	317	757	760	737	*	*	28%	57%	11%	68%	35%
White	198	755	*	743	*	*	29%	55%	10%	65%	43%
Hispanic	36	749	749	724	0%	*	*	*	*	47%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	64	767	*	762	0%	0%	*	*	*	86%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	160	758	761	738	*	*	26%	*	*	70%	36%
Male	157	756	759	736	*	*	30%	*	*	66%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	26	741	*	712	*	*	*	*	*	42%	*
Students without Disabilities	291	758	*	741	*	*	*	*	*	70%	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



**Ridgewood High School**  
(03-4390-050)  
Grades Offered: 09-12  
2018-2019

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### Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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
<b>Schoolwide</b>	267	772	772	755	*	*	13%	75%	7%	81%	58%
White	172	769	769	758	*	6%	15%	*	*	78%	62%
Hispanic	27	771	771	731	0%	0%	*	*	*	85%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	51	784	784	777	0%	*	*	71%	20%	90%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	137	765	765	752	*	*	18%	*	*	74%	55%
Male	130	779	779	758	*	*	8%	*	*	88%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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## DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	61.5%	**	**

† 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	12	66.7%	33.3%
3-4	*	*	*
5 or more	*	*	*



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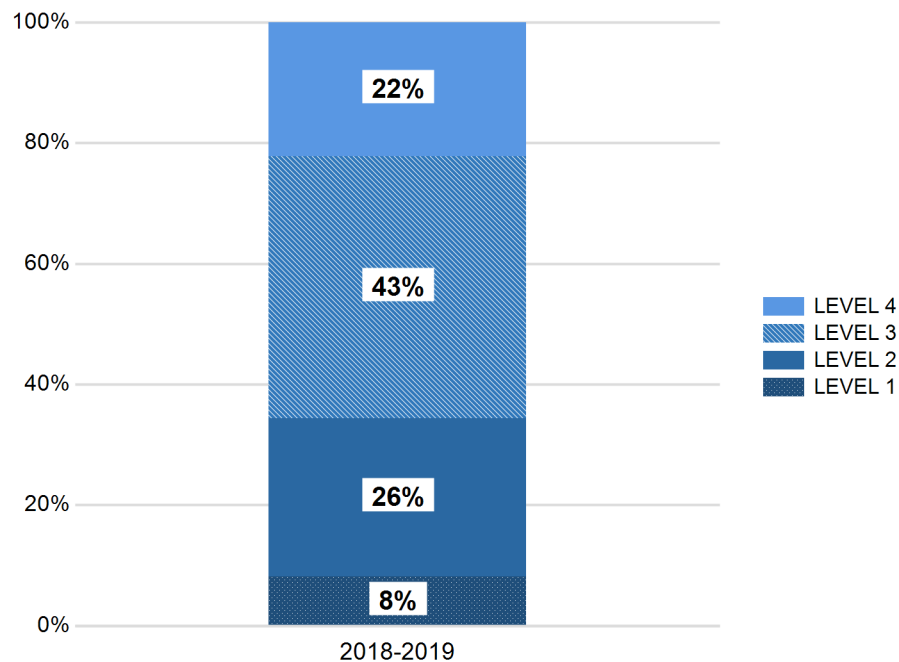
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	8	26	43	22
White	8	30	42	20
Hispanic	12	23	42	23
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	6	15	46	33
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	7	30	49	14
Male	9	22	38	31
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	56	34	6	3
Students without Disabilities	4	26	46	24
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N





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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

### PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	60.9%	84.5%
12th graders taking SAT in 2018-19 or prior years	52.9%	72.1%
12th graders taking ACT in 2018-19 or prior years	72.0%	19.6%

### PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	568	476	Grade 10: 430 Grade 11: 460	91%	61%
PSAT 10/NMSQT - Math	575	477	Grade 10: 480 Grade 11: 510	85%	43%
SAT - Reading and Writing	636	539	480	96%	70%
SAT - Math	653	541	530	90%	53%
ACT - Reading	27	25	22	82%	66%
ACT - English	28	24	18	95%	81%
ACT - Math	26	24	22	85%	65%
ACT - Science	26	24	23	78%	57%





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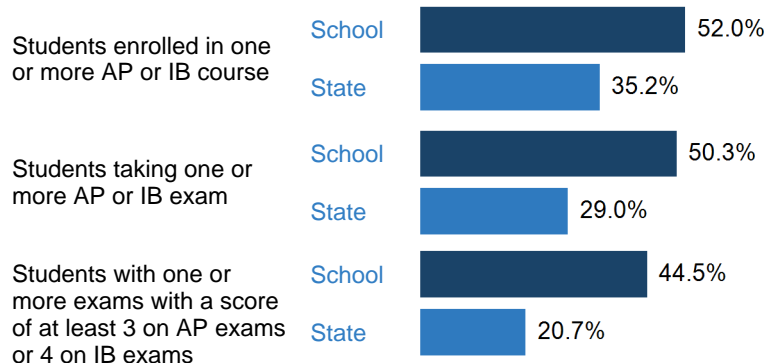
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



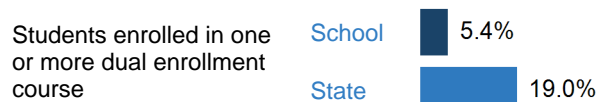
### AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. 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 AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	15	13
AP Biology	76	67
AP Calculus AB	51	51
AP Calculus BC	0	26
AP Chemistry	33	34
AP Computer Science A	21	19
AP Computer Science Principles	45	37
AP English Language and Composition	75	75
AP English Literature and Composition	65	51
AP Environmental Science	24	13
AP European History	24	17
AP French Language and Culture	15	15
AP Human Geography	0	58
AP Japanese Language and Culture	0	1
AP Latin (Virgil, Catullus and Horace)	10	10
AP Macroeconomics	101	88

### Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



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AP/IB Course	Students Enrolled	Students Tested
AP Microeconomics	101	91
AP Music Theory	19	17
AP Physics 1	85	83
AP Physics 2	9	6
AP Physics C	23	0
AP Physics C: Electricity and Magnetism	0	17
AP Physics C: Mechanics	0	21
AP Psychology	71	71
AP Spanish Language	18	17
AP Statistics	60	52
AP Studio Art—Drawing Portfolio	0	3
AP Studio Art—Two-Dimensional	17	6
AP U.S. Government and Politics	49	47
AP U.S. History	25	41
Total Exams taken		1047
Exams with scores of at least 3 on AP exams or 4 on IB exams		884



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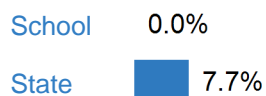
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

### Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for 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 shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**



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### Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	*	7.7%	10.3%
White	0.0%	*	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	0.0%	*	7.3%	10.6%
Male	0.0%	*	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	0.0%	0.0%	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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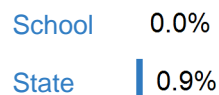
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### Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

#### Students Earning Industry-Valued Credentials



### Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Human Services	*		
<b>Total (All Clusters)</b>	*	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

### 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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	141	272	33	0	0	0	32
10	7	140	268	10	0	0	27
11	1	2	70	208	36	9	129
12	0	0	2	134	162	65	108
Total	149	414	373	352	198	74	296
Enrolled in AP/IB Course					51	60	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

### Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	367	0	0	112	0	0
10	89	349	0	0	0	13
11	9	76	0	0	357	41
12	69	26	0	24	133	213
Total	534	451	0	136	490	267
Enrolled in AP/IB Course	76	33		24	117	0
Enrolled in Dual Enrollment Course	0	15	0	0	0	36



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### Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	469	3	0	0	0	0
10	4	432	1	0	0	0
11	0	408	39	106	12	36
12	0	24	133	62	93	173
Total	473	867	173	168	105	209
Enrolled in AP/IB Course	0	25	101	71		71
Enrolled in Dual Enrollment Course	0	15	0	0	0	0

### 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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	232	64	0	55	27	49	0
10	257	63	0	43	29	38	0
11	161	46	0	59	22	29	0
12	68	16	0	12	11	9	0
Total	718	189	0	169	89	125	0
Enrolled in AP/IB Course	18	15	0	10	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	309	83	0	96	25	40	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

### Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	4	0	0	0	0	0
10	20	0	0	0	0	0
11	18	0	12	0	0	0
12	13	0	33	0	0	0
Total	55	0	45	0	0	0
Enrolled in AP/IB Course	21		45			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



**Ridgewood High School**

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## Seal of Bilingual

This table shows the number of Seals of Bilingual earned by language. The New Jersey Department of Education State Seal of Bilingual identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Bilingual website](#) for more information.

Language	Students Earning a Seal of Bilingual
Arabic	*
Chinese	*
French	10
German	*
Japanese	*
Korean	*
Latin	11
Spanish	16
Total	46



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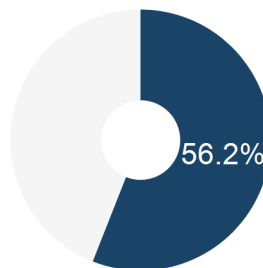
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**Visual and Performing Arts – Course Participation**

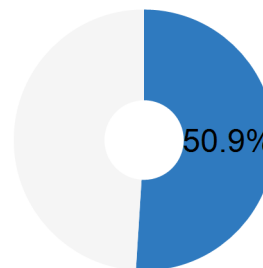
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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

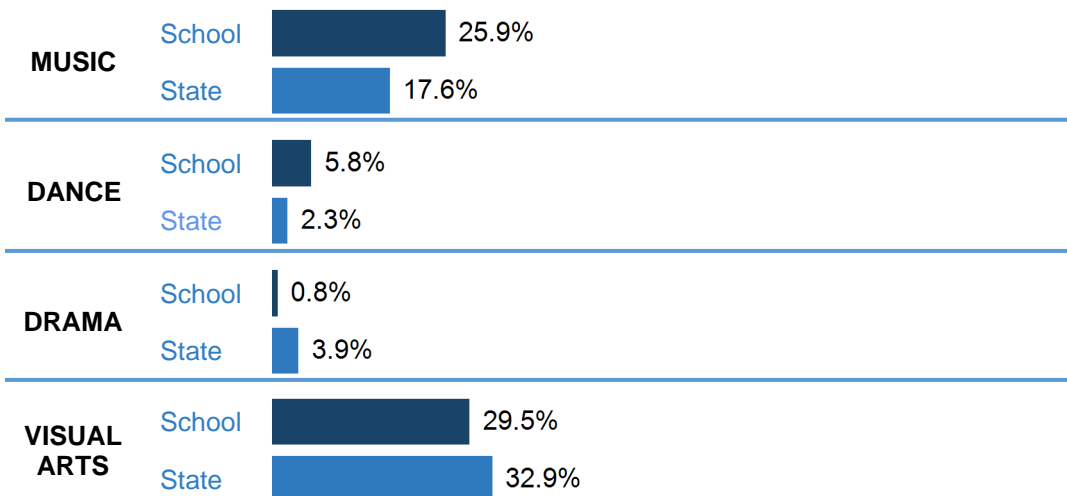


School



State

Students enrolled in one or more classes by discipline:





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2018-2019

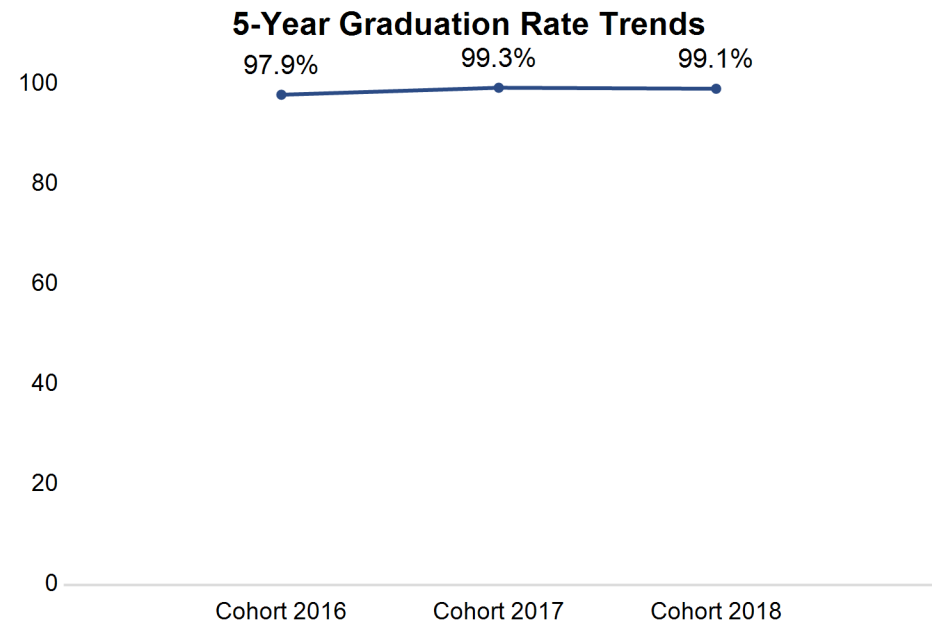
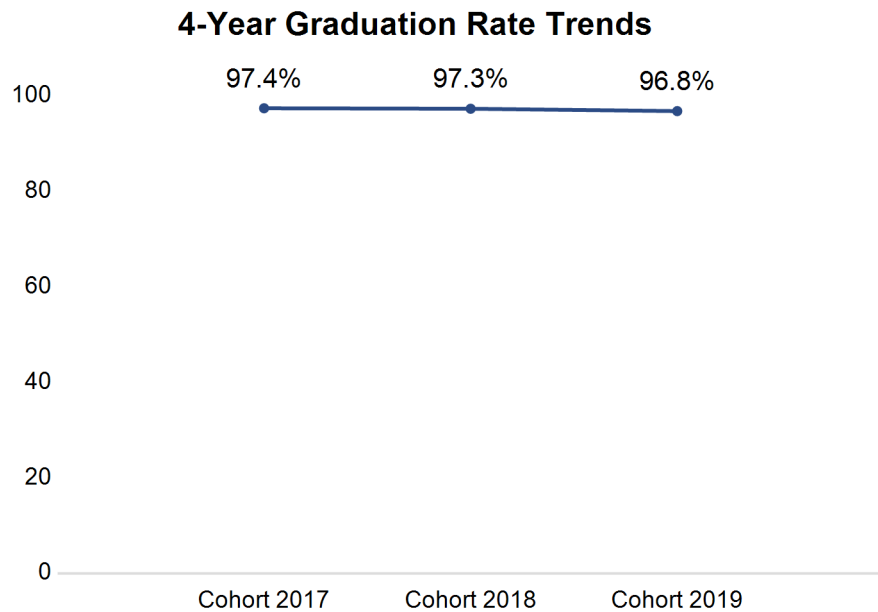
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

### Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	97.4%	97.3%	96.8%	97.9%	99.3%	99.1%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



**Ridgewood High School**  
(03-4390-050)  
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

### Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. 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	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	96.8%	90.6%	99.1%	92.5%	97.3%	N	Met Goal	99.3%	N	Met Goal
White	96.8%	94.9%	99.1%	95.9%	98.1%	N	Met Goal	99.3%	N	Met Goal
Hispanic	97.1%	84.5%	100.0%	87.3%	100.0%	N	Met Goal	97.3%	N	Met Goal
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	95.5%	96.9%	100.0%	97.8%	96.9%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	*	91.4%	94.7%	94.2%	84.2%	**	**	*	**	**
Female	98.2%	92.8%	99.1%	94.4%	98.7%			100.0%		
Male	95.2%	88.5%	99.1%	90.8%	95.9%			98.5%		
Economically Disadvantaged Students	90.0%	84.0%	*	87.3%	*	**	**	*	**	**
Students with Disabilities	86.4%	79.2%	97.4%	83.8%	86.8%	85.6%	Met Target	98.6%	N	Met Goal
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			*		
Migrant Students	N	83.3%	N	85.0%	N			N		

**Ridgewood High School**

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**Graduation Pathways**

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	38.9%	54.2%
Substitute Competency Test	58.3%	42.5%
Portfolio Appeals Process	0.7%	0.9%
Alternate Requirements specified in IEP	2.1%	2.4%
Unknown	0.0%	0.0%

**Dropout Rate Trends**

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.1%	1.2%
2017-2018	0.1%	1.2%
2016-2017	0.2%	1.1%



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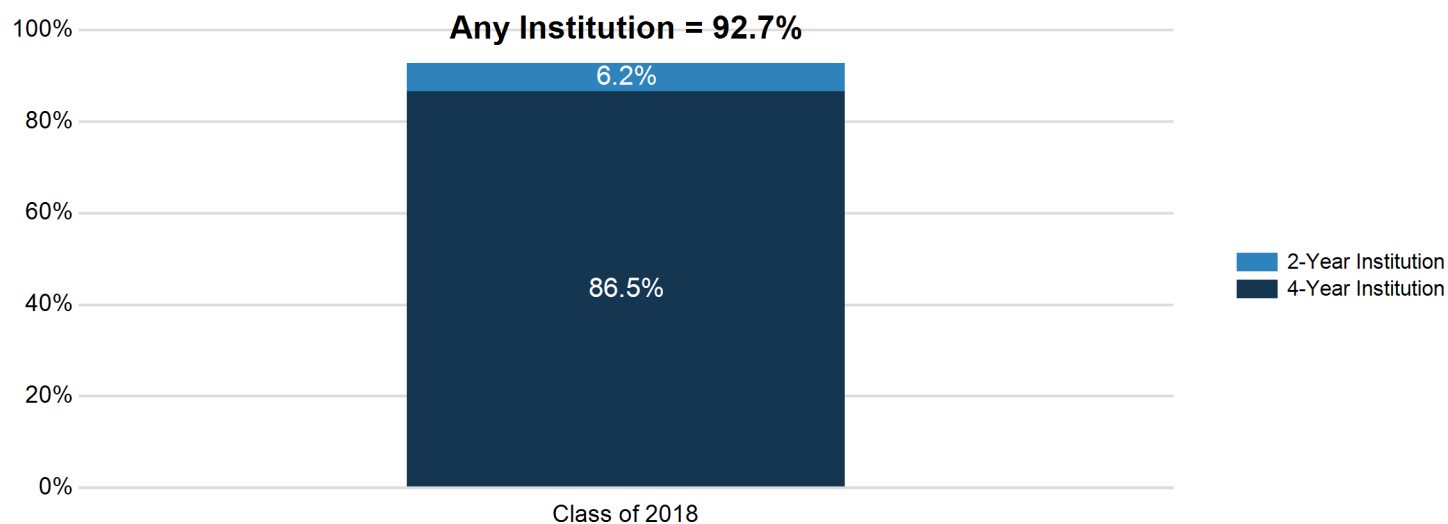
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

## Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	6.2%
% Enrolled in 4-Year Institution	86.5%
% Enrolled in Any Postsecondary Institution	92.7%



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### Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	84.4%	4.4%	95.6%
White	85.3%	4.2%	95.8%
Hispanic	84.2%	3.1%	96.9%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	81.8%	3.7%	96.3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged	*	*	*
Students with Disabilities	78.1%	16%	84%
English Learners	*	*	*

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	92.7%	6.7%	93.3%	49.1%	50.9%	23.7%	76.3%
White	91.9%	6.7%	93.3%	48.1%	51.9%	20.1%	79.9%
Hispanic	97.7%	14%	86%	60.5%	39.5%	37.2%	62.8%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	93.7%	3.4%	96.6%	49.2%	50.8%	30.5%	69.5%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged	*	*	*	*	*	*	*
Students with Disabilities	83%	36.4%	63.6%	72.7%	27.3%	54.5%	45.5%
English Learners	*	*	*	*	*	*	*



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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.

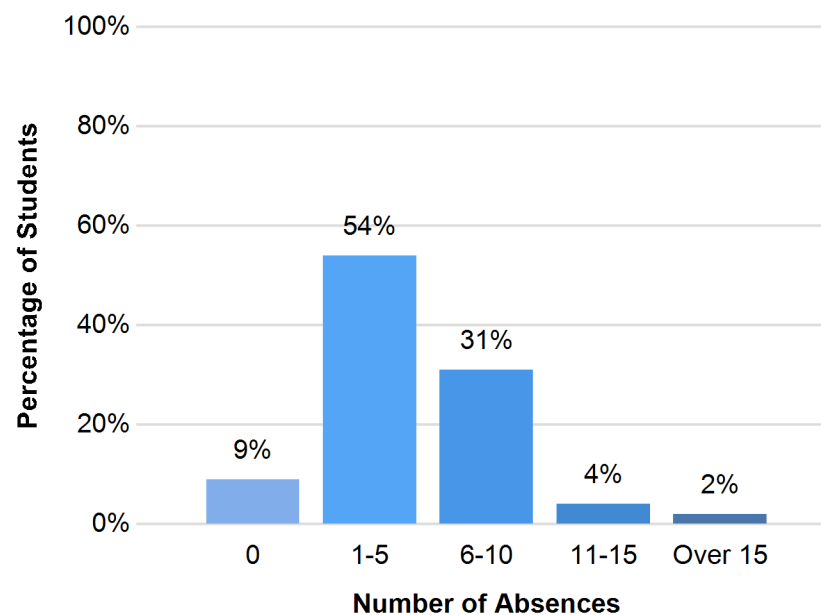
### Chronic Absenteeism

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	34	1.9	14.2	Met
White	22	1.9	14.2	Met
Hispanic	4	2.2	14.2	Met
Black or African American	0	0	14.2	Met
Asian, Native Hawaiian, or Pacific	6	1.9	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	2.4	14.2	Met
Female	17	1.9		
Male	17	1.9		
Economically Disadvantaged Students	2	4.7	14.2	Met
Students with Disabilities	15	6.8	14.2	Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	0	0		
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.







### Ridgewood High School

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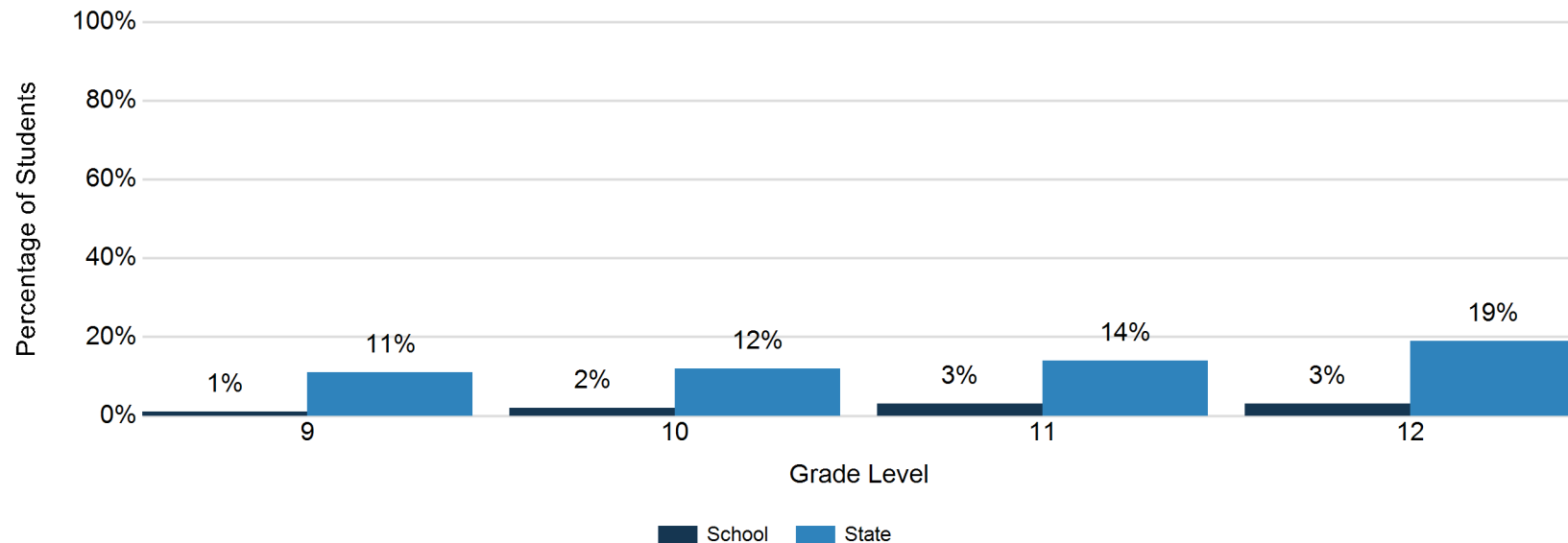
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### Chronic Absenteeism by Grade

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	2
Weapons	0
Vandalism	4
Substances	4
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	0.68

### 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	2
Weapons	0
Vandalism	2
Substances	4
Harassment, Intimidation, Bullying (HIB)	1
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 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	0	0	0
Religion	0	0	0
Ancestry	0	2	2
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	0	1
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	25	1.4%
Out-of-School Suspensions	*	*
Any Suspension	28	1.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

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

32

**Ridgewood High School**

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2018-2019

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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	7:45 AM
Typical End Time	3:15 PM
Length of School Day	7 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

**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	1:1



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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	131	118,214
Average years experience in public schools	12.3	12.1
Average years experience in district	11.1	10.8
Percentage of Teachers with 4 or more years experience in the district	74.0%	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	13:1	14:1
Students to Administrators	176:1	184:1
Teachers to Administrators	13:1	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	50.6%	61.1%	20.0%	48.4%	77.1%	54.9%
Male	49.4%	38.9%	80.0%	51.6%	22.9%	45.1%
White	66.1%	90.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	10.4%	3.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.2%	0.8%	0.0%	15.0%	6.6%	13.9%
Asian	17.5%	5.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.8%	0.0%	0.0%	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	97.9%



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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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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

- Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.
- Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less
- Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

- Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

**ESSA Accountability Status**

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	48.1%	82.6%	86.2%
Math Proficiency	44.1%	48.6%	66.7%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	97.4%	97.3%	96.8%
5-Year Graduation Rate†	97.9%	99.3%	99.1%
Progress toward English Language Proficiency		81.0%	61.5%
Chronic Absenteeism	1.5%	1.6%	1.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



### Ridgewood High School

(03-4390-050)

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2018-2019

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

## Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Goal	Met Target	Met Goal	Met Goal	**	Met	No
White	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Goal	Met Target	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	N	**	**	n/a	Met	No
Students with Disabilities	Met Target	Met Target	Met Target	Met Goal	n/a	Met	No
English Learners	Met Target	Met Target	**	**	**	**	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 the school or district directly.



### Highlights:

- 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 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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### 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.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Coed), Lacrosse (Boys & Girls), Skiing (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Coed), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Coed), Volleyball (Girls), Wrestling (Coed)

Ridgewood High School offers highly competitive programs in 19 sports for boys and girls.



### 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.



#### Postsecondary Information:

Class of 2019: 92% - 4 year colleges; 3.5% - 2 year colleges; 17 seniors attend Ivy League colleges; 3 seniors joined the armed services



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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 Associations. During the 2018-19 school year, our parent organizations raised and donated \$867,311.19 in goods and services to the district.








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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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### 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

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 72 honors classes and 26 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 96% 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, and 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.