




Willard Elementary School
2016-2017
Grade Span KH-05

03-4390-130
BERGEN
RIDGEWOOD VILLAGE
601 MORNINGSIDE RD
RIDGEWOOD, NJ 07451

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	52	70	69
1	79	73	68
2	86	78	78
3	85	87	82
4	87	84	91
5	89	89	86
Ungraded	19	20	22
Total	497	501	496

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	47%	48%
Male	52%	53%	52%
Economically Disadvantaged Students	1%	1%	1%
Students with Disabilities	14%	17%	17%
English Learners	1%	2%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	72.2%
Asian	14.1%
Hispanic	5.6%
Black or African American	1.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	7.1%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	55	70	69
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	93.8%
Korean	1.4%
Spanish	1.2%
Russian	1.2%
Other	2.4%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	233	98.4	80.20	81.30	54.90	80.2	80	Met Goal
White	184	98.0	78.80	80.80	63.90	78.8	78.2	Met Target
Hispanic	11	100.0	72.80	73.50	39.80	72.8	**	**
Black or African American	N	N	*	46.90	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	26	100.0	88.50	86.10	80.70	88.5	80	Met Goal
American Indian or Alaska Native	N	N	*	50.00	53.70	*	**	**
Two or More Races	12	100.0	91.60	89.00	54.90	91.6	**	**
Female	108	98.3	87.00	87.00	62.20	87		
Male	125	98.6	74.40	75.60	48.10	74.4		
Economically Disadvantaged Students	*	*	*	39.40	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	82.60	65.80	*		
Students with Disabilities	38	93.2	36.90	35.80	20.50	35.9	53	Not Met
Students without Disabilities	195	99.5	88.70	89.50	61.90	88.7		
English Learners	*	*	*	58.00	25.20	*	**	**
Non-English Learners	*	*	*	82.00	57.40	*		
Homeless Students	N	N	*	0.00	26.40	*		
Students In Foster Care	N	N	*	0.00	24.80	*		
Military-Connected Students	N	N	*	50.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

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



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	771	783	749	*	*	24%	58%	14%	72%	50%
White	68	771	782	759	*	*	25%	57%	15%	72%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	750	*	*	*	*	*	*	52%
Female	39	772	787	753	*	*	*	56%	*	77%	55%
Male	42	770	779	744	*	*	*	60%	*	67%	46%
Economically Disadvantaged Students	N	N	N	730	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	81	771	783	761	*	*	24%	58%	14%	72%	63%
Students with Disabilities	14	754	754	720	*	*	*	*	*	36%	24%
Students without Disabilities	67	774	788	754	*	*	*	*	*	79%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	81	771	783	752	*	*	24%	58%	14%	72%	53%
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	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	733	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	783	784	753	*	*	14%	36%	46%	81%	56%
White	62	781	783	762	*	*	16%	39%	40%	79%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	N	N	N	736	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	13	808	*	777	*	*	*	*	77%	100%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	42	789	788	758	*	*	*	38%	50%	88%	61%
Male	48	778	780	748	*	*	*	33%	42%	75%	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	90	783	784	764	*	*	14%	36%	46%	81%	69%
Students with Disabilities	16	753	750	724	*	*	*	*	*	31%	25%
Students without Disabilities	74	790	790	759	*	*	*	*	*	92%	62%
English Learners	N	N	N	710	N	N	N	N	N	N	10%
Non-English Learners	90	783	784	755	*	*	14%	36%	46%	81%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	782	782	755	0%	*	*	61%	30%	90%	59%
White	65	780	782	763	0%	*	*	62%	28%	89%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	756	*	*	*	*	*	*	60%
Female	36	788	785	761	0%	*	*	56%	39%	94%	66%
Male	45	778	779	749	0%	*	*	64%	22%	87%	53%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	10	756	745	724	*	*	*	*	*	50%	22%
Students without Disabilities	71	786	787	761	*	*	*	*	*	96%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	81	782	782	756	0%	*	*	61%	30%	90%	60%
Homeless Students	N	N	N	732	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	730	N	N	N	N	N	N	36%

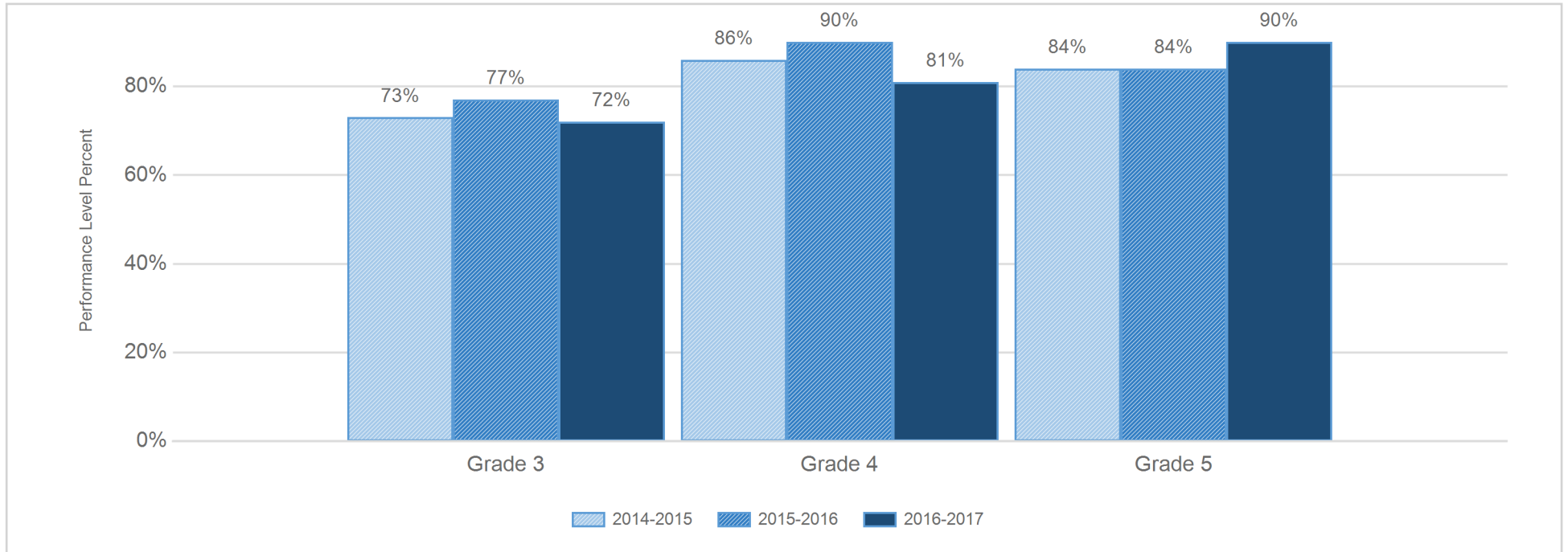


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	233	98.4	79.90	75.40	43.50	79.9	78.7	Met Target
White	184	98.0	79.90	74.30	52.40	79.9	74.1	Met Target
Hispanic	11	100.0	54.60	62.80	27.60	54.6	**	**
Black or African American	N	N	*	45.10	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	26	100.0	88.50	85.10	75.60	88.5	80	Met Goal
American Indian or Alaska Native	N	N	*	50.00	42.50	*	**	**
Two or More Races	12	100.0	83.30	84.20	44.90	83.3	**	**
Female	108	98.3	80.60	75.90	44.10	80.6		
Male	125	98.6	79.20	75.10	42.90	79.2		
Economically Disadvantaged Students	*	*	*	36.90	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	76.80	54.30	*		
Students with Disabilities	38	93.2	50.00	33.90	16.50	48.8	44.9	Met Target
Students without Disabilities	195	99.5	85.70	83.30	48.80	85.7		
English Learners	*	*	*	64.00	23.30	*	**	**
Non-English Learners	*	*	*	75.90	45.20	*		
Homeless Students	N	N	*	0.00	16.40	*		
Students In Foster Care	N	N	*	0.00	15.10	*		
Military-Connected Students	N	N	*	25.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	776	782	750	*	*	12%	51%	33%	84%	53%
White	68	776	780	758	*	*	*	59%	29%	88%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	750	*	*	*	*	*	*	53%
Female	39	776	779	751	*	*	*	46%	39%	85%	52%
Male	42	776	784	750	*	*	*	55%	29%	83%	53%
Economically Disadvantaged Students	N	N	N	735	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	81	776	782	761	*	*	12%	51%	33%	84%	65%
Students with Disabilities	14	759	757	728	*	*	*	*	*	64%	29%
Students without Disabilities	67	780	786	754	*	*	*	*	*	88%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	81	776	782	753	*	*	12%	51%	33%	84%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	725	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	770	771	746	*	*	16%	57%	19%	76%	47%
White	62	767	770	754	0%	*	*	61%	16%	77%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	13	797	*	773	0%	0%	*	*	*	92%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	42	768	771	746	0%	*	*	62%	*	76%	47%
Male	48	771	772	746	0%	*	*	52%	*	75%	48%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	90	770	*	756	*	*	16%	57%	19%	76%	61%
Students with Disabilities	16	744	743	724	*	*	*	*	*	38%	22%
Students without Disabilities	74	775	776	751	*	*	*	*	*	84%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	90	770	772	748	*	*	16%	57%	19%	76%	49%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	769	771	746	0%	*	15%	74%	*	83%	46%
White	65	766	769	754	0%	*	19%	71%	*	79%	57%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	728	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	746	*	*	*	*	*	*	47%
Female	36	770	770	747	0%	*	*	75%	*	83%	47%
Male	45	768	772	746	0%	*	*	73%	*	82%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	10	747	740	724	*	*	*	*	*	60%	19%
Students without Disabilities	71	772	775	751	*	*	*	*	*	86%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	81	769	771	748	0%	*	15%	74%	*	83%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	715	N	N	N	N	N	N	18%

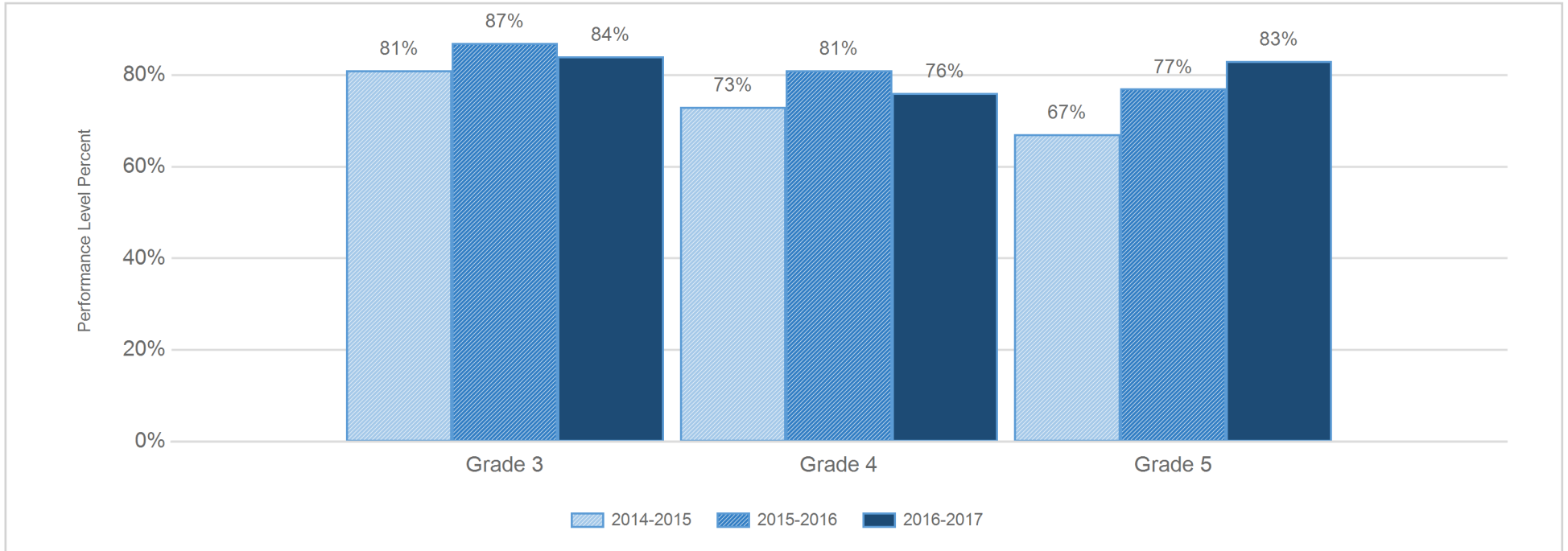


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	N	N

English Language Proficiency Test - Participation and Performance

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

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



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

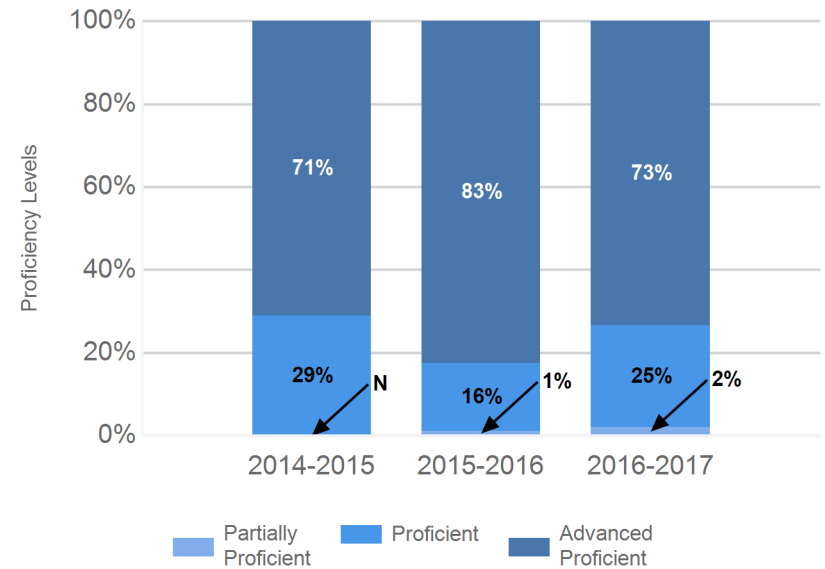
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	73%	25%	2%
White	70%	28%	*
Hispanic	*	*	N
Black or African American	N	N	*
Asian, Native Hawaiian, or Pacific Islander	93%	7%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	N	N	*
Students with Disabilities	44%	44%	11%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	67	48	50	Exceeds Target	52.5	49	50	Met Target
White	66	45	50	Exceeds Target	55	46	52	Met Target
Hispanic	*	49	49	**	*	44.5	47	**
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	71	*	60	**	52	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	56	51	**	*	49	52	**
Economically Disadvantaged	*	34.5	47	**	*	52	46	**
Students with Disabilities	63	34	41	Exceeds Target	71	38	43	Exceeds Target
English Learners	*	64	53	**	*	65	51	**

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



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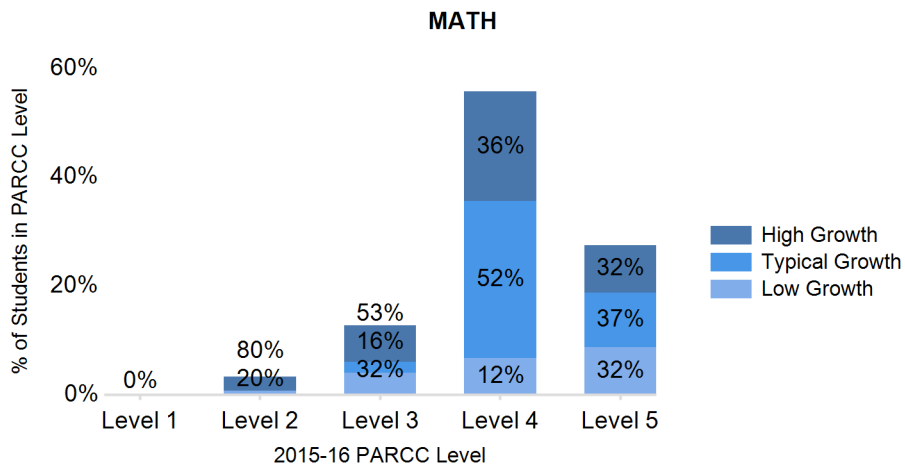
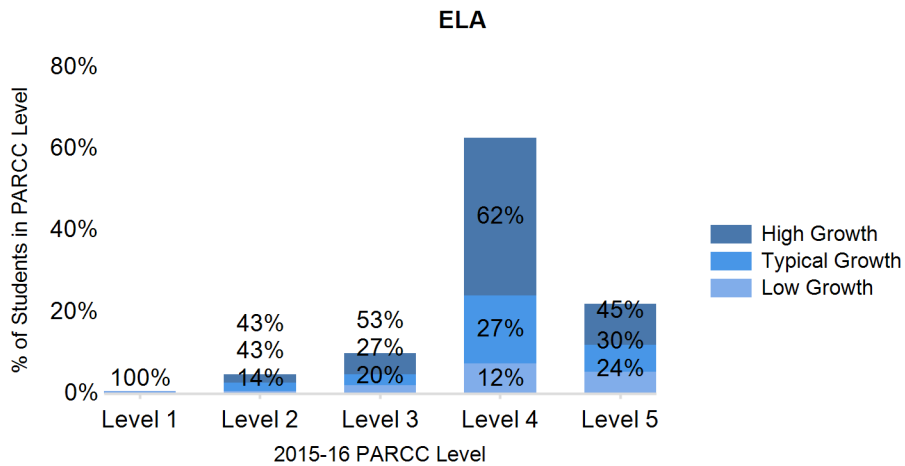
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35 **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

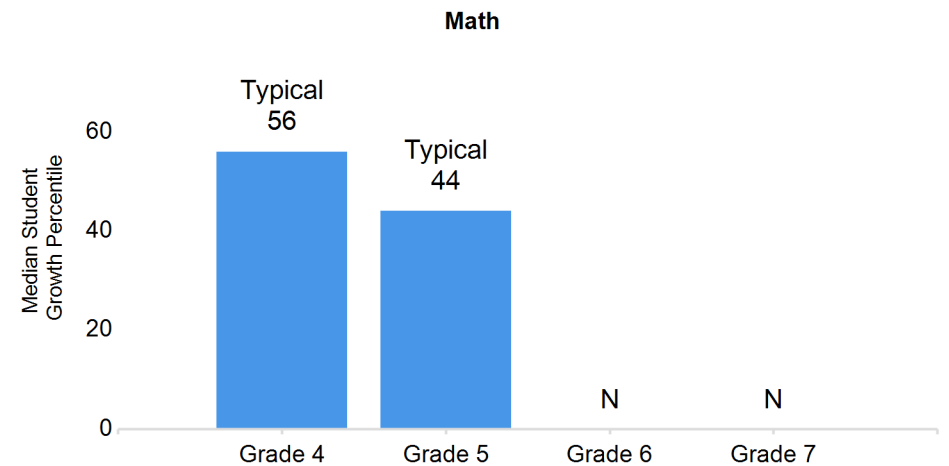
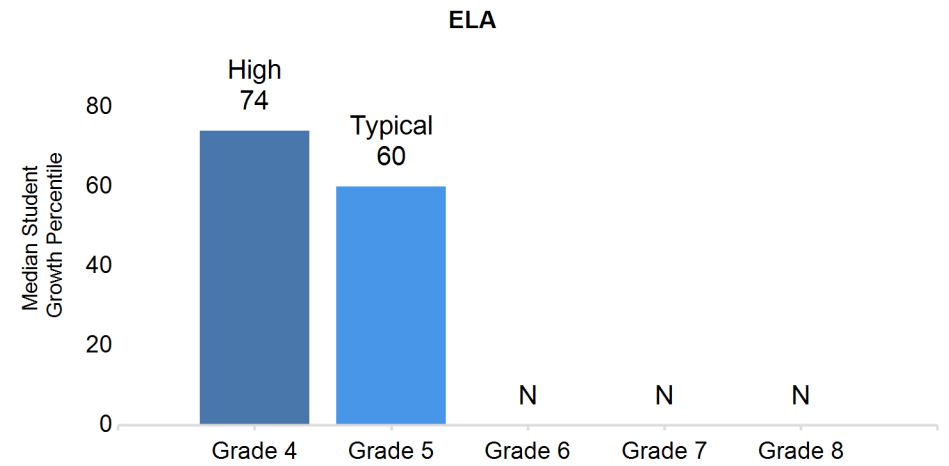
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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

Chronic Absenteeism

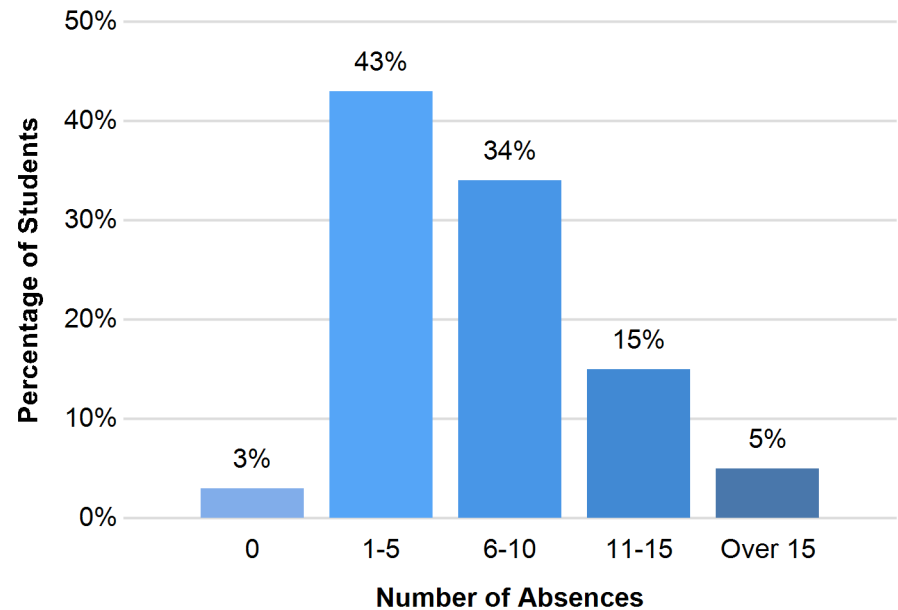
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.00	8.40	Met Target
White	3.10	8.40	Met Target
Hispanic	7.10	8.40	Met Target
Black or African American	0	**	**
Asian, Native Hawaiian, or Pacific Islander	1.40	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	8.40	Met Target
Economically Disadvantaged Students	0	**	**
Students with Disabilities	6.70	8.40	Met Target
English Learners	0	**	**

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

Days Absent

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



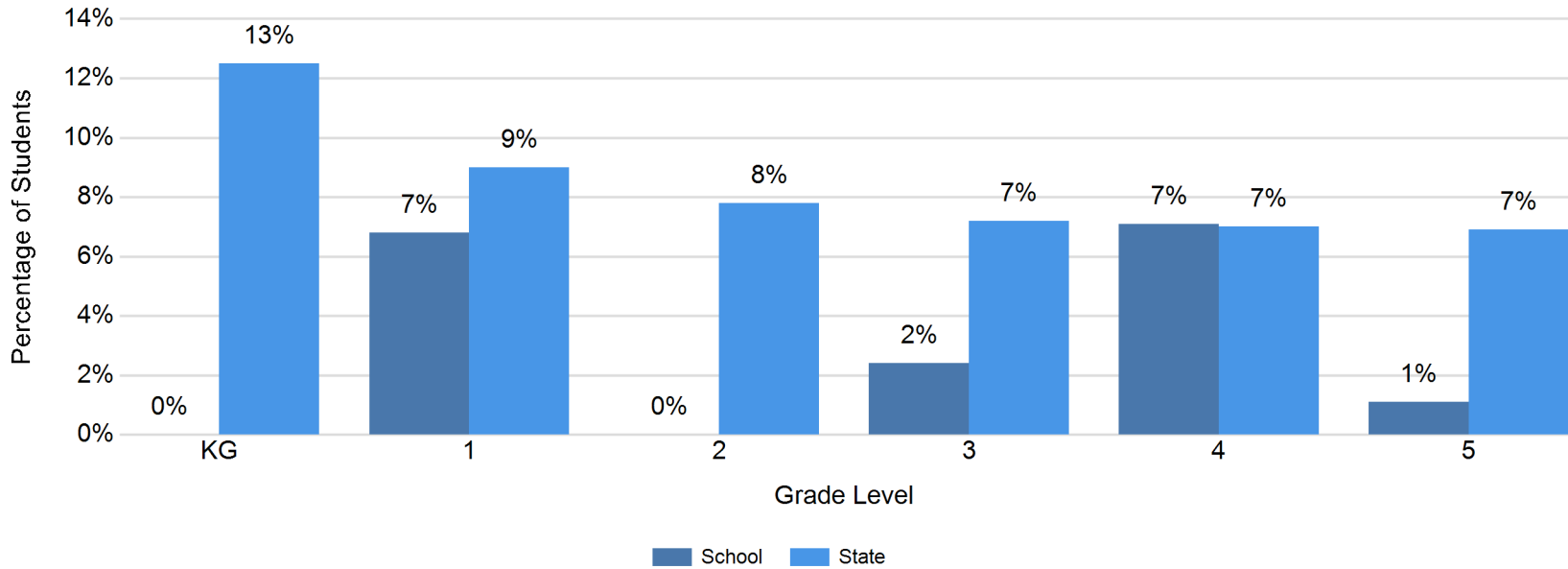


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:45AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1.0	228.9 kbps	100 kbps	Yes	N	Fiber	No

Per-Pupil Expenditures (District Level)

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

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



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	38	121,048
Average years experience in public schools	11.2	11.8
Average years experience in district	10.6	10.5
Teachers in district for 4 or more years	90%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,533
Average years experience in public schools	16.8	15.9
Average years experience in district	9.9	11.6
Administrators in district for 4 or more years	84%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	496:1	183:1
Librarian/Media Specialists		631:1
Nurses		631:1
Counselors		437:1
Child Study Team		227:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	93%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	85	17.5%
Mathematics Proficiency	95	17.5%
English Language Arts Growth	95	25%
Mathematics Growth	77	25%
Chronic Absenteeism	87	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		87.2
Summative Rating: Percentile rank of Summative Score		97 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
White	81	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No
Hispanic	**	No	**	**	Met Target	**	**	No
Black or African American	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	No	Met Goal	Met Goal	Met Target	**	**	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	**	No	**	**	**	**	**	No
Students with Disabilities	91	No	Not Met	Met Target	Met Target	Exceeds Target	Exceeds Target	No
English Learners	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Hoffman	Email Address:	choffman@ridgewood.k12.nj.us
Address:	601 MORNINGSIDE RD RIDGEWOOD, NJ 07451	Website:	http://www.ridgewood.k12.nj.us
Phone:	(201)670-2770	Facebook:	https://www.facebook.com/RidgewoodPublicSchools
		Twitter:	https://twitter.com/RwdPubSchools

School Narrative

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

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






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







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





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



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



Other Information:

Willard Elementary School is a caring learning community with a population of approximately 500 students in grades kindergarten through five. Visitors immediately sense the warmth and spirit of cooperation present at Willard. Parents and teachers work together to provide an academically challenging curriculum and culturally rich environment for our children. Recognizing that the ability to read and write is the foundation for success in all academic disciplines, developing a literate student body is a primary focus of the educational program and staff development initiatives. Teachers collaborate with one another to differentiate language arts instruction using the workshop model. Using literature and informational texts as guides, students learn the skills necessary to become truly literate readers and writers. Children publish personal narratives, memoirs, essays, realistic fiction, and informational pieces. The elementary mathematics program combines the practice of foundational skills with problem solving. Our goal is for the students to apply their knowledge of mathematics to life situations in an accurate, efficient, and thoughtful manner. Enrichment activities, as well as support programs, provide the children with an exemplary experience in mathematics. An inquiry-based science program gives our students opportunities to make predictions, collect data, take notes, graph information, reach conclusions, and create hypotheses. Hands-on experiences with earth, environmental, life, and physical science materials allow students to develop both process and thinking skills and apply them in making decisions and solving real-world problems. The study of communities, cultures, and history is the basis of our social studies program. Grade level teams implement units of study designed to allow children to experience the traditions of others and life in the past. Infused in all lessons is the importance of showing respect to individuals and groups.