



2026 - 2027 State of the Schools Address

Ridgewood Public Schools

Dr. Mark Schwarz, Superintendent of Schools

Welcome and Thank You

- RPS Faculty and Staff
- Board of Education members
- Key authors of the State of the Schools
 - **Honor Friberg, Grants Writer and Testing Coordinator**
 - **Serhiy Morhun, Technology Manager**
 - **Tyrone O'Garro, Data Systems Administrator**
 - **Christine Corliss, Public Information Officer**
 - **Brian Ross, Director of Curriculum, Instruction, and Assessment**
 - All members of the admin team who have helped consult and provide data analysis
- School Principals and Supervisors
- Members of Ed Center Team
- Ridgewood families
- Village of Ridgewood
- Bergen County Department of Education
- Last, but not least, the students of RPS



Presentation Objectives

1. Develop an evidence-based, community understanding of:
 - Annual academic performance trends
 - Student, staff, and parent perceptions of the school experience
 - RPS performance in various rankings and ratings systems
2. Identify areas of strength, areas for improvement, and leverage Vision 2030 to help identify next steps
3. Draw on the collective intelligence of our community





Mission Statement: The Ridgewood Public Schools, in partnership with the community, is committed to the pursuit of excellence and innovation that enables all students to maximize their individual potential and become lifelong learners.

Vision Statement: RPS will create an inclusive community that empowers students to explore opportunities and shape their futures.





Ridgewood by the Numbers



5,409*

Students



284

AP Scholars



10

Schools

J

District Factor
Group**

* As of May 2026

** lowest enrollment of economically disadvantaged pupils

Recent Recognitions



Sustainable Jersey for Schools

- Silver Status – Ridgewood High School
- Bronze Status – Glen, Hawes, Orchard, Ridge, Somerville, Travell, and Willard, Benjamin Franklin Middle School, George Washington Middle School



RPSNJ.US was awarded the NSPRA Award of Excellence for Public School Website Design



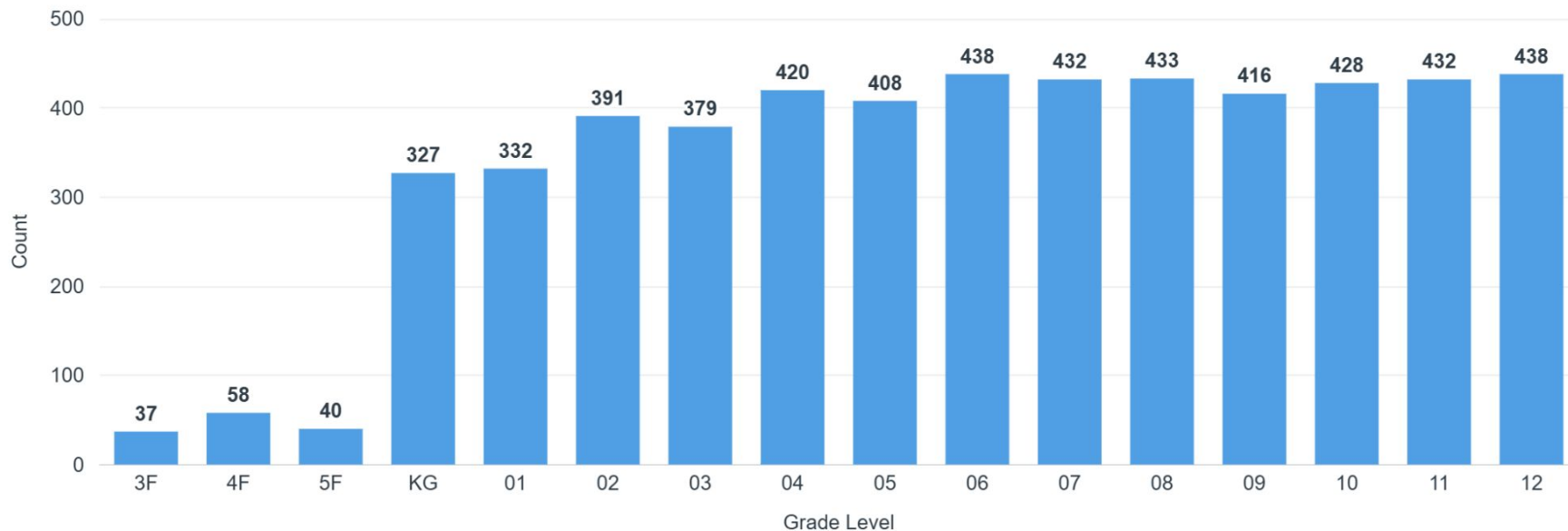
Niche.com named Ridgewood Public Schools

- #4 in Best School Districts in New Jersey
- #5 Best Places to Teach in New Jersey
- #10 Best School Districts for Athletes in New Jersey



Enrollment (as of May 2026)

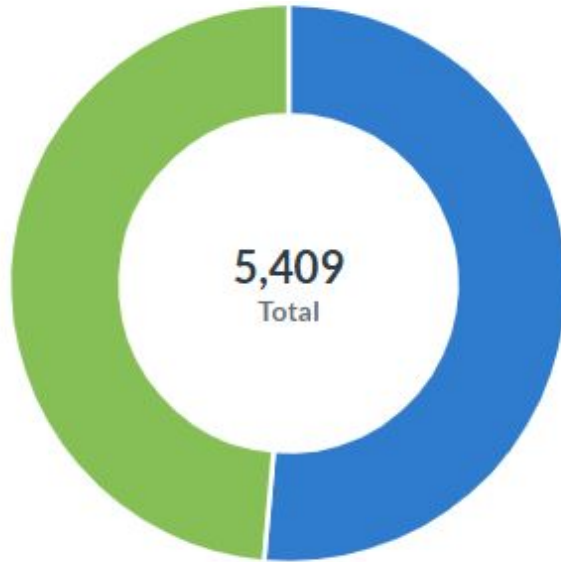
Enrollment by Grade



District Diversity

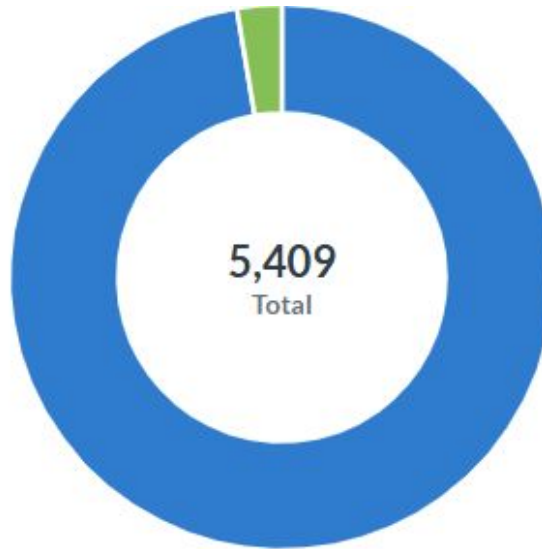


Gender



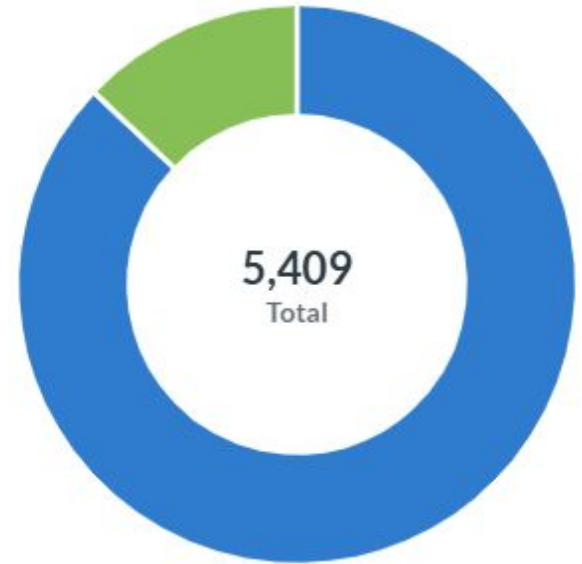
● Male 51.4%
● Female 48.6%

Economics



● Non-ED 97.36%
● ED 2.64%

Special Education

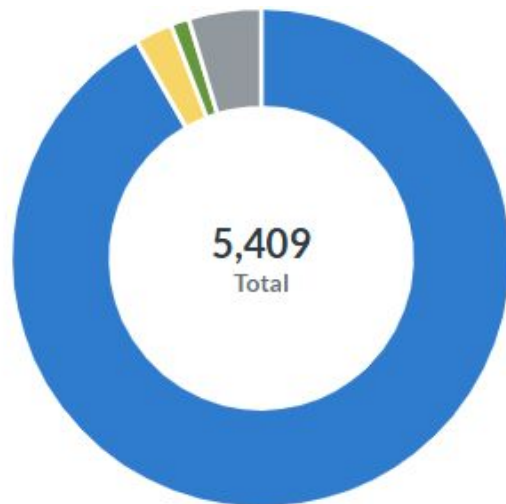


● Non-IEP 87.1%
● IEP 12.9%

District Diversity

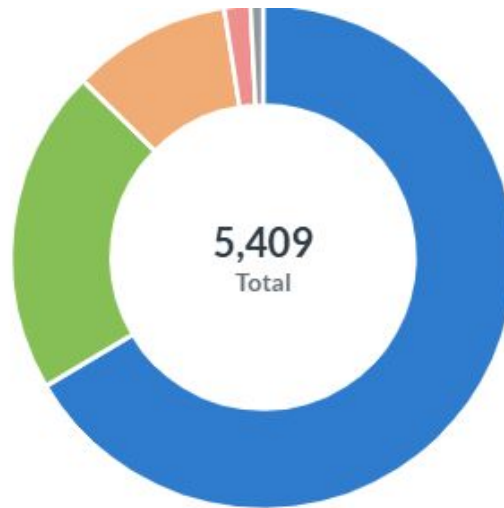


Home Language



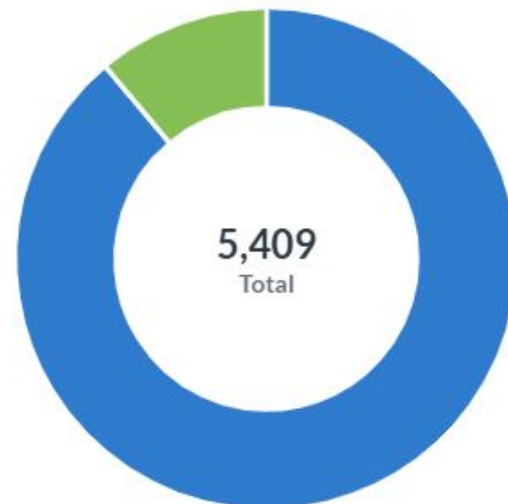
EN	91.72%
KO	2.42%
SP	1.18%
Other	4.68%

Race



White	66.482%
Asian	20.854%
Multi-Racial	10.187%
Black or Africa...	1.682%
Other	0.795%

Ethnicity



Non-Hispanic	88.9%
Hispanic	11.1%



Highlights



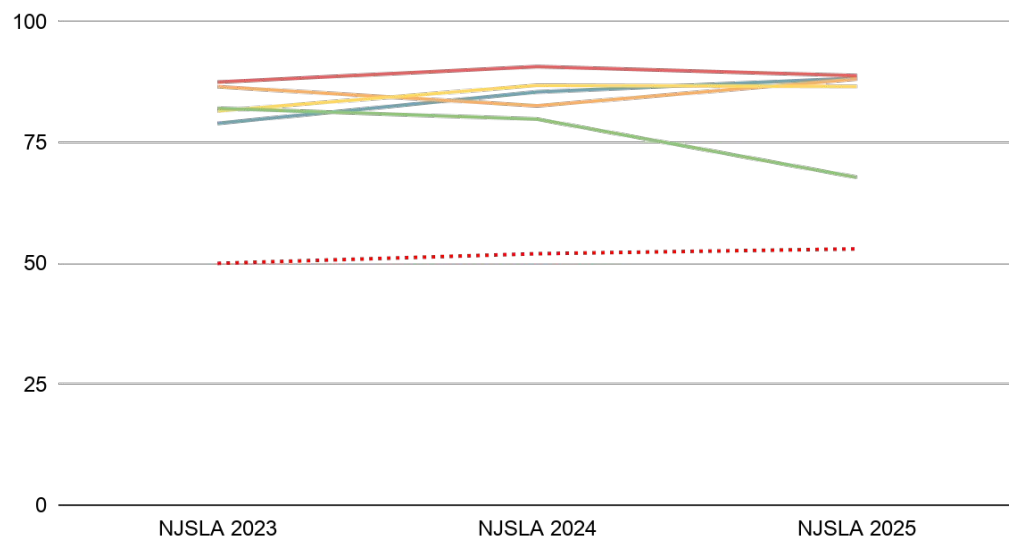
Key Takeaways - Academics

- NJSLA ELA advanced proficient student in grade 5 (2021-22) and grade 6 (2021-22) have been successful (99% and 92% still meeting and exceeding); the outliers who dropped below meeting need further study and individual attention
- Collaboration of middle school principals and supervisors is beginning to yield results; collaboration is continuing and expanding.
- Special education performance will be evaluated in more detail in the State of Special Education address
- PSAT participation should grow dramatically in 26-27, when the test is administered during the school day

ELA Stable Cohort Trends by Class



ELA Meeting & Exceeding Expectations (Percent Passing)



ELA	% Passing 2023	% Passing 2024	% Passing 2025
Class of 2032 (Current Gr. 7)	79%	85%	88%
Class of 2031 (Current Gr. 8)	88%	91%	89%
Class of 2030 (Current Gr. 9)	87%	83%	88%
Class of 2029 (Current Gr. 10)	82%	87%	87%
Class of 2028 (Current Gr. 11)	82%	80%	68%

- Stable Cohort data provided by LinkIt
- Transitions from 5th to 6th and 8th to 9th grade indicated in grey/pink
- A scheduling conflict during the class of 2028 grade 9 test may have affected test results

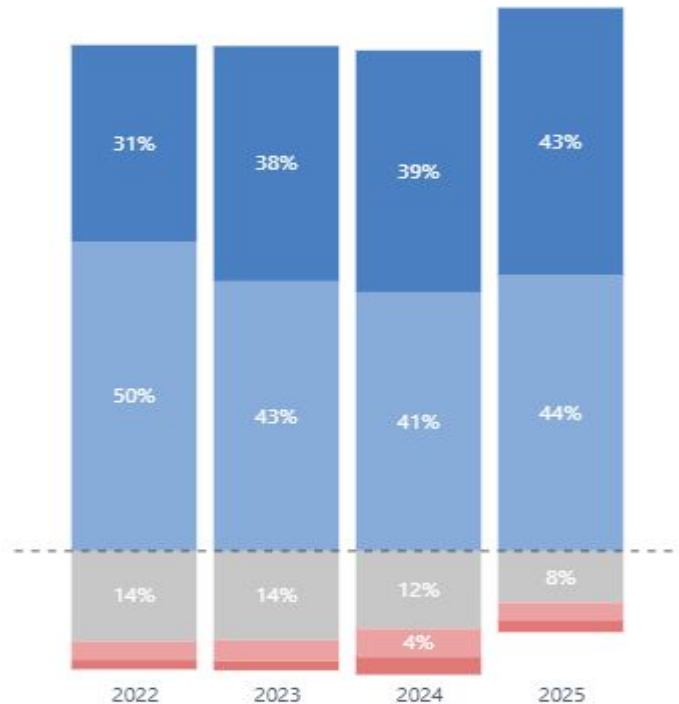
Performance Over Time - ELA - BF & GW



BFMS

Performance Levels Over Time - ELA

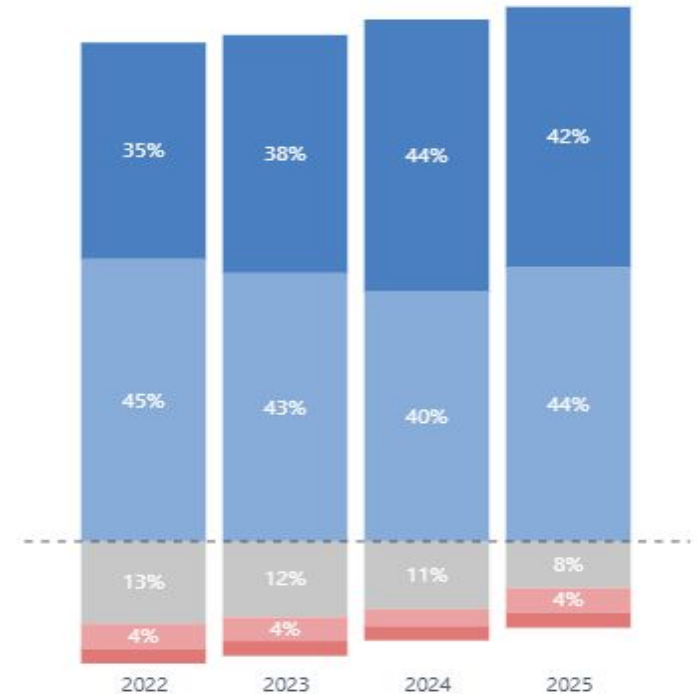
● Not Met ● Partially Met ● Approached ● Met ● Exceeded



GWMS

Performance Levels Over Time - ELA

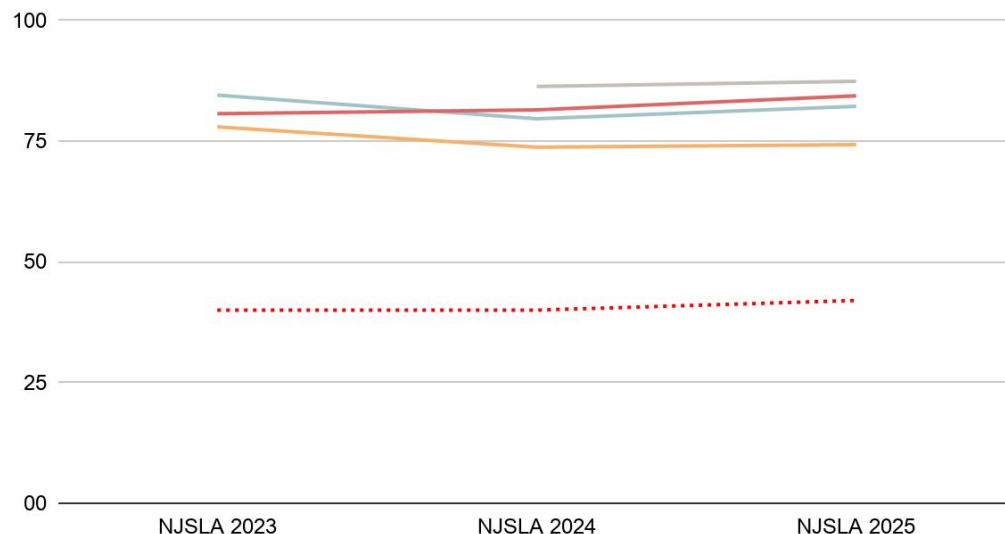
● Not Met ● Partially Met ● Approached ● Met ● Exceeded



Math Stable Cohort Trends by Class



Math Meeting & Exceeding Expectations (Percent Passing)



Math	% Passing 2023	% Passing 2024	% Passing 2025
Class of 2033 (Current Gr. 6)		86%	87%
Class of 2032 (Current Gr. 7)	85%	80%	82%
Class of 2031 (Current Gr. 8)	81%	81%	84%
Class of 2030 (Current Gr. 9)	78%	74%	74%

- Stable Cohort data provided by LinkIt
- Transitions from 5th to 6th and 8th to 9th grade indicated in grey to pink/green

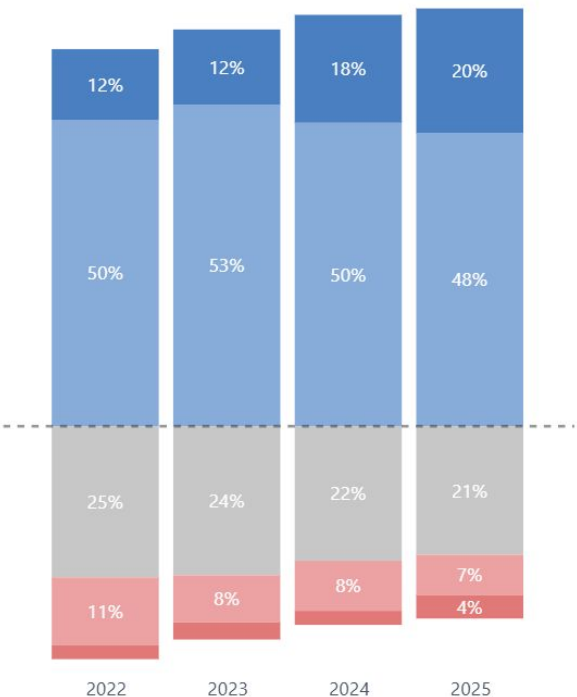
Performance Over Time - Math - BF & GW



BFMS

Performance Levels Over Time - Math

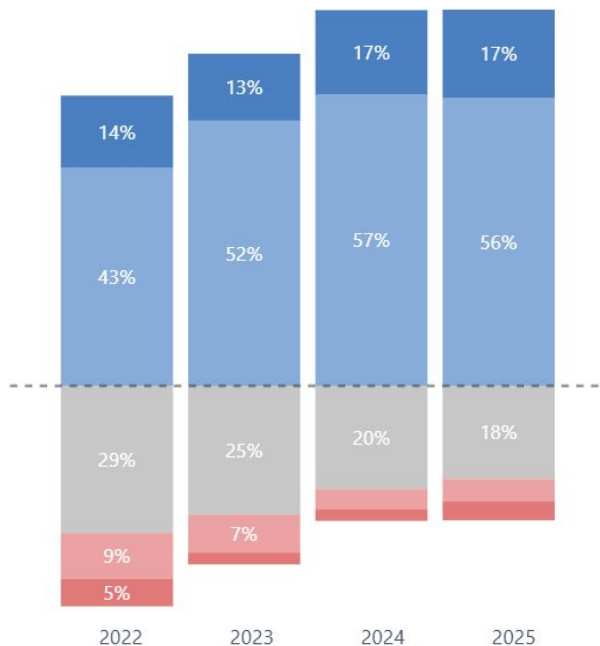
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GWMS

Performance Levels Over Time - Math

● Not Met ● Partially Met ● Approached ● Met ● Exceeded



NJSLA ELA Exceeders over 4 years (5-8)



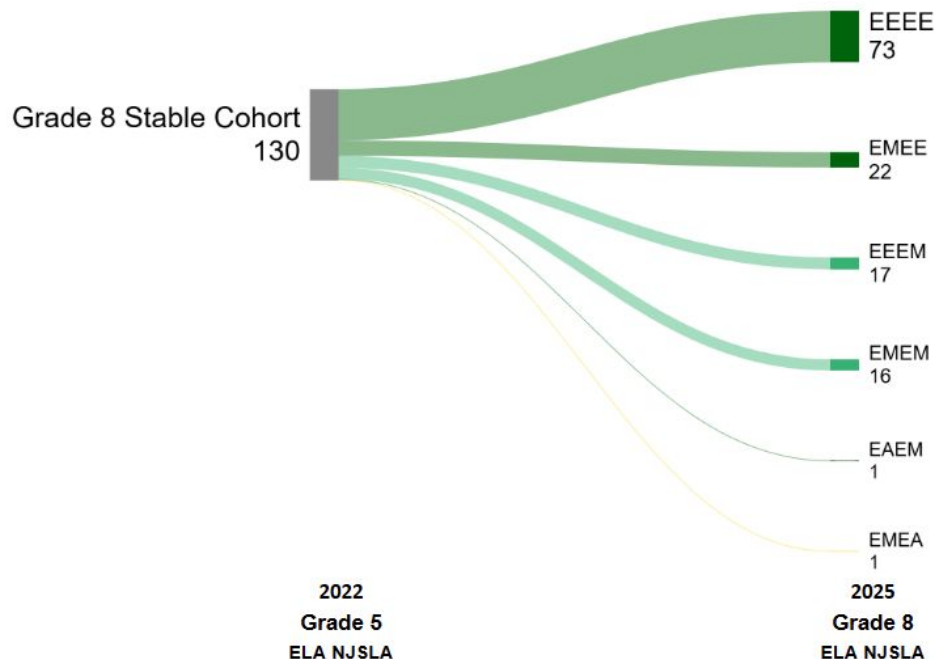
Trend Distribution Summary

2021-22 Grade 5 ELA to to 24-25 Grade 8: Stable
Cohort - 130 Students Who Scored Exceeding In
Year One And Took Test All 4 Years

Trend Pattern	Description (Year 1 to Year 4)	Number of Students	Percent still exceeding by end of grade 8
EEEE	Exceeding in all 4 years	73	56%
EMEE	Exceeding, Meeting, Exceeding, Exceeding	22	17%
EEEM	Exceeding for 3 years, Meeting in Year 4	17	13%
EMEM	Exceeding, Meeting, Exceeding, Meeting	16	12%
EAEM	Exceeding. Approaching, Exceeding, Meeting	1	1%
EMEA	Exceeding, Meeting, Exceeding, Approaching	1	1%

Total

130



NJSLA ELA Exceeders over 4 years (6-9)



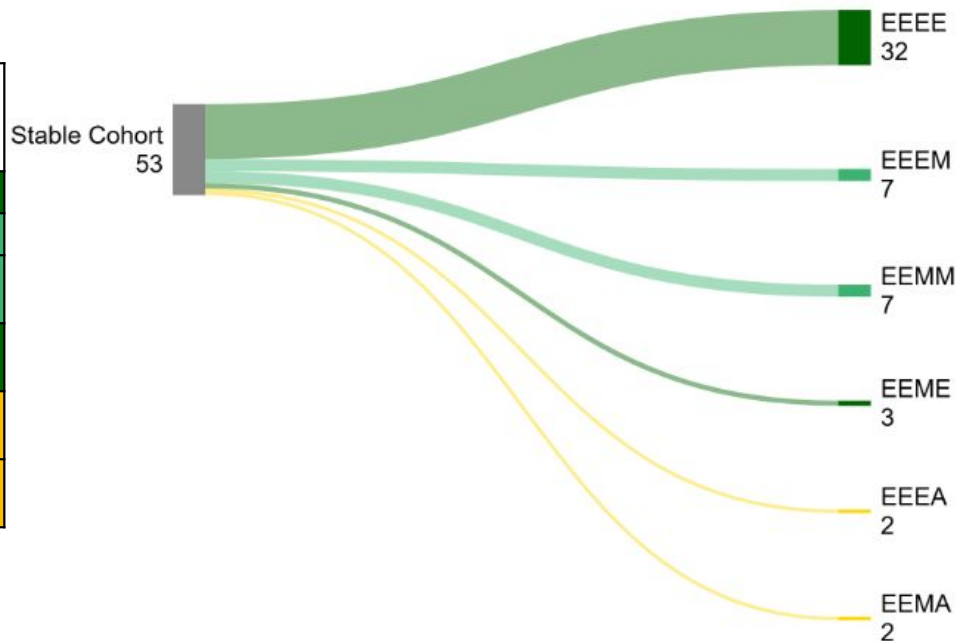
Trend Distribution Summary

2021-22 Grade 6 ELA: Stable Cohort Exceeding in Year One Who Took All Four Years

Trend Pattern	Description	Number of Students	Percent still exceeding by end of grade 9
EEEE	Exceeding in all 4 years	32	60%
EEEM	Exceeding for 3 years, Meeting in Year 4	7	13%
EEMM	Exceeding for 2 years, Meeting for 2 years	7	13%
EEME	Exceeding, Exceeding, Meeting, Exceeding	3	6%
EEEA	Exceeding for 3 years, Approaching in Year 4	2	4%
EEMA	Exceeding for 2 years, Meeting, then Approaching	2	4%

Total

53



2022
Grade 6
ELA NJSLA

2025
Grade 9
ELA NJSLA



Trend Analysis - RHS Acceptances to “Top 25”

US News Top 25	2019	2020	2021	2022	2023	2024	2025	2026
Princeton	6%	5%	5%	8%	5%	0%	14%	6%
MIT	13%	7%	25%	11%	0%	0%	0%	0%
Harvard	17%	14%	0%	50%	0%	0%	20%	0%
Stanford	33%	9%	20%	0%	20%	0%	9%	0%
Yale	6%	6%	0%	0%	0%	0%	9%	0%
UPenn	13%	9%	10%	8%	0%	0%	5%	4%
Duke	6%	8%	7%	0%	13%	7%	0%	6%
Brown	17%	3%	4%	7%	8%	0%	0%	5%
Johns Hopkins	11%	6%	0%	0%	0%	0%	0%	0%
Northwestern	5%	5%	0%	0%	6%	23%	22%	6%
Columbia	5%	5%	0%	0%	5%	0%	7%	4%
Cornell	23%	11%	9%	12%	13%	13%	25%	9%
U. of Chicago	9%	44%	0%	0%	0%	0%	0%	0%
UC - Berkeley	11%	17%	6%	5%	8%	0%	11%	33%
UCLA	21%	23%	9%	6%	0%	6%	9%	12%
Rice	0%	17%	11%	0%	0%	0%	20%	14%
Dartmouth	16%	13%	0%	0%	0%	14%	14%	0%
Vanderbilt	6%	27%	5%	9%	9%	20%	0%	22%
Notre Dame	21%	28%	9%	11%	11%	8%	17%	17%
Michigan	21%	22%	21%	10%	9%	15%	43%	16%
Georgetown	20%	24%	25%	12%	19%	31%	25%	18%
UNC - Chapel Hill	13%	5%	5%	4%	0%	6%	14%	0%
Carnegie Mellon	32%	26%	14%	7%	5%	17%	14%	7%
Emory	13%	10%	18%	6%	16%	15%	0%	13%
Virginia	0%	4%	15%	0%	0%	11%	0%	0%
RHS Admissions Avg	15%	13%	9%	6%	6%	9%	15%	9%

	2019		2020		2021		2022		2023		2024		2025		2026	
US News Top 25	Acc	App	Acc	App	Acc	App	Acc	App	Acc	App	Acc	App	Acc	App	Acc	App
Princeton	1	17	1	21	1	22	2	24	1	19	0	16	2	14	1	17
MIT	1	8	1	15	2	8	2	18	0	8	0	8	0	5	0	2
Harvard	3	18	2	14	0	16	1	2	0	16	0	9	1	5	0	13
Stanford	3	9	1	11	2	10	0	10	1	5	0	4	1	11	0	7
Yale	1	17	1	16	0	14	0	20	0	13	0	9	1	11	0	15
UPenn	4	30	3	34	3	30	3	38	0	27	0	15	1	22	1	24
Duke	1	16	2	24	1	14	0	25	1	8	1	14	0	11	1	17
Brown	4	24	1	36	1	24	2	30	2	25	0	9	0	11	1	21
Johns Hopkins	2	18	1	18	0	16	0	18	0	13	0	9	0	7	0	7
Northwestern	1	19	2	38	0	29	0	36	1	16	3	13	2	9	1	17
Columbia	1	19	2	38	0	29	0	36	1	20	0	20	1	15	1	24
Cornell	9	40	5	45	5	55	8	68	6	45	4	32	7	28	4	43
U. of Chicago	1	11	4	9	0	7	0	16	0	8	0	5	0	4	0	10
UC - Berkeley	1	9	3	18	1	16	1	21	1	13	0	10	2	18	5	15
UCLA	3	14	5	22	2	23	2	31	0	14	1	18	2	22	2	17
Rice	0	6	1	6	1	9	0	8	0	4	0	2	1	5	1	7
Dartmouth	3	19	3	24	0	19	0	18	0	7	1	7	1	7	0	10
Vanderbilt	1	18	7	26	1	22	3	32	2	23	2	10	0	11	5	23
Notre Dame	4	19	5	18	1	11	2	18	1	9	1	12	1	6	2	12
Michigan	14	68	15	67	13	62	9	92	6	66	6	39	15	35	12	77
Georgetown	3	15	6	25	4	16	2	17	3	16	4	13	3	12	3	17
UNC - Chapel Hill	2	15	1	21	1	21	1	24	0	24	1	18	3	22	0	21
Carnegie Mellon	6	19	5	19	3	21	3	44	1	20	2	12	2	14	1	15
Emory	2	15	3	29	3	17	2	32	3	19	2	13	0	1	3	24
Virginia	0	20	1	26	4	26	0	38	0	24	2	18	0	11	0	36
RHS Admissions Total	71	483	81	620	49	537	43	716	30	462	30	335	46	317	44	491



Trend Analysis - RHS Acceptances to "Top 50"

US News Top 50	2019	2020	2021	2022	2023	2024	2025	2026
Washington U. (St. Louis)	13%	13%	10%	14%	11%	17%	17%	8%
UC - Davis	50%	40%	86%	11%	33%	100%	58%	100%
UC - San Diego	13%	22%	16%	4%	17%	0%	28%	46%
Florida	13%	22%	16%	30%	42%	33%	17%	30%
USC	14%	8%	13%	4%	14%	15%	41%	21%
Texas	8%	8%	25%	10%	13%	0%	20%	21%
Georgia Tech	9%	18%	20%	24%	21%	0%	6%	16%
UC - Irvine	20%	40%	75%	20%	25%	13%	29%	67%
NYU	18%	30%	23%	11%	17%	17%	28%	35%
UC - Santa Barbara	27%	45%	25%	15%	17%	29%	43%	57%
Illinois - Urbana-Champaign	80%	64%	42%	34%	29%	45%	30%	47%
Wisconsin - Madison	49%	32%	59%	38%	23%	29%	32%	36%
Boston College	28%	19%	20%	5%	3%	13%	18%	25%
Rutgers	70%	68%	65%	62%	68%	66%	85%	74%
Tufts	19%	18%	3%	10%	4%	0%	27%	23%
U. of Washington - Seattle	67%	29%	83%	24%	36%	50%	54%	25%
Boston University	48%	38%	17%	22%	23%	18%	18%	35%
Ohio State	42%	54%	10%	26%	41%	38%	39%	61%
Purdue	53%	63%	75%	58%	64%	59%	71%	62%
Maryland - College Park	62%	54%	50%	24%	31%	43%	41%	42%
Lehigh	22%	44%	29%	36%	20%	32%	61%	32%
Texas A&M	60%	100%	0%	0%	0%	100%	50%	40%
Georgia	22%	20%	14%	20%	9%	7%	0%	0%
Rochester	43%	31%	47%	40%	45%	100%	87%	70%
RHS Admission %	39%	39%	36%	28%	33%	37%	46%	45%

US News Top 50	2019	2020	2021	2022	2023	2024	2025	2026
Washington U. (St. Louis)	Acc	App	Acc	App	Acc	App	Acc	App
UC - Davis	2	16	4	30	2	20	3	21
UC - San Diego	2	4	2	5	6	7	1	9
Florida	2	16	4	18	3	19	1	25
U Southern California	4	29	2	25	3	23	1	27
Texas	1	13	1	13	1	4	1	10
Georgia Tech	1	11	4	22	2	10	4	17
UC - Irvine	1	5	2	5	3	4	3	15
NYU	13	71	21	71	18	80	10	90
UC - Santa Barbara	3	11	5	11	2	8	2	13
Illinois - Urbana-Champaign	8	10	9	14	5	12	10	29
Wisconsin - Madison	18	37	10	31	16	27	18	48
Boston College	17	61	11	57	10	51	4	73
Rutgers	82	117	90	133	99	152	105	169
Tufts	6	31	5	28	1	34	4	42
U. of Washington - Seattle	2	3	2	7	5	6	4	17
Boston University	26	54	28	74	13	75	20	92
The Ohio State	8	19	13	24	2	20	7	27
Purdue	8	15	12	19	18	24	15	26
Maryland - College Park	37	60	28	52	33	66	18	75
Lehigh	10	45	27	61	15	52	21	58
Texas A&M	3	5	2	2	0	4	0	5
Georgia	2	9	3	15	2	14	4	20
Rochester	6	14	4	13	7	15	6	15
RHS Admission Total	264	672	293	748	269	746	268	943



Key Takeaways - Surveys

- Students report feeling safe in school and believe the adults support them. Areas for further investigation/work include: adult understanding of students at the MS/HS levels and, the ES level, the perception of students being able to work out disagreements.
- Community responses showed great progress in families knowing whom to contact for academic help. Regarding technology, over two-thirds of respondents want less screen time in the classroom.
- Staff responses indicated a strong connection between staff and the community. Negative feedback appears to stem from budget cuts, school related issues, program changes, AI cheating concerns, and a desire for more support when working with difficult parents.

Student Climate Survey



The indicators here are designed to measure the extent to which students feel a positive connection with others at school.

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	2024	2025	2026	Hispanic	Non-Hispanic	Asian	Black	Multi	White	Other	ED	Non-ED	IEP	Non-IEP	504	Non-504	ELL	Non-ELL	Female	Male
Belonging/Relationship (Middle and High Student) Avg	83	84	85	83	86	84	82	84	86	83	85	85	86	85	82	86	88	85	85	86
Adults at school care about me.	88	88	88	87	89	88	79	88	89	85	91	88	90	88	84	89	91	88	87	90
Adults at school encourage me to do my best.	91	91	92	92	92	89	95	93	92	95	95	92	93	91	90	92	91	92	92	92
Adults at school understand me.	65	67	66	64	66	64	63	61	68	70	70	66	75	65	59	67	83	66	61	71
I am able to work out disagreements with others at school.	91	92	92	90	92	90	88	94	92	85	84	92	88	92	90	92	83	92	92	92
I have an adult in the school that I trust.	83	84	85	83	86	83	81	82	87	85	91	85	91	85	85	85	87	85	85	86
I have friends at school who care about me.	95	97	96	94	96	96	98	95	96	100	95	96	93	96	96	96	91	96	97	95
I respect and value differences among my classmates.	98	99	99	98	99	98	95	99	99	100	96	99	99	98	98	99	100	99	100	97
My school is a community and I am part of it.	85	88	87	81	88	90	84	83	87	80	89	87	87	88	81	88	91	87	87	88
Students at my school are able to work out disagreements with	67	67	75	66	76	71	70	74	76	65	67	75	74	75	71	75	83	75	72	77
Students at my school respect and value each other's differences.	65	68	73	70	74	70	65	70	75	65	68	74	75	73	66	74	83	73	71	76
There is a Ridgewood Public Schools district-wide community, and I am a part of it.	83	83	86	84	86	88	79	84	85	85	82	86	85	86	79	86	87	86	87	84

Student Climate Survey



The below indicators are designed to measure the extent to which our district culture sets an orderly and academic tone conducive to high achievement.

School Year		
2024	2025	2026

Academic Culture/Identity (Middle and High Student) Avg	75	75	77
I am confident in my ability to do well in school.	91	92	90
I do my best, even when the work is difficult or not interesting.	85	86	86
I find assigned school work interesting.	46	46	48
School is preparing me for many career options after high school.	69	72	74
School is preparing me for my life as an adult.	65	66	70
This school year, I have learned many new things.	91	90	91

Organizational Health (Middle and High Student) Avg	79	81	81
Adults at school help me to improve and do better.	88	89	90
I feel safe in school.	91	90	93
I look forward to participating in school most days.	65	63	64
I would recommend my school to others.	85	88	88
School rules are fair.	67	74	70

2026 Middle and High School Students																										
Hispanic		Non-Hispanic		Asian	Black	Multi	White	Other	ED		Non-ED		IEP		Non-IEP		504		Non-504		ELL		Non-ELL		Female	Male
75	77	77	75	77	76	78	80	77	77	77	71	77	88	77	79	75										
89	91	88	86	91	91	90	89	90	87	91	89	90	87	90	88	92										
89	86	87	84	88	85	95	82	86	85	86	78	87	91	86	90	82										
43	48	52	60	44	47	50	53	48	53	47	36	49	83	47	49	46										
73	75	75	65	75	74	65	86	74	74	75	70	75	87	74	77	72										
68	71	74	65	66	70	70	77	70	70	70	65	71	91	70	73	67										
88	92	89	91	94	92	100	95	91	91	91	88	92	91	91	93	89										

77	81	84	78	78	81	73	84	81	80	81	75	81	91	81	81	81
87	90	90	88	87	91	100	89	90	91	90	86	90	91	90	90	90
89	93	93	88	90	93	80	96	93	91	93	90	93	96	93	92	94
62	65	70	63	56	64	70	72	64	68	64	56	65	91	64	61	67
85	89	90	79	89	88	75	93	88	85	88	84	89	91	88	88	88
61	70	77	72	68	68	40	68	70	63	70	59	70	87	69	72	67

Student Climate Survey



The below indicators are designed to measure the extent to which our district culture sets an orderly and academic tone conducive to high achievement.

			2026 Elementary School Students																
	2025	2026	Hispanic	Non-Hispanic	Asian	Black	Multi	White	Other	ED	Non-ED	IEP	Non-IEP	504	Non-504	ELL	Non-ELL	Female	Male
The below indicators are designed to measure the extent to which our district culture sets an orderly and academic tone conducive to high achievement.																			
Academic Culture/Identity (Elementary Student) Avg	83	82	80	82	81	77	83	82	88	85	82	78	82	78	82	76	82	85	78
I am confident in my ability to do well in school.	92	89	87	89	88	81	90	89	75	82	89	83	90	87	89	74	89	90	88
I do my best, even when the work is difficult or not interesting.	90	88	87	88	87	75	91	88	100	91	88	80	89	89	88	74	89	91	86
I find assigned school work interesting.	61	61	55	62	68	56	60	59	75	73	61	57	62	57	61	65	61	67	56
This school year, I have learned many new things.	90	88	89	88	83	94	90	89	100	95	88	91	88	77	89	91	88	93	83
Organizational Health (Elementary Student) Avg	83	82	80	82	83	75	78	82	95	79	82	75	82	77	82	83	82	85	78
Adults at school help me to improve and do better.	92	93	89	94	93	94	87	94	100	91	93	90	94	94	93	96	93	93	94
I feel safe in school.	92	91	93	91	91	88	88	92	100	77	92	88	92	87	92	83	92	94	89
I look forward to participating in school most days.	79	75	72	75	77	69	68	75	100	77	75	68	76	68	75	96	74	78	71
I would recommend my school to others.	80	77	76	77	74	69	81	77	100	73	77	68	77	72	77	70	77	84	69
School rules are fair.	73	72	68	73	78	56	69	71	75	77	72	64	73	66	73	74	72	78	67

Student Climate Survey



The indicators here are designed to measure the extent to which students feel a positive connection with others at school.

		2026 Elementary School Students																	
2025	2026	Hispanic Non-Hispanic							ED	Non-ED	IEP	Non-IEP	504	Non-504	ELL	Non-ELL	Female	Male	
85	84	82	84	83	82	84	85	92	82	84	82	84	76	85	82	84	86	83	
95	94	95	94	94	94	96	93	100	95	94	96	94	89	94	96	94	96	92	
93	92	89	92	89	88	88	93	100	91	92	92	92	87	92	87	92	93	91	
80	79	75	80	78	69	78	80	100	77	79	77	80	68	80	83	79	81	78	
78	78	76	78	74	81	83	78	75	77	78	67	79	66	78	65	78	82	74	
90	90	87	91	90	94	87	91	75	91	90	89	91	85	91	91	90	93	88	
91	91	82	92	91	94	92	91	100	68	92	89	91	83	91	87	91	91	91	
99	97	94	97	97	100	94	98	100	95	97	96	97	89	97	91	97	98	96	
62	60	68	59	58	56	60	61	75	68	60	59	60	53	60	52	60	63	57	
76	77	70	78	77	63	74	78	100	77	77	77	77	64	78	83	77	77	77	



Pillars of Our 2025-2030 Strategic Plan

- Journey of a Graduate
- Balanced Culture and Climate
- Infrastructure, Facilities and Finance
- Programs, Pathways and Proficiency
- Engagement



2026-2027 Strategic Plan Possible Action Items

- Journey of a Graduate
 - Continue Habits of Work (Reflection) to improve academic culture
 - Develop Journey competencies K-12 to ensure consistency of standards and articulation of support
 - Explore portfolio systems for student agency and progress monitoring

- Balanced Culture and Climate
 - Employ focus groups to study subgroups that are having a mixed experience.
 - Engage principals and faculty to identify high impact strategies to enhance culture and improve student perceptions of fairness



2026-2027 Strategic Plan Action Items

- **Infrastructure, Facilities and Finance**
 - Engage principals to evaluate the new comprehensive facilities assessment and develop master plans for each site
 - Ensure multi-year budget models are clear, community-friendly, and stress-tested for inflationary pressures.
 - Continue to evaluate vendor services and ensure transparent processes for securing high quality services

- **Programs, Pathways and Proficiency**
 - Grow and reinforce consistent MTSS protocols to monitor student progress and intervene appropriately
 - Continue to monitor the efficacy of IEP services and identification processes, partnering with SEPAG
 - Continue transitional I&RS/504 meetings (PK-K; 5-6; 8-9) to ensure fidelity of plan implementation
 - Continue the successful implementation of the new RPS Gifted and Talented program, with an emphasis on Tier II Mathematics instruction
 - Continue regular, annual program evaluations



2026-2027 Strategic Plan Action Items

■ Engagement

- Conduct “soft rollout” of Vision 2030, in order to gather feedback before the vision and plan are branded
- Promote and connect Mission, Vision, and Journey of a Graduate throughout district community
- Enhance district perception for all stakeholders by expanding opportunities for community collaboration, including alumni and local business owners
- Improve communication channels to increase accessibility, transparency, and compliance
- Enhance staff engagement to ensure district connectedness



September 2026 State of the Schools Full Presentation



Academics and Assessment

Academics and Assessment



One of the many ways the district measures the success of RPS students is through the use of academic data.

Staff and administration examine local assessments, state tests, and the NJDOE School Performance Reports to identify areas of success and those in need of additional focus.

Metrics discussed in this presentation

- NJSLA Analysis – Math & ELA
- AP Performance Data
- PSAT/SAT/ACT Performance and Participation
- NJSLA Science
- LinkIt Formative
- Graduation Rates
- College Acceptances

NJSLA Stable Cohort Data- ELA



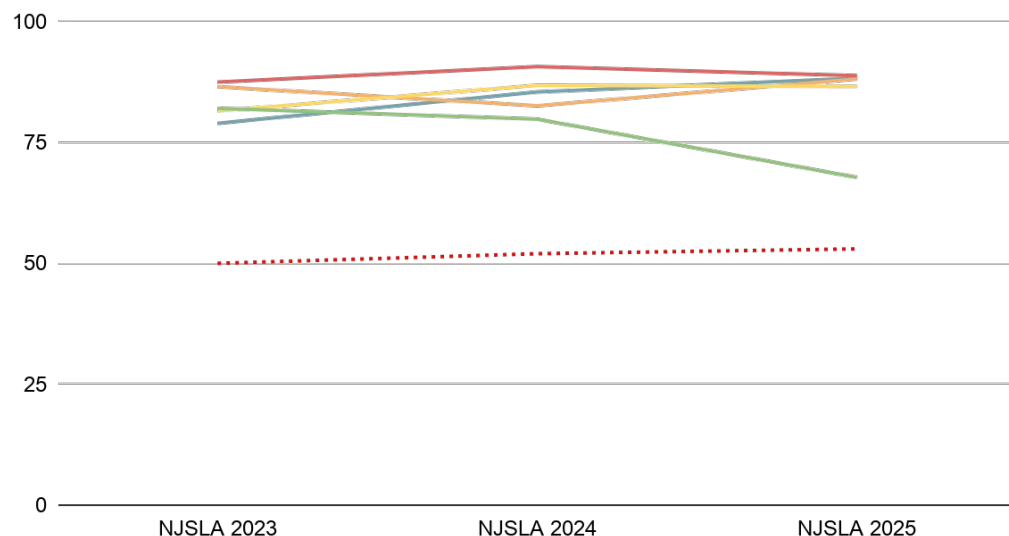
- Designed to evaluate student progress from year to year.
- Analysis of RHS students that were present for three consecutive test administrations: NJSLA 2023, 2024, and 2025
- Data set includes classes 2028-2032

Class of	Year 2022-23	Year 2023-24	Year 2024-25	Current Grade	n=
2028	Grade 7	Grade 8	Grade 9	10	357
2029	Grade 6	Grade 7	Grade 8	9	395
2030	Grade 5	Grade 6	Grade 7	8	379
2031	Grade 4	Grade 5	Grade 6	7	376
2032	Grade 3	Grade 4	Grade 5	6	385

ELA Stable Cohort Trends by Class



ELA Meeting & Exceeding Expectations (Percent Passing)



ELA	% Passing 2023	% Passing 2024	% Passing 2025
Class of 2032 (Current Gr. 7)	79%	85%	88%
Class of 2031 (Current Gr. 8)	88%	91%	89%
Class of 2030 (Current Gr. 9)	87%	83%	88%
Class of 2029 (Current Gr. 10)	82%	87%	87%
Class of 2028 (Current Gr. 11)	82%	80%	68%

- Stable Cohort data provided by LinkIt
- Transitions from 5th to 6th and 8th to 9th grade indicated in grey/pink
- A scheduling conflict during the class of 2028 grade 9 test may have affected test results

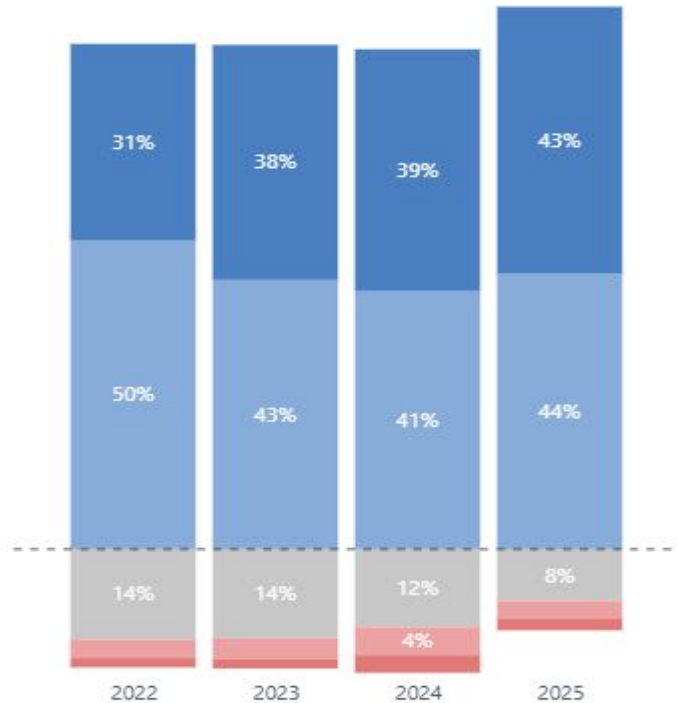
Performance Over Time - ELA - BF & GW



BF

Performance Levels Over Time - ELA

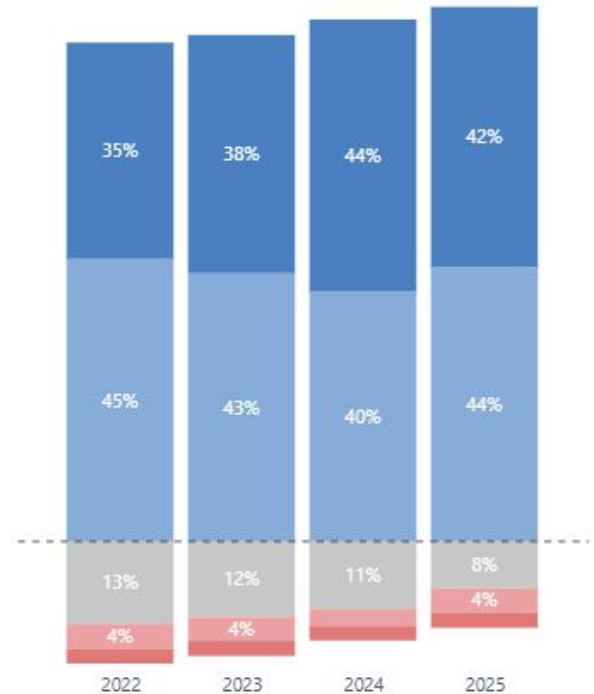
● Not Met ● Partially Met ● Approached ● Met ● Exceeded



GW

Performance Levels Over Time - ELA

● Not Met ● Partially Met ● Approached ● Met ● Exceeded

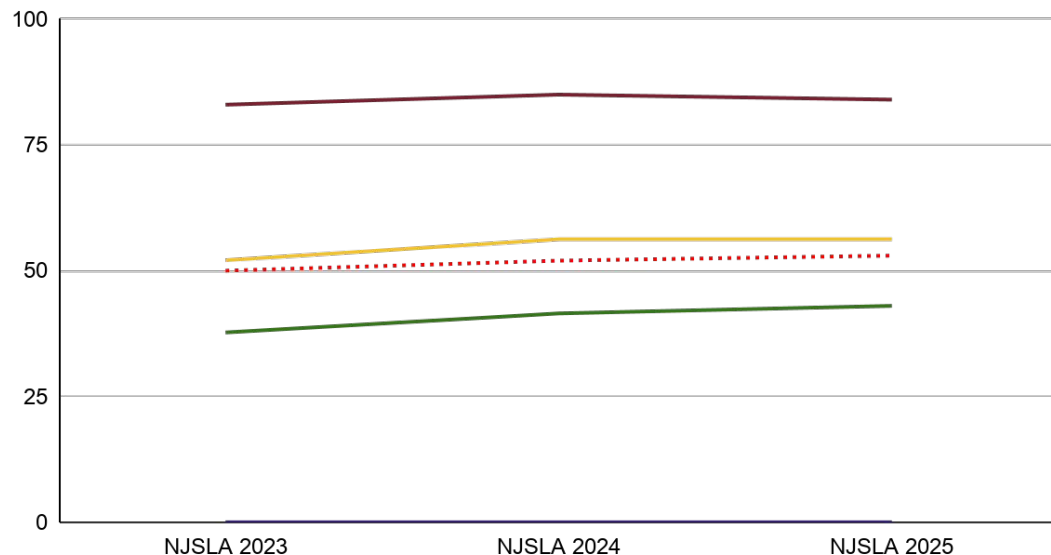


ELA Stable Cohort by Subgroup

Students w/ Disabilities, Economic Disadvantage



ELA Meeting & Exceeding Expectations (Percent Passing):



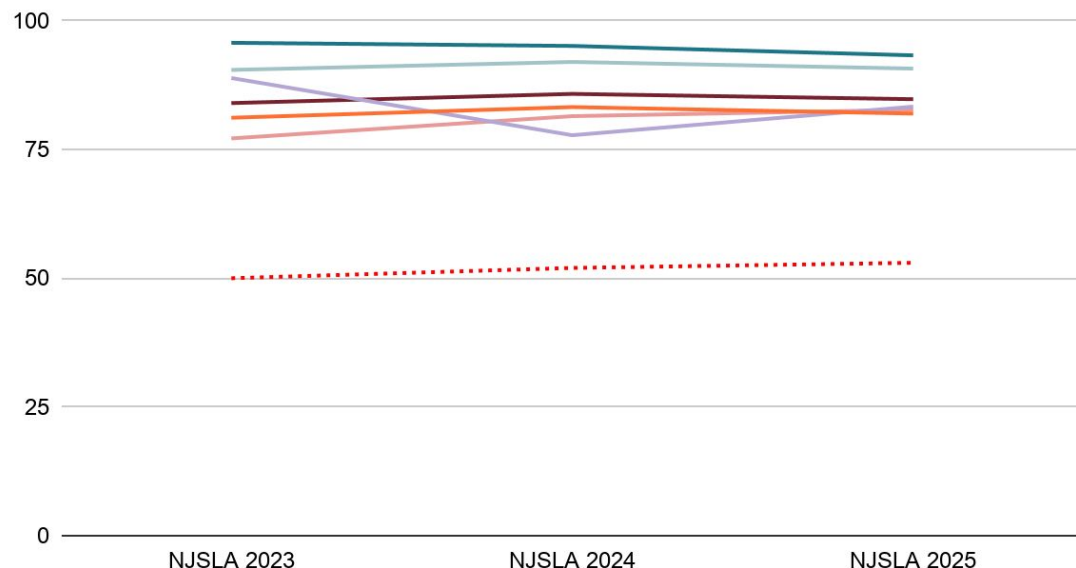
ELA	% Passing 2023	% Passing 2024	% Passing 2025
RPS Stable Avg	83%	85%	84%
IEP	38%	42%	43%
ED	52%	56%	56%
State Average	50%	52%	53%

■ Stable Cohort data provided by LinkIt

ELA Stable Cohort by Racial Identity*



ELA Meeting & Exceeding Expectations (Percent Passing)



ELA	% Passing 2023	% Passing 2024	% Passing 2025
RPS Stable Avg	84%	86%	85%
Hispanic	77%	81%	83%
Black	89%	78%	83%
White	81%	83%	82%
Asian	90%	92%	91%
Two or More Races	96%	95%	93%
State Average	50%	52%	53%

*excluding Economic Disadvantage

■ Stable Cohort data provided by LinkIt

Stable Cohort Data- Math



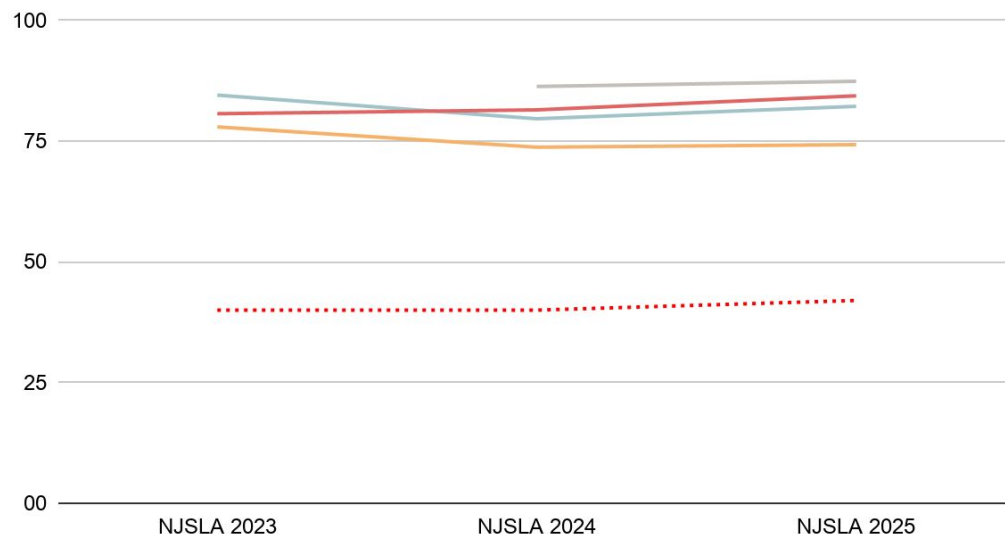
- Designed to evaluate student progress from year to year
- Analysis of RHS students that were present for three consecutive test administrations: NJSLA 2023, 2024, and 2025
- Data set includes classes 2030-2033

Class of	Year 2022-23	Year 2023-24	Year 2024-25	Current Grade	n=
2030	Grade 5	Grade 6	Grade 7	8	381
2031	Grade 4	Grade 5	Grade 6	7	378
2032	Grade 3	Grade 4	Grade 5	6	388
2033	Grade 2	Grade 3	Grade 4	5	373

Math Stable Cohort Trends by Class



Math Meeting & Exceeding Expectations (Percent Passing)



Math	% Passing 2023	% Passing 2024	% Passing 2025
Class of 2033 (Current Gr. 6)		86%	87%
Class of 2032 (Current Gr. 7)	85%	80%	82%
Class of 2031 (Current Gr. 8)	81%	81%	84%
Class of 2030 (Current Gr. 9)	78%	74%	74%

- Stable Cohort data provided by LinkIt
- Transitions from 5th to 6th and 8th to 9th grade indicated in grey to pink/green

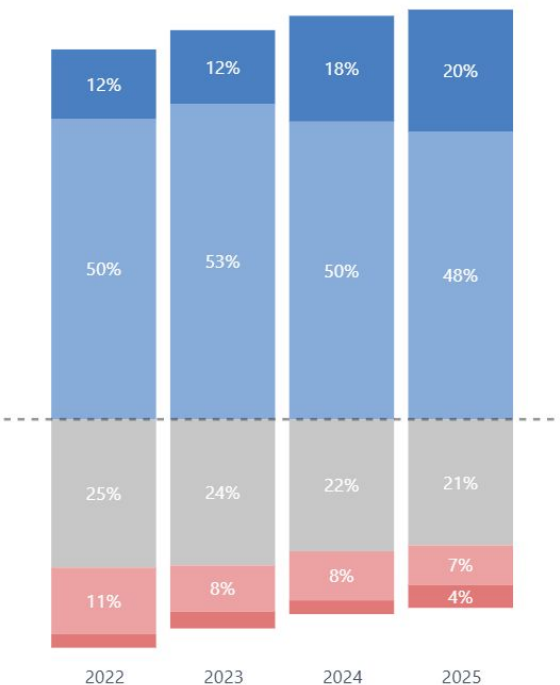
Performance Over Time - Math - BF & GW



BF

Performance Levels Over Time - Math

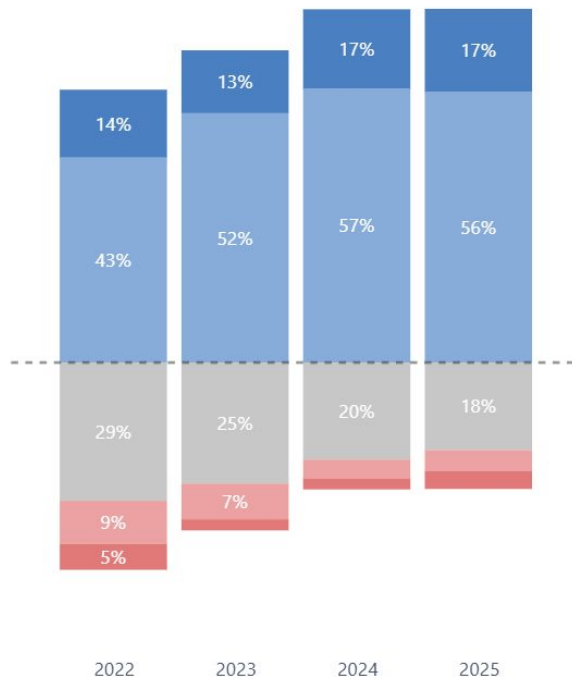
● Not Met ● Partially Met ● Approached ● Met ● Exceeded



GW

Performance Levels Over Time - Math

● Not Met ● Partially Met ● Approached ● Met ● Exceeded

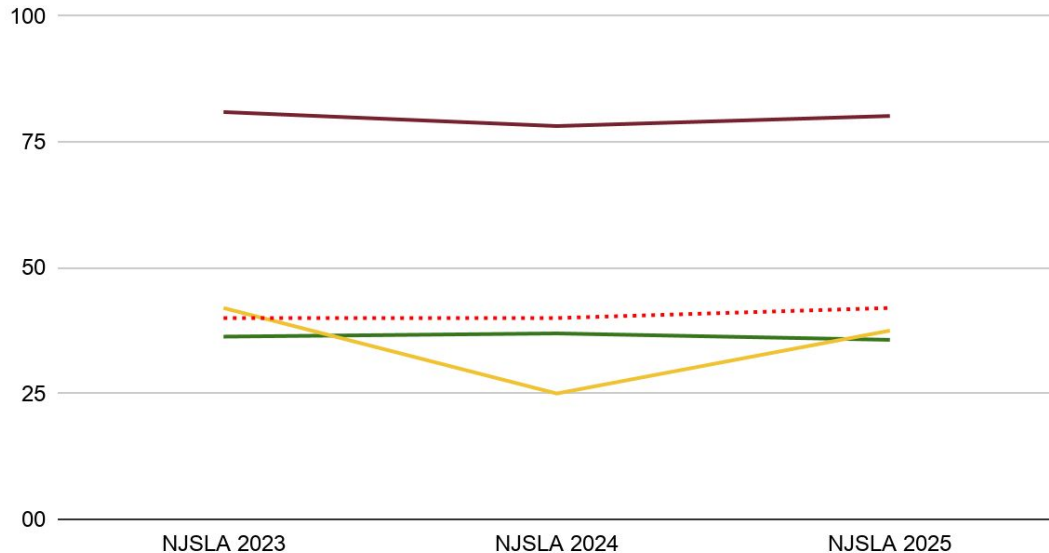


Math Stable Cohort by Subgroup

Students w/ Disabilities, Multilingual Learners, Economic Disadvantage



Math Meeting & Exceeding Expectations (Percent Passing)



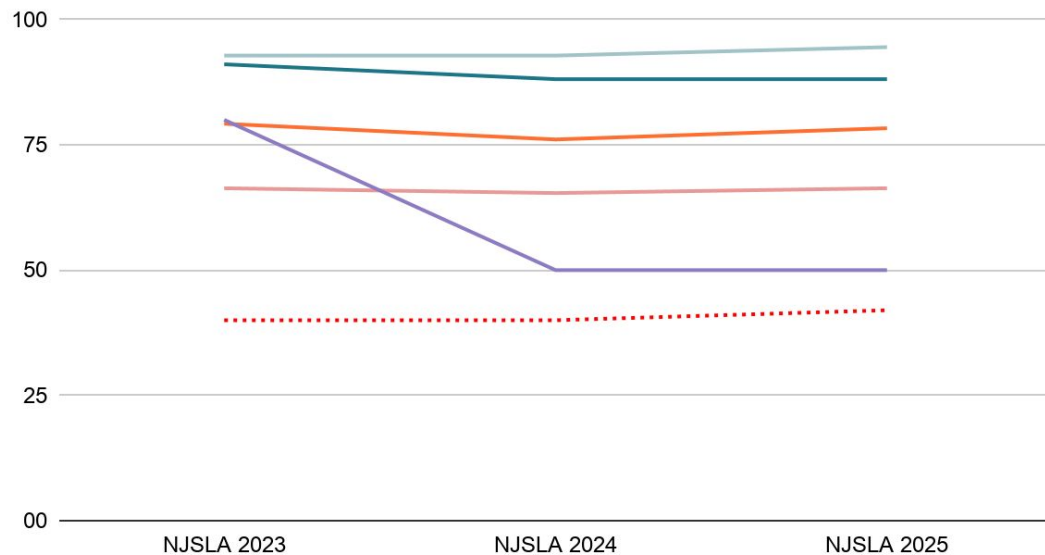
Math	% Passing 2023	% Passing 2024	% Passing 2025
RPS Stable Avg	81%	78%	80%
IEP	36%	37%	36%
ED	42%	25%	38%
State Average	40%	40%	42%

■ Stable Cohort data provided by LinkIt

Math Stable Cohort by Racial Identity*



Math Meeting & Exceeding Expectations (Percent Passing)



Math	% Passing 2023	% Passing 2024	% Passing 2025
Hispanic	66%	65%	66%
Black	80%	50%	50%
White	79%	76%	78%
Asian	93%	93%	95%
Two or More Races	91%	88%	88%
State Average	40%	40%	42%

*excluding Economic Disadvantage

■ Stable Cohort data provided by LinkIt

NJSLA ELA Exceeders over 4 years (5-8)



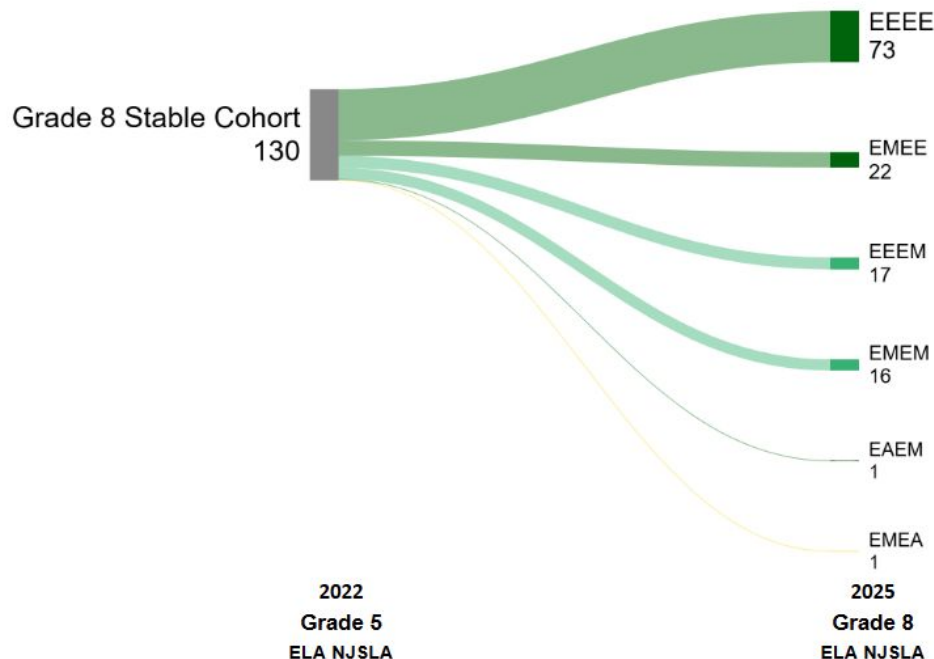
Trend Distribution Summary

2021-22 Grade 5 ELA to 24-25 Grade 8: STABLE COHORT - 130
students who SCORED EXCEEDING IN YEAR ONE AND TOOK TEST ALL
4 YEARS

Trend Pattern	Description (Year 1 to Year 4)	Number of Students	Percent still exceeding by end of grade 8
EEEE	Exceeding in all 4 years	73	56%
EMEE	Exceeding, Meeting, Exceeding, Exceeding	22	17%
EEEM	Exceeding for 3 years, Meeting in Year 4	17	13%
EMEM	Exceeding, Meeting, Exceeding, Meeting	16	12%
EAEM	Exceeding, Approaching, Exceeding, Meeting	1	1%
EMEA	Exceeding, Meeting, Exceeding, Approaching	1	1%

Total

130



NJSLA ELA Exceeders over 4 years (6-9)



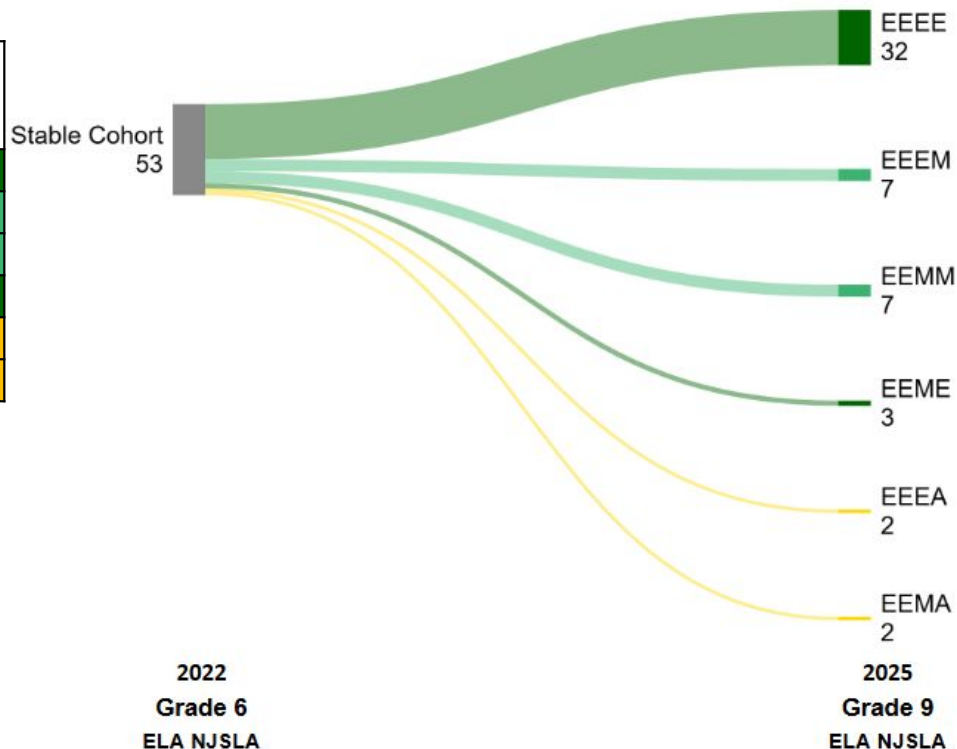
Trend Distribution Summary

2021-22 Grade 6 ELA: STABLE COHORT Exceeding in Year One Who Took ALL FOUR YEARS

Trend Pattern	Description	Number of Students	Percent still exceeding by end of grade 9
EEEE	Exceeding in all 4 years	32	60%
EEEM	Exceeding for 3 years, Meeting in Year 4	7	13%
EEMM	Exceeding for 2 years, Meeting for 2 years	7	13%
EEME	Exceeding, Exceeding, Meeting, Exceeding	3	6%
EEEA	Exceeding for 3 years, Approaching in Year 4	2	4%
EEMA	Exceeding for 2 years, Meeting, then Approaching	2	4%

Total

53

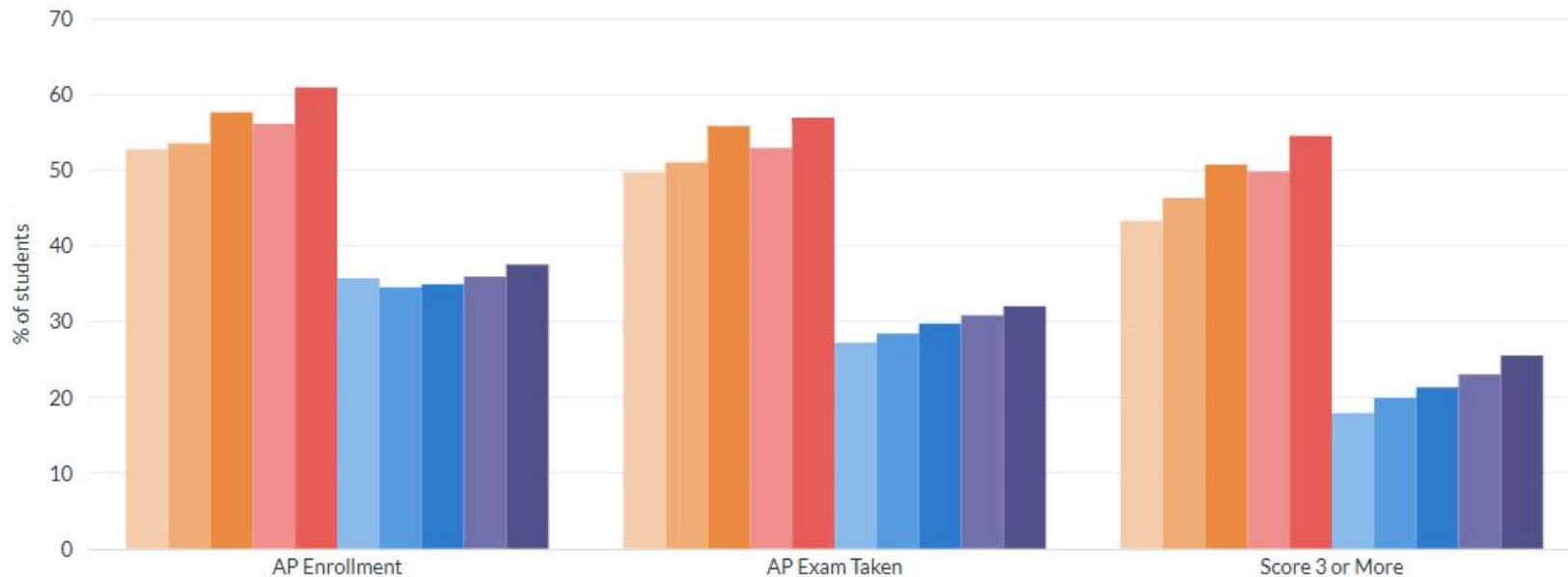


AP Participation & Performance



AP participation & performance ▾

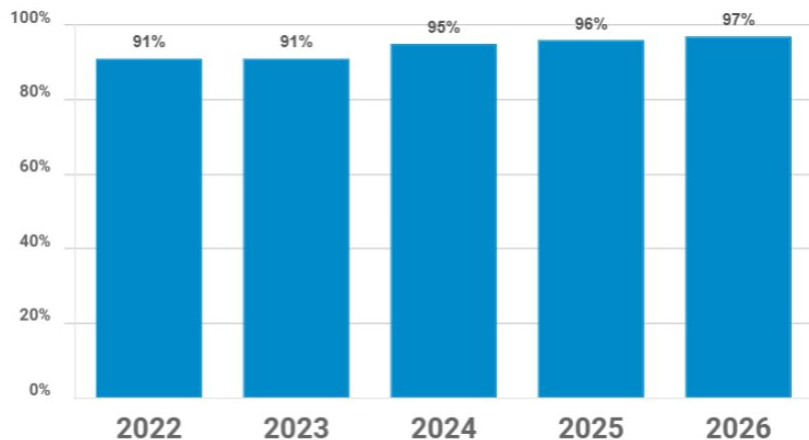
RHS '21 RHS '22 RHS '23 RHS '24 RHS '25 NJ '21 NJ '22 NJ '23 NJ '24 NJ '25



AP Participation & Performance



% OF TOTAL AP STUDENTS WITH SCORES 3+



SCHOOL SUMMARY

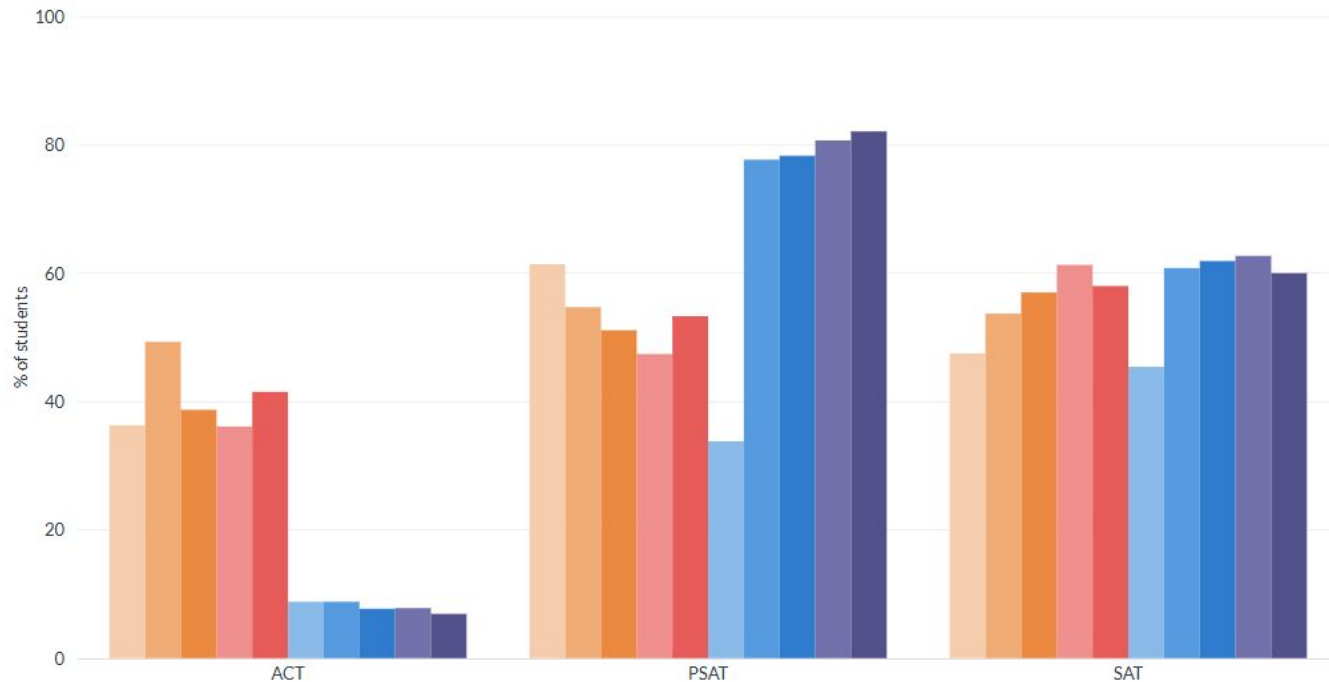
	2022	2023	2024	2025	2026
Total AP Students	508	527	511	577	615
Number of Exams	1,254	1,149	1,151	1,408	1,469
AP Students with Scores 3+	463	481	484	554	594
% of Total AP Students with Scores 3+	91.14	91.27	94.72	96.01	96.59

Student Participation SAT/PSAT/ACT Tests

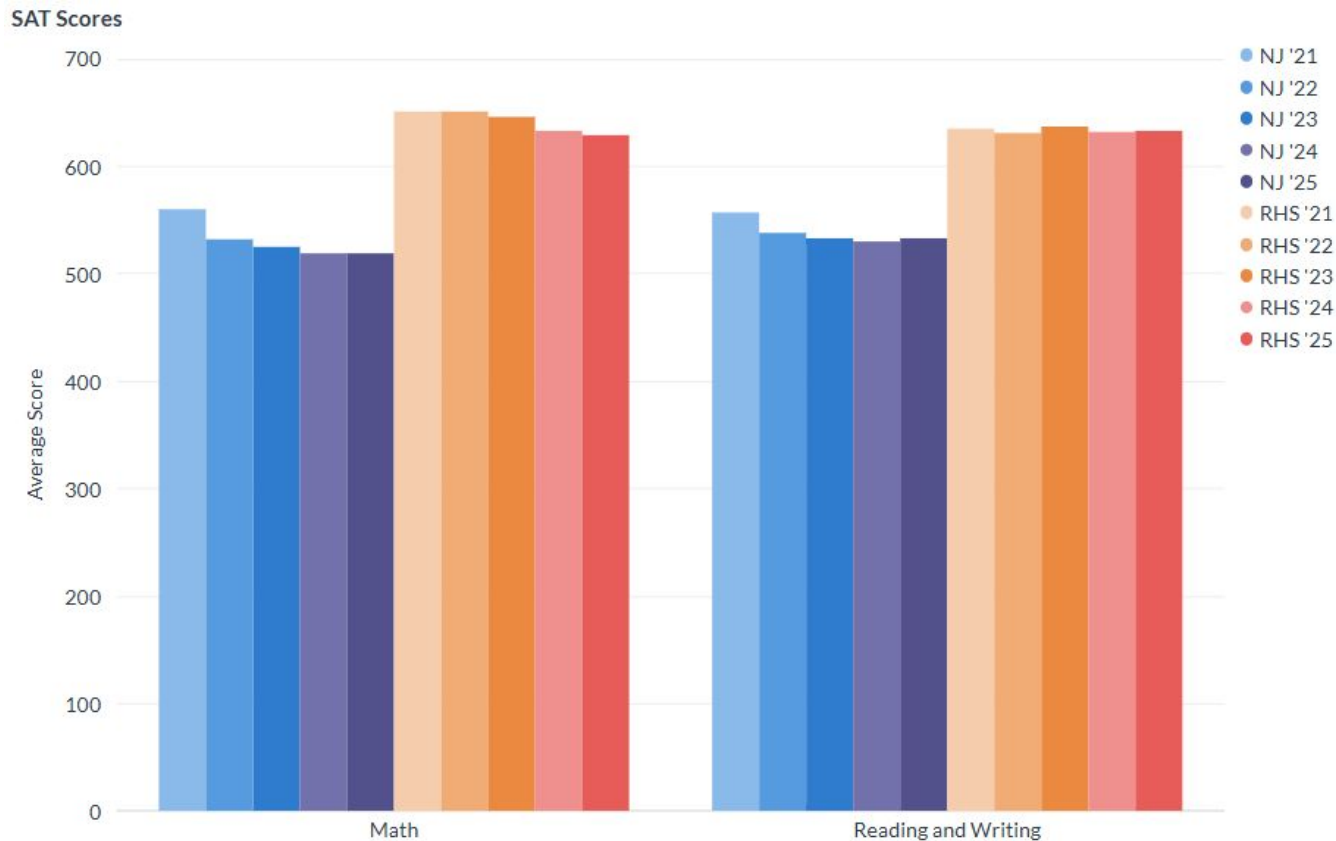


SAT, ACT, PSAT participation

RHS '21 RHS '22 RHS '23 RHS '24 RHS '25 NJ '21 NJ '22 NJ '23 NJ '24 NJ '25



SAT Scores by Subject



SAT Rankings by Year



2023

#	District Name	SAT average
1	Hunterdon County Vocational	1,417
2	Monmouth County Vocational	1,390
3	Bergen County Vocational Technical	1,379
4	Millburn Township	1,375
5	West Windsor-Plainsboro Regional	1,341
6	Montgomery Township	1,338
7	Tenaflly	1,318
8	Union County Vocational-Technical	1,310
9	Princeton	1,298
10	Bernards Township	1,289
11	Ridgewood	1,283
12	Morris County Vocational	1,277
13	Ocean County Vocational Technical	1,268
14	Livingston Board of Education	1,265
15	Summit	1,260

2024

#	District Name	SAT average
1	Monmouth County Vocational	1,386
2	Bergen County Vocational Technical	1,384
3	Millburn Township	1,382
4	West Windsor-Plainsboro Regional	1,330
5	Morris County Vocational	1,322
6	Union County Vocational-Technical	1,320
7	Montgomery Township	1,317
8	Livingston Board of Education	1,301
9	Princeton	1,296
10	Tenaflly	1,295
11	Highland Park Boro	1,287
12	Bernards Township	1,283
13	Somerset County Vocational and Tech	1,277
14	South Brunswick	1,266
15	Ridgewood	1,265

2025

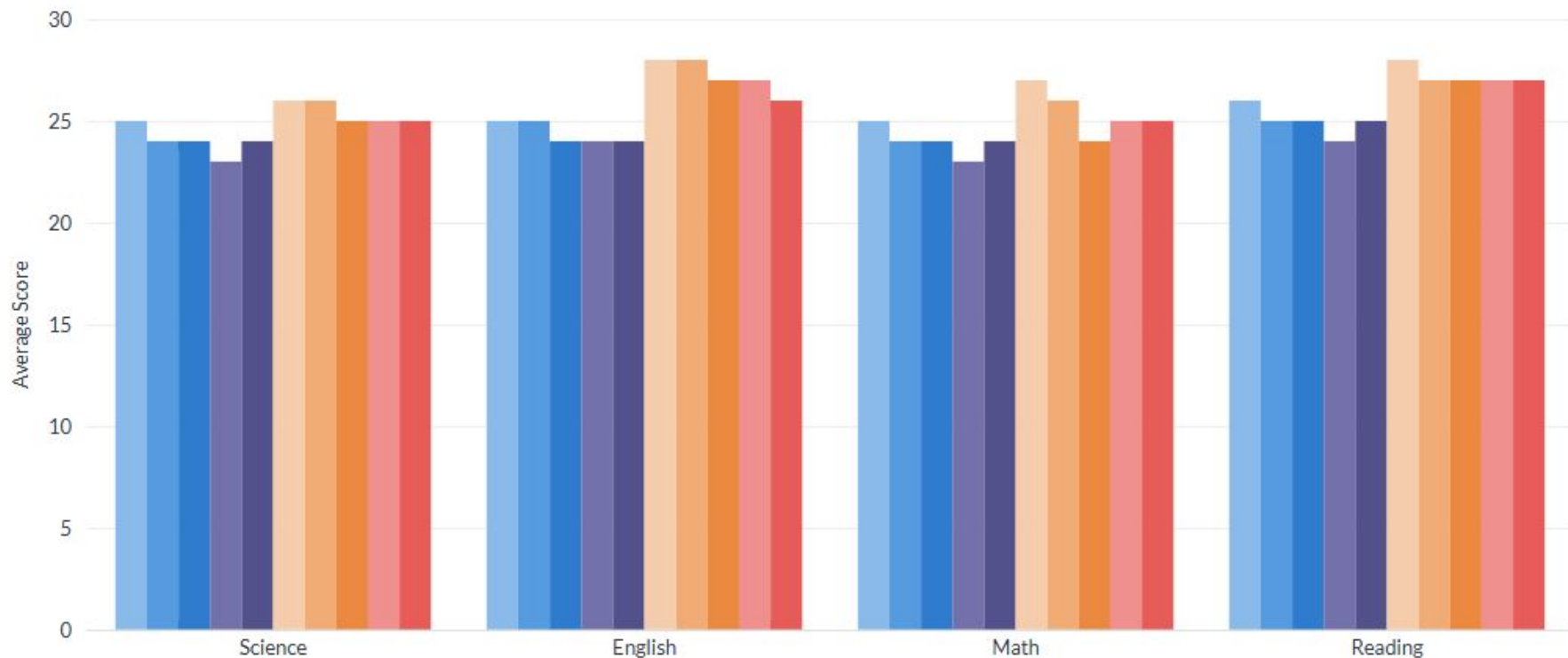
#	District Name	SAT average
1	Millburn Township	1,391
2	Monmouth County Vocational	1,385
3	Bergen County Vocational Technical	1,372
4	West Windsor-Plainsboro Regional	1,349
5	Hunterdon County Vocational	1,335
6	Montgomery Township	1,330
7	Princeton	1,320
8	Tenaflly	1,310
9	Bernards Township	1,306
10	Cresskill	1,292
11	Somerset County Vocational and Tech	1,292
12	Union County Vocational-Technical	1,283
13	Livingston Board of Education	1,277
14	Summit	1,273
15	Ridgewood	1,262

ACT Scores by Subject



ACT Scores

● NJ '21 ● NJ '22 ● NJ '23 ● NJ '24 ● NJ '25 ● RHS '21 ● RHS '22 ● RHS '23 ● RHS '24 ● RHS '25

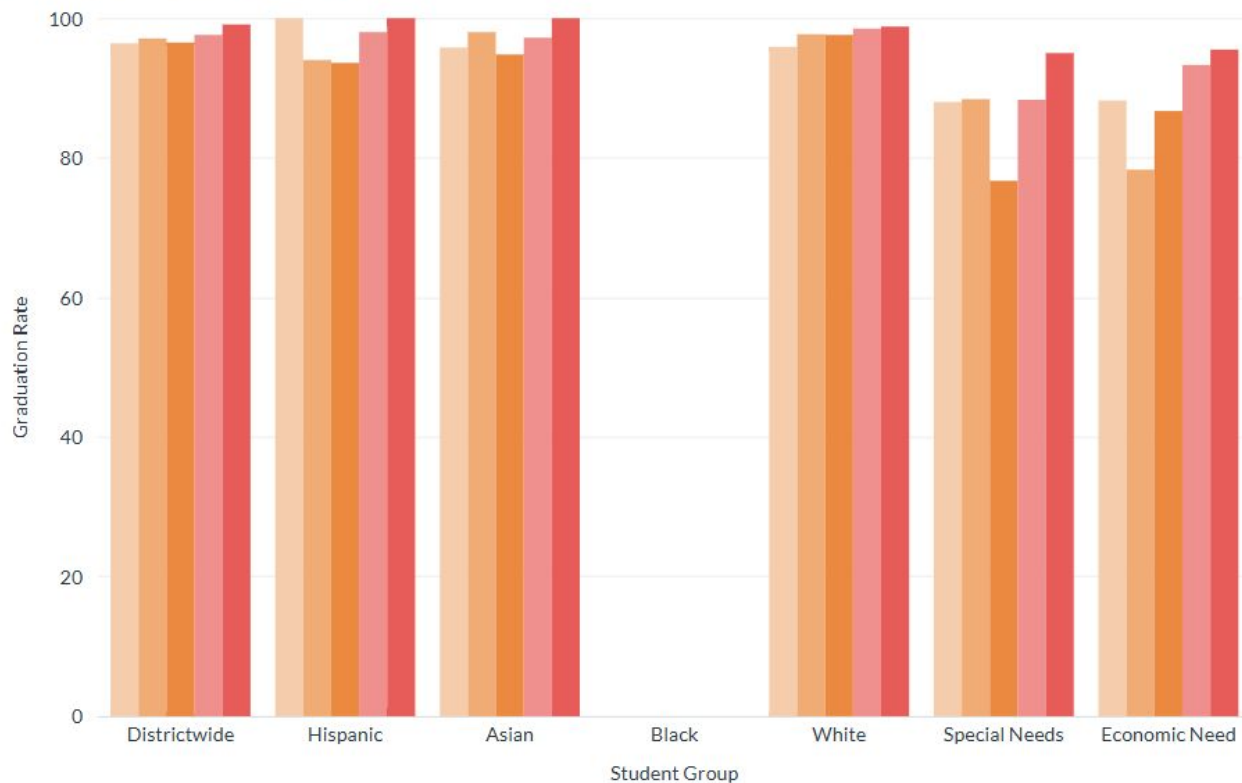


4-Year Graduation Rate



4 Year Graduation Profile by student groups

2021 2022 2023 2024 2025

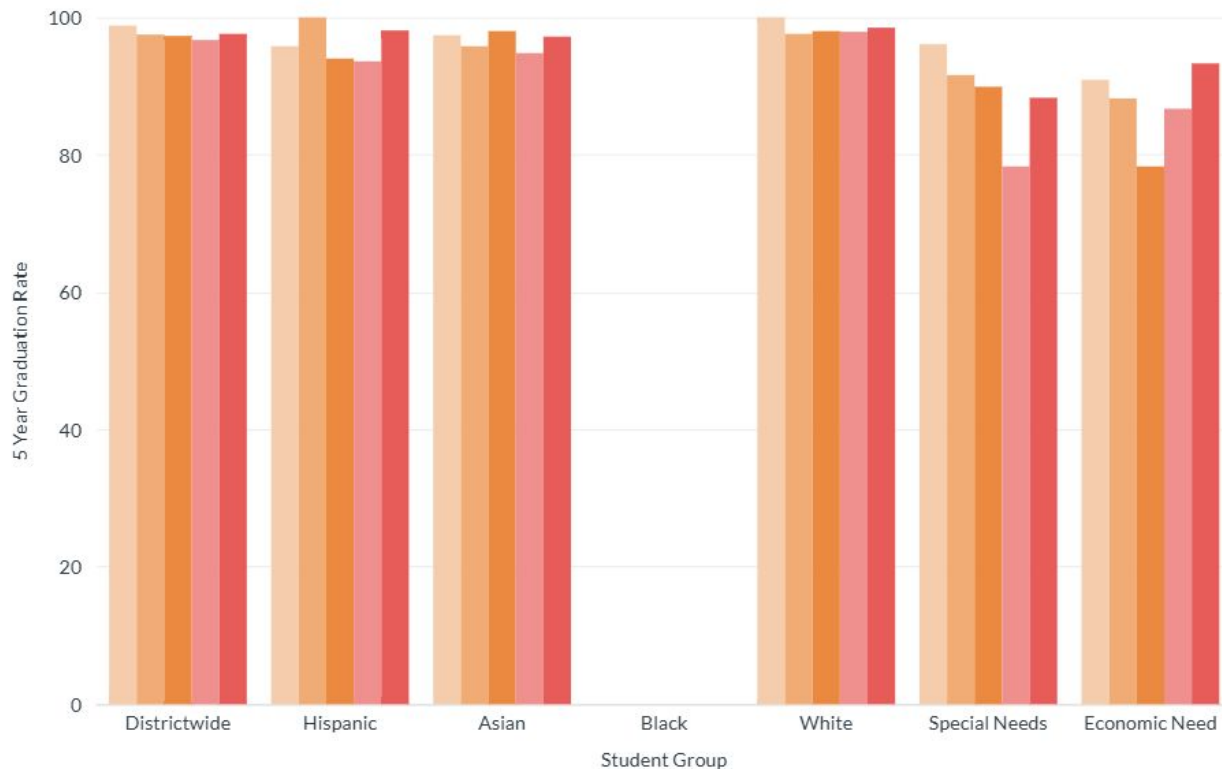


5-Year Graduation Rate



5YR Graduation Profile by student groups

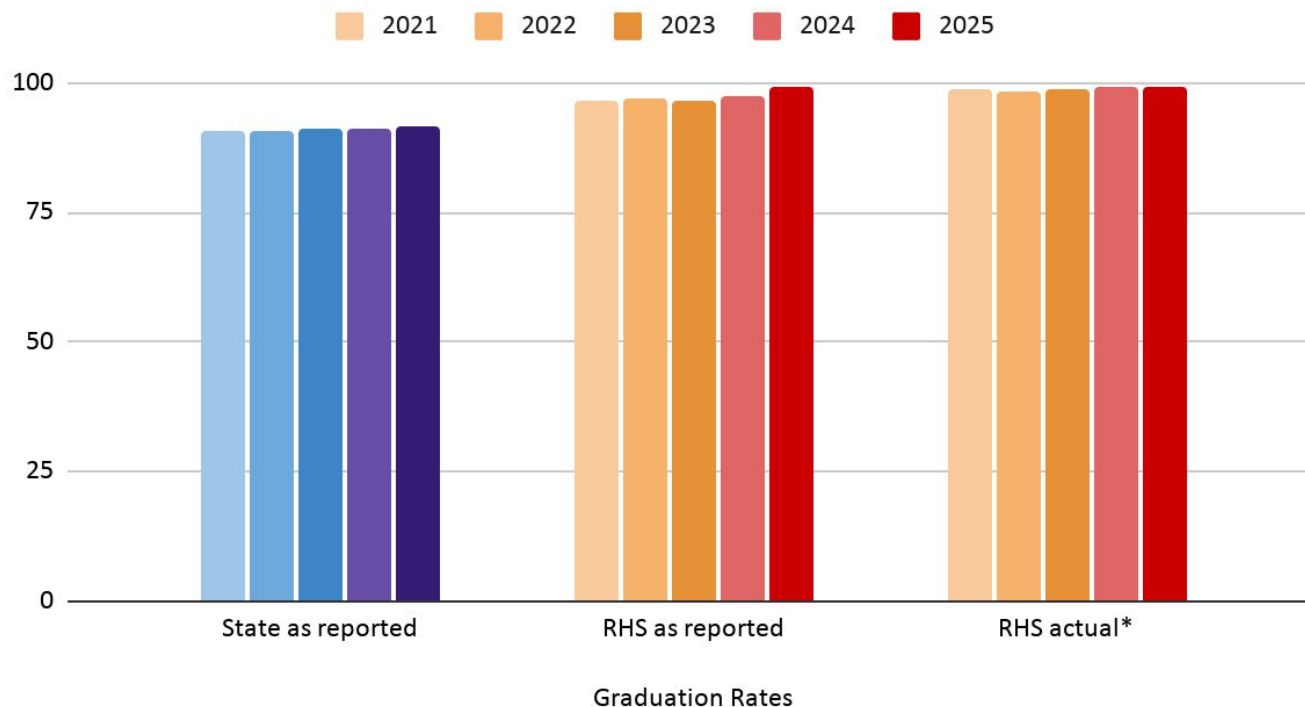
2021 2022 2023 2024 2025



State Graduation Rate vs. RPS Rate



4 Year Graduation Rates as reported vs. RHS actual*



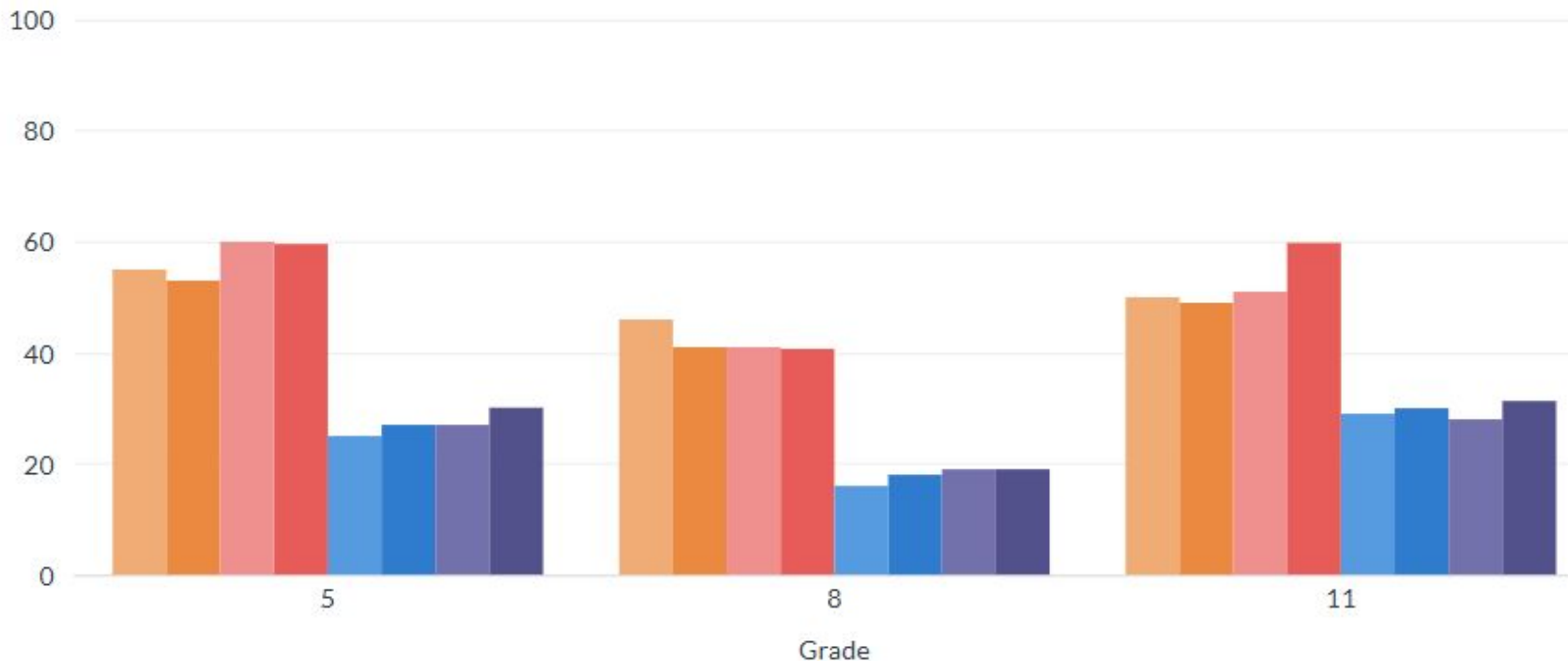
*'Actual' graduation rates were calculated by removing students who were On Track Continuing from the Adjusted Cohort Counts.

NJSLA Science Performance



NJSLA Science ▾

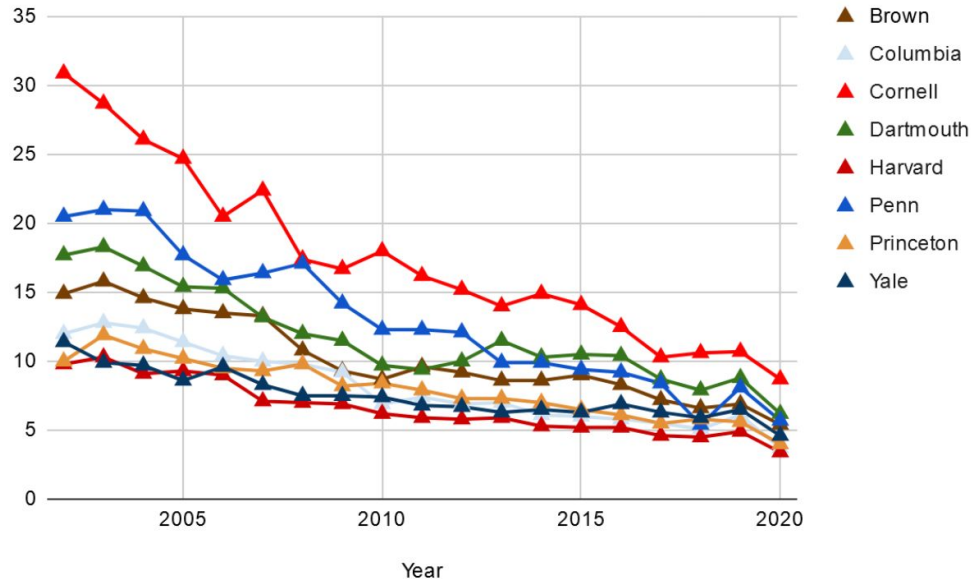
● RPS: '22 ● RPS: '23 ● RPS: '24 ● RPS: '25 ● NJ: '22 ● NJ: '23 ● NJ: '24 ● NJ: '25



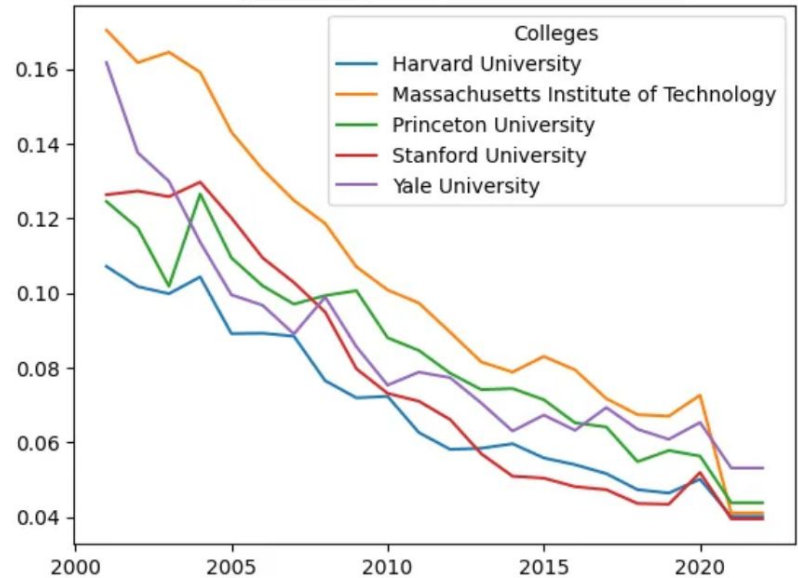
Highly Competitive Acceptance Trends



Data from the US Dept of Ed "College Scorecard" show dramatic decline in acceptance among the most selective/rejective schools.



Source: Ivy Scholars



Source: Toward Data Science

College Acceptance Analysis



In recent years, the landscape of college admissions has changed. Some trends include:

- **Highly selective/rejective universities have become increasingly rejective.** Additionally, “legacy” and athletics may play impactful roles in these admissions.
- **Renowned universities enjoy increased global demand.** At the same time, the ease of **the Common App** has facilitate greater numbers of applications.
- **Though “test optional” remains popular, some highly selective schools have reinstated testing requirements. And others will phase testing back in by 2030.** List of test-optional colleges by rank



Trend Analysis - RHS Acceptances to “Top 25”

US News Top 25	2019	2020	2021	2022	2023	2024	2025	2026
Princeton	6%	5%	5%	8%	5%	0%	14%	6%
MIT	13%	7%	25%	11%	0%	0%	0%	0%
Harvard	17%	14%	0%	50%	0%	0%	20%	0%
Stanford	33%	9%	20%	0%	20%	0%	9%	0%
Yale	6%	6%	0%	0%	0%	0%	9%	0%
UPenn	13%	9%	10%	8%	0%	0%	5%	4%
Duke	6%	8%	7%	0%	13%	7%	0%	6%
Brown	17%	3%	4%	7%	8%	0%	0%	5%
Johns Hopkins	11%	6%	0%	0%	0%	0%	0%	0%
Northwestern	5%	5%	0%	0%	6%	23%	22%	6%
Columbia	5%	5%	0%	0%	5%	0%	7%	4%
Cornell	23%	11%	9%	12%	13%	13%	25%	9%
U. of Chicago	9%	44%	0%	0%	0%	0%	0%	0%
UC - Berkeley	11%	17%	6%	5%	8%	0%	11%	33%
UCLA	21%	23%	9%	6%	0%	6%	9%	12%
Rice	0%	17%	11%	0%	0%	0%	20%	14%
Dartmouth	16%	13%	0%	0%	0%	14%	14%	0%
Vanderbilt	6%	27%	5%	9%	9%	20%	0%	22%
Notre Dame	21%	28%	9%	11%	11%	8%	17%	17%
Michigan	21%	22%	21%	10%	9%	15%	43%	16%
Georgetown	20%	24%	25%	12%	19%	31%	25%	18%
UNC - Chapel Hill	13%	5%	5%	4%	0%	6%	14%	0%
Carnegie Mellon	32%	26%	14%	7%	5%	17%	14%	7%
Emory	13%	10%	18%	6%	16%	15%	0%	13%
Virginia	0%	4%	15%	0%	0%	11%	0%	0%
RHS Admissions Avg	15%	13%	9%	6%	6%	9%	15%	9%

	2019	2020	2021	2022	2023	2024	2025	2026
US News Top 25	Acc	App	Acc	App	Acc	App	Acc	App
Princeton	1	17	1	21	1	22	2	24
MIT	1	8	1	15	2	8	2	18
Harvard	3	18	2	14	0	16	1	2
Stanford	3	9	1	11	2	10	0	10
Yale	1	17	1	16	0	14	0	20
UPenn	4	30	3	34	3	30	3	38
Duke	1	16	2	24	1	14	0	25
Brown	4	24	1	36	1	24	2	30
Johns Hopkins	2	18	1	18	0	16	0	18
Northwestern	1	19	2	38	0	29	0	36
Columbia	1	19	2	38	0	29	0	36
Cornell	9	40	5	45	5	55	8	68
U. of Chicago	1	11	4	9	0	7	0	16
UC - Berkeley	1	9	3	18	1	16	1	21
UCLA	3	14	5	22	2	23	2	31
Rice	0	6	1	6	1	9	0	8
Dartmouth	3	19	3	24	0	19	0	18
Vanderbilt	1	18	7	26	1	22	3	32
Notre Dame	4	19	5	18	1	11	2	18
Michigan	14	68	15	67	13	62	9	92
Georgetown	3	15	6	25	4	16	2	17
UNC - Chapel Hill	2	15	1	21	1	21	1	24
Carnegie Mellon	6	19	5	19	3	21	3	44
Emory	2	15	3	29	3	17	2	32
Virginia	0	20	1	26	4	26	0	38
RHS Admissions Total	71	483	81	620	49	537	43	716



Trend Analysis - RHS Acceptances to "Top 50"

US News Top 50	2019	2020	2021	2022	2023	2024	2025	2026
Washington U. (St. Louis)	13%	13%	10%	14%	11%	17%	17%	8%
UC - Davis	50%	40%	86%	11%	33%	100%	58%	100%
UC - San Diego	13%	22%	16%	4%	17%	0%	28%	46%
Florida	13%	22%	16%	30%	42%	33%	17%	30%
USC	14%	8%	13%	4%	14%	15%	41%	21%
Texas	8%	8%	25%	10%	13%	0%	20%	21%
Georgia Tech	9%	18%	20%	24%	21%	0%	6%	16%
UC - Irvine	20%	40%	75%	20%	25%	13%	29%	67%
NYU	18%	30%	23%	11%	17%	17%	28%	35%
UC - Santa Barbara	27%	45%	25%	15%	17%	29%	43%	57%
Illinois - Urbana-Champaign	80%	64%	42%	34%	29%	45%	30%	47%
Wisconsin - Madison	49%	32%	59%	38%	23%	29%	32%	36%
Boston College	28%	19%	20%	5%	3%	13%	18%	25%
Rutgers	70%	68%	65%	62%	68%	66%	85%	74%
Tufts	19%	18%	3%	10%	4%	0%	27%	23%
U. of Washington - Seattle	67%	29%	83%	24%	36%	50%	54%	25%
Boston University	48%	38%	17%	22%	23%	18%	18%	35%
Ohio State	42%	54%	10%	26%	41%	38%	39%	61%
Purdue	53%	63%	75%	58%	64%	59%	71%	62%
Maryland - College Park	62%	54%	50%	24%	31%	43%	41%	42%
Lehigh	22%	44%	29%	36%	20%	32%	61%	32%
Texas A&M	60%	100%	0%	0%	0%	100%	50%	40%
Georgia	22%	20%	14%	20%	9%	7%	0%	0%
Rochester	43%	31%	47%	40%	45%	100%	87%	70%
RHS Admission %	39%	39%	36%	28%	33%	37%	46%	45%

	2019	2020	2021	2022	2023	2024	2025	2026
US News Top 50	Acc	App	Acc	App	Acc	App	Acc	App
Washington U. (St. Louis)	2	16	4	30	2	20	3	21
UC - Davis	2	4	2	5	6	7	1	9
UC - San Diego	2	16	4	18	3	19	1	25
Florida	2	16	4	18	3	19	6	20
U Southern California	4	29	2	25	3	23	1	27
Texas	1	13	1	13	1	4	1	10
Georgia Tech	1	11	4	22	2	10	4	17
UC - Irvine	1	5	2	5	3	4	3	15
NYU	13	71	21	71	18	80	10	90
UC - Santa Barbara	3	11	5	11	2	8	2	13
Illinois - Urbana-Champaign	8	10	9	14	5	12	10	29
Wisconsin - Madison	18	37	10	31	16	27	18	48
Boston College	17	61	11	57	10	51	4	73
Rutgers	82	117	90	133	99	152	105	169
Tufts	6	31	5	28	1	34	4	42
U. of Washington - Seattle	2	3	2	7	5	6	4	17
Boston University	26	54	28	74	13	75	20	92
The Ohio State	8	19	13	24	2	20	7	27
Purdue	8	15	12	19	18	24	15	26
Maryland - College Park	37	60	28	52	33	66	18	75
Lehigh	10	45	27	61	15	52	21	58
Texas A&M	3	5	2	2	0	4	0	5
Georgia	2	9	3	15	2	14	4	20
Rochester	6	14	4	13	7	15	6	15
RHS Admission Total	264	672	293	748	269	746	268	943



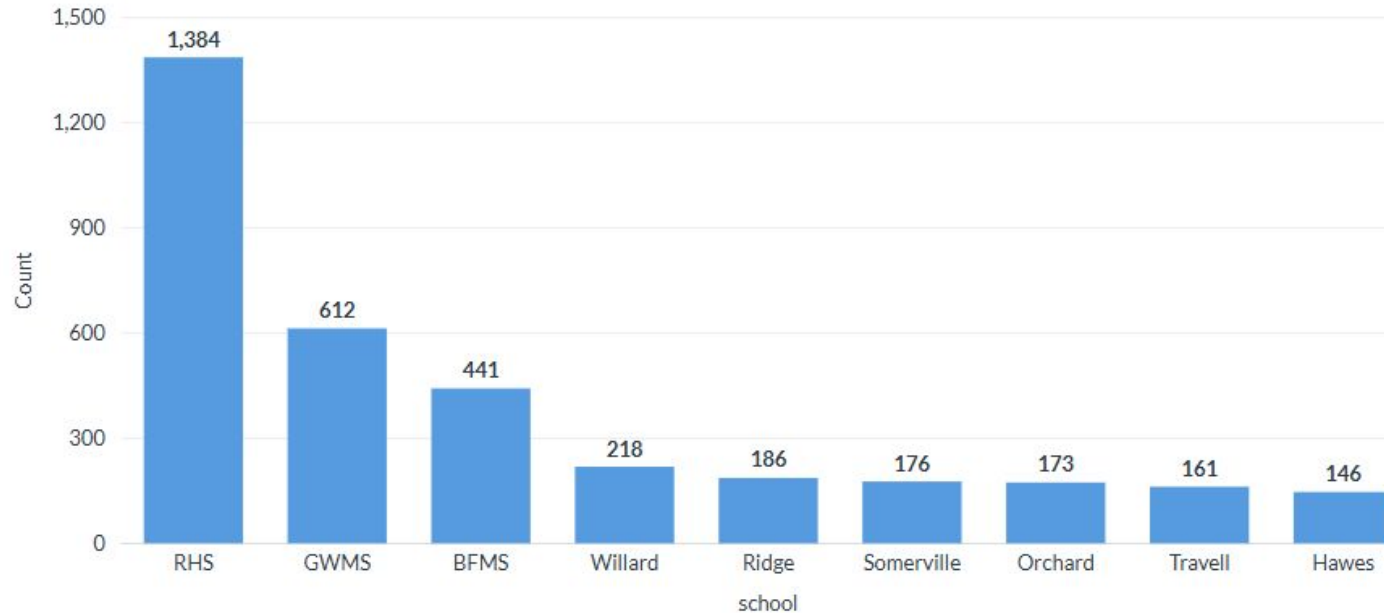
District Survey Results

Spring 2026

Student Survey Information

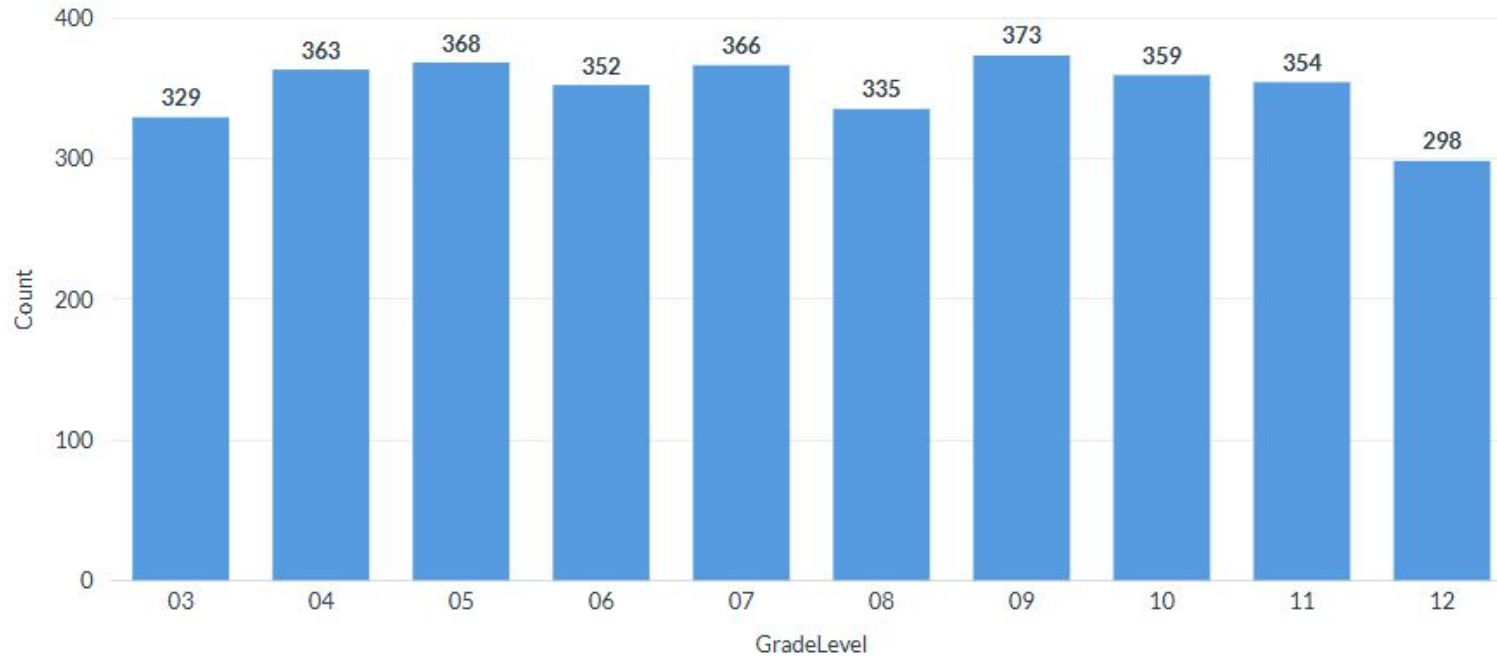
Surveys were provided to students in Grades 3–12 in late April. Students were provided opportunities to take the surveys in school. Secondary students were asked to agree, disagree, strongly agree, or strongly disagree. Elementary students were asked to use Always, Usually, Sometimes, etc.

Student responses by School



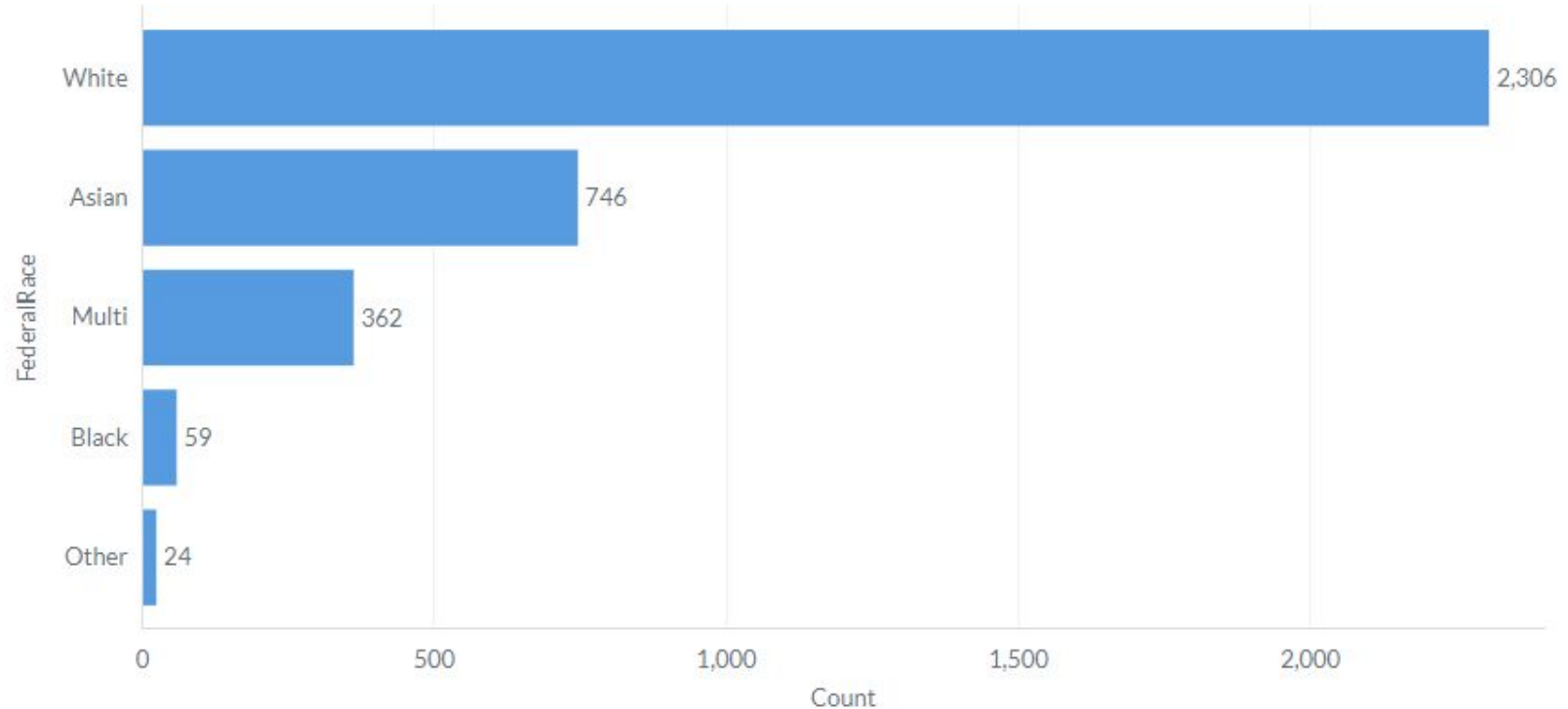
Student Responses by Grade

Student responses by Grade



Student Responses by Race

Student responses by Race



Student Climate Survey



The below indicators are designed to measure the extent to which our district culture sets an orderly and academic tone conducive to high achievement.

School Year		
2024	2025	2026

Academic Culture/Identity (Middle and High Student) Avg	75	75	77
I am confident in my ability to do well in school.	91	92	90
I do my best, even when the work is difficult or not interesting.	85	86	86
I find assigned school work interesting.	46	46	48
School is preparing me for many career options after high school.	69	72	74
School is preparing me for my life as an adult.	65	66	70
This school year, I have learned many new things.	91	90	91

Organizational Health (Middle and High Student) Avg	79	81	81
Adults at school help me to improve and do better.	88	89	90
I feel safe in school.	91	90	93
I look forward to participating in school most days.	65	63	64
I would recommend my school to others.	85	88	88
School rules are fair.	67	74	70

2026 Middle and High School Students																										
Hispanic		Non-Hispanic		Asian	Black	Multi	White	Other	ED		Non-ED		IEP		Non-IEP		504		Non-504		ELL		Non-ELL		Female	Male
75	77	77	75	77	76	78	80	77	77	77	71	77	88	77	79	75										
89	91	88	86	91	91	90	89	90	87	91	89	90	87	90	88	92										
89	86	87	84	88	85	95	82	86	85	86	78	87	91	86	90	82										
43	48	52	60	44	47	50	53	48	53	47	36	49	83	47	49	46										
73	75	75	65	75	74	65	86	74	74	75	70	75	87	74	77	72										
68	71	74	65	66	70	70	77	70	70	70	65	71	91	70	73	67										
88	92	89	91	94	92	100	95	91	91	91	88	92	91	91	93	89										

77	81	84	78	78	81	73	84	81	80	81	75	81	91	81	81	81
87	90	90	88	87	91	100	89	90	91	90	86	90	91	90	90	90
89	93	93	88	90	93	80	96	93	91	93	90	93	96	93	92	94
62	65	70	63	56	64	70	72	64	68	64	56	65	91	64	61	67
85	89	90	79	89	88	75	93	88	85	88	84	89	91	88	88	88
61	70	77	72	68	68	40	68	70	63	70	59	70	87	69	72	67

Student Climate Survey



The indicators here are designed to measure the extent to which students feel a positive connection with others at school.

The indicators here are designed to measure the extent to which students feel a positive connection with others at school.	School Year			2026 Middle and High School Students																
	2024	2025	2026	Hispanic	Non-Hispanic	Asian	Black	Multi	White	Other	ED	Non-ED	IEP	Non-IEP	504	Non-504	ELL	Non-ELL	Female	Male
Belonging/Relationship (Middle and High Student) Avg	83	84	85	83	86	84	82	84	86	83	85	85	86	85	82	86	88	85	85	86
Adults at school care about me.	88	88	88	87	89	88	79	88	89	85	91	88	90	88	84	89	91	88	87	90
Adults at school encourage me to do my best.	91	91	92	92	92	89	95	93	92	95	95	92	93	91	90	92	91	92	92	92
Adults at school understand me.	65	67	66	64	66	64	63	61	68	70	70	66	75	65	59	67	83	66	61	71
I am able to work out disagreements with others at school.	91	92	92	90	92	90	88	94	92	85	84	92	88	92	90	92	83	92	92	92
I have an adult in the school that I trust.	83	84	85	83	86	83	81	82	87	85	91	85	91	85	85	85	87	85	85	86
I have friends at school who care about me.	95	97	96	94	96	96	98	95	96	100	95	96	93	96	96	96	91	96	97	95
I respect and value differences among my classmates.	98	99	99	98	99	98	95	99	99	100	96	99	99	98	98	99	100	99	100	97
My school is a community and I am part of it.	85	88	87	81	88	90	84	83	87	80	89	87	87	88	81	88	91	87	87	88
Students at my school are able to work out disagreements with	67	67	75	66	76	71	70	74	76	65	67	75	74	75	71	75	83	75	72	77
Students at my school respect and value each other's differences.	65	68	73	70	74	70	65	70	75	65	68	74	75	73	66	74	83	73	71	76
There is a Ridgewood Public Schools district-wide community, and I am a part of it.	83	83	86	84	86	88	79	84	85	85	82	86	85	86	79	86	87	86	87	84

Student Climate Survey



The below indicators are designed to measure the extent to which our district culture sets an orderly and academic tone conducive to high achievement.

The below indicators are designed to measure the extent to which our district culture sets an orderly and academic tone conducive to high achievement.			2026 Elementary School Students																
	2025	2026	Hispanic	Non-Hispanic	Asian	Black	Multi	White	Other	ED	Non-ED	IEP	Non-IEP	504	Non-504	ELL	Non-ELL	Female	Male
Academic Culture/Identity (Elementary Student) Avg	83	82	80	82	81	77	83	82	88	85	82	78	82	78	82	76	82	85	78
I am confident in my ability to do well in school.	92	89	87	89	88	81	90	89	75	82	89	83	90	87	89	74	89	90	88
I do my best, even when the work is difficult or not interesting.	90	88	87	88	87	75	91	88	100	91	88	80	89	89	88	74	89	91	86
I find assigned school work interesting.	61	61	55	62	68	56	60	59	75	73	61	57	62	57	61	65	61	67	56
This school year, I have learned many new things.	90	88	89	88	83	94	90	89	100	95	88	91	88	77	89	91	88	93	83
Organizational Health (Elementary Student) Avg	83	82	80	82	83	75	78	82	95	79	82	75	82	77	82	83	82	85	78
Adults at school help me to improve and do better.	92	93	89	94	93	94	87	94	100	91	93	90	94	94	93	96	93	93	94
I feel safe in school.	92	91	93	91	91	88	88	92	100	77	92	88	92	87	92	83	92	94	89
I look forward to participating in school most days.	79	75	72	75	77	69	68	75	100	77	75	68	76	68	75	96	74	78	71
I would recommend my school to others.	80	77	76	77	74	69	81	77	100	73	77	68	77	72	77	70	77	84	69
School rules are fair.	73	72	68	73	78	56	69	71	75	77	72	64	73	66	73	74	72	78	67

Student Climate Survey



The indicators here are designed to measure the extent to which students feel a positive connection with others at school.

		2026 Elementary School Students																	
2025	2026	Hispanic Non-Hispanic Asian Black Multi White Other								ED Non-ED		IEP Non-IEP		504 Non-504		ELL Non-ELL		Female Male	
85	84	82	84	83	82	84	85	92	82	84	82	84	76	85	82	84	86	83	
95	94	95	94	94	94	96	93	100	95	94	96	94	89	94	96	94	96	92	
93	92	89	92	89	88	88	93	100	91	92	92	92	87	92	87	92	93	91	
80	79	75	80	78	69	78	80	100	77	79	77	80	68	80	83	79	81	78	
78	78	76	78	74	81	83	78	75	77	78	67	79	66	78	65	78	82	74	
90	90	87	91	90	94	87	91	75	91	90	89	91	85	91	91	90	93	88	
91	91	82	92	91	94	92	91	100	68	92	89	91	83	91	87	91	91	91	
99	97	94	97	97	100	94	98	100	95	97	96	97	89	97	91	97	98	96	
62	60	68	59	58	56	60	61	75	68	60	59	60	53	60	52	60	63	57	
76	77	70	78	77	63	74	78	100	77	77	77	77	64	78	83	77	77	77	

Community Survey - Introduction



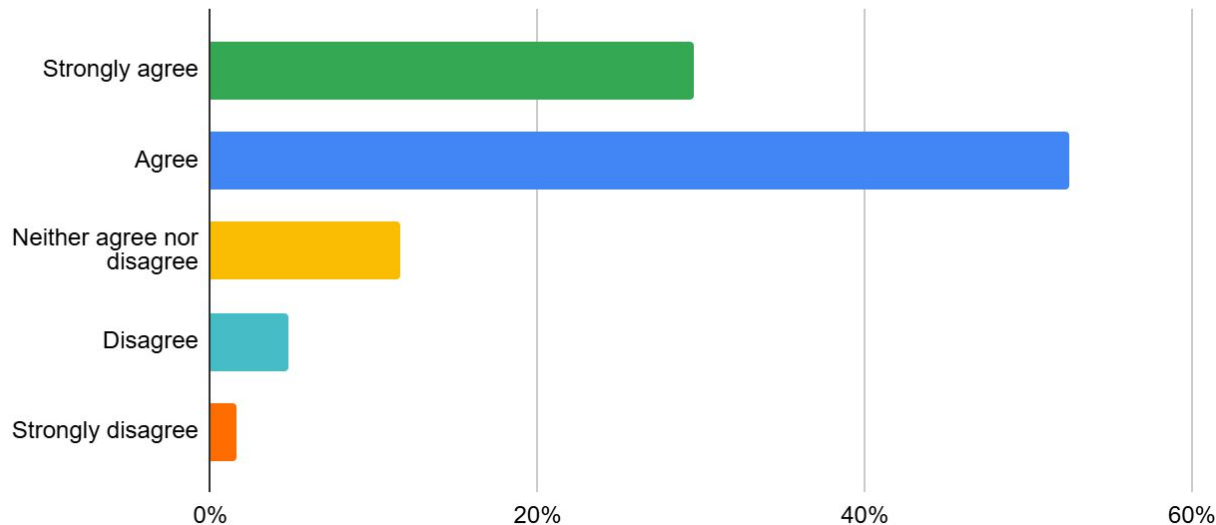
We received 1,155 survey responses from parents from grades PK-12, including families with students in our 18-21 year old program.

In response to requests from parents, a new "neutral" category was added.

Surveys were administered in June 2026.

Ridgewood Public Schools is preparing my student to be an active, engaged citizen.

Answered: 1,155 Skipped: 0



Community Survey - Student Experience



			2026 Community Survey																
	2025	2026	Hispanic	Non-Hispanic	Asian	Black	Multi	White	Other	ED	Non-ED	IEP	Non-IEP	504	Non-504	ELL	Non-ELL	Female	Male
Student Experience (Community Survey) Avg	86	89	88	89	91	86	85	89	92	93	89	87	89	84	89	98	89	89	89
I know what my child is learning about in school.	87	87	86	87	88	80	86	87	100	93	87	85	87	74	88	95	87	88	86
I know where to find information about my child's curriculum.	77	79	82	79	83	87	73	79	100	93	79	79	79	72	80	89	79	81	78
I know who to contact about my child's academic support needs.	57	91	92	91	93	87	86	91	100	86	91	97	90	90	91	100	90	91	91
The arts curricula meets my child's needs.	86	95	95	95	95	87	92	95	100	93	95	90	95	97	95	100	95	94	96
The English/language arts curriculum meets my child's needs.	90	89	87	89	95	80	85	88	67	93	89	83	89	81	89	100	89	87	90
The math curriculum meets my child's needs.	66	87	86	87	87	87	86	88	83	86	87	85	87	79	88	100	87	88	87
The science curriculum meets my child's needs.	56	87	89	87	88	93	85	87	83	100	87	86	87	81	88	100	87	86	88
The social studies curriculum meets my child's needs.	94	91	92	91	95	80	86	91	83	93	91	87	92	90	91	100	91	91	92
The world languages curriculum meets my child's needs.	95	96	82	86	89	80	84	85	100	93	86	83	86	85	86	95	86	84	87
This school year, my child has learned many new things.	-	96	92	96	97	100	92	96	100	100	96	91	96	91	96	100	96	95	96

Community Survey - Rigor



How challenging the following is to your child

Question	Aproppriately	Should be MORE	Should be LESS	N/A
English/Language Arts instruction	73.4%	21.57%	3.02%	2.01%
Homework difficulty	65.45%	25.05%	4.11%	5.39%
Homework quantity	59.87%	24.68%	10.15%	5.3%
Math instruction	72.3%	21.66%	4.57%	1.46%
Music instruction	72.21%	9.23%	1.83%	16.73%
Science instruction	67.92%	23.86%	4.02%	4.2%
Social Studies instruction	73.49%	19.38%	2.29%	4.84%
Visual Art instruction	70.66%	8.68%	1.37%	19.29%
Wellness (Health/PE) instruction	86.29%	7.77%	4.02%	1.92%
World Language instruction	67.73%	20.93%	2.83%	8.5%
Grand totals	70.93%	18.28%	3.82%	6.97%

Community Survey - Homework



Time spent on school-assigned work each day (by Grade)

Grade Level	< 1 hour	1-2 hours	2-3 hours	> 3 hours
000PK	92.86%	7.14%	0%	0%
00KG	91.57%	8.43%	0%	0%
01	98.55%	1.45%	0%	0%
02	86.17%	11.7%	2.13%	0%
03	82.89%	13.16%	3.95%	0%
04	84.62%	15.38%	0%	0%
05	73.53%	22.06%	2.94%	0%
06	59.79%	27.84%	11.34%	0%
07	46.74%	36.96%	13.04%	0%
08	44.44%	34.44%	16.67%	0%
09	23.26%	44.19%	24.42%	0%
10	17.19%	40.63%	26.56%	0%
11	12.68%	30.99%	33.8%	0%
12	14.52%	45.16%	32.26%	0%
Grand totals	59.35%	24.61%	11.71%	0%

Community Survey - Tutoring



Tutoring in grade bands (by Grade)

Grade Level	Used Tutoring	PK	3-5	6-8	9-12	K-2
000PK	12.77%	4.26%	2.13%	0%	0%	6.38%
00KG	16.67%	1.11%	5.56%	2.22%	0%	10%
01	24.32%	4.05%	5.41%	1.35%	0%	20.27%
02	37.37%	3.03%	9.09%	2.02%	1.01%	35.35%
03	41.77%	5.06%	32.91%	7.59%	2.53%	21.52%
04	39.58%	3.13%	30.21%	3.13%	0%	13.54%
05	43.66%	0%	38.03%	7.04%	0%	5.63%
06	40.38%	0%	25.96%	26.92%	1.92%	7.69%
07	43.3%	2.06%	21.65%	30.93%	5.15%	6.19%
08	47.92%	3.13%	23.96%	39.58%	8.33%	6.25%
09	48.89%	1.11%	8.89%	21.11%	37.78%	3.33%
10	53.62%	1.45%	8.7%	23.19%	43.48%	4.35%
11	62.67%	1.33%	5.33%	22.67%	56%	1.33%
12	46.27%	1.49%	8.96%	19.4%	41.79%	2.99%
Grand totals	40.47%	2.17%	16.98%	15.6%	13.17%	10.83%

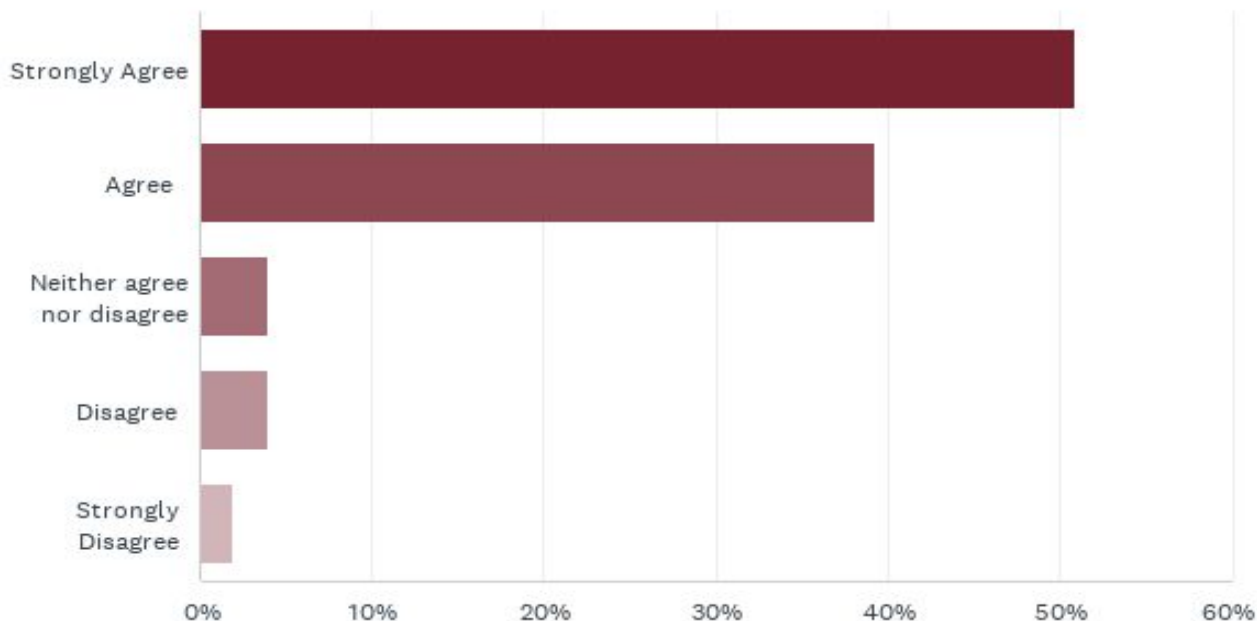
Total years of tutoring (by Grade)

Grade Level	0-2 years	2-4 years	4-6 years	> 6 years
000PK	12.77%	0%	0%	0%
00KG	14.44%	2.22%	0%	0%
01	17.57%	5.41%	0%	0%
02	23.23%	10.1%	3.03%	1.01%
03	20.25%	16.46%	2.53%	0%
04	23.96%	11.46%	3.13%	0%
05	29.58%	11.27%	2.82%	0%
06	15.38%	14.42%	3.85%	4.81%
07	22.68%	8.25%	7.22%	4.12%
08	13.54%	15.63%	11.46%	6.25%
09	26.67%	8.89%	2.22%	8.89%
10	26.09%	13.04%	8.7%	4.35%
11	29.33%	18.67%	9.33%	4%
12	17.91%	13.43%	5.97%	7.46%
Grand totals	20.97%	10.92%	4.42%	3.03%

Rationale for Tutoring



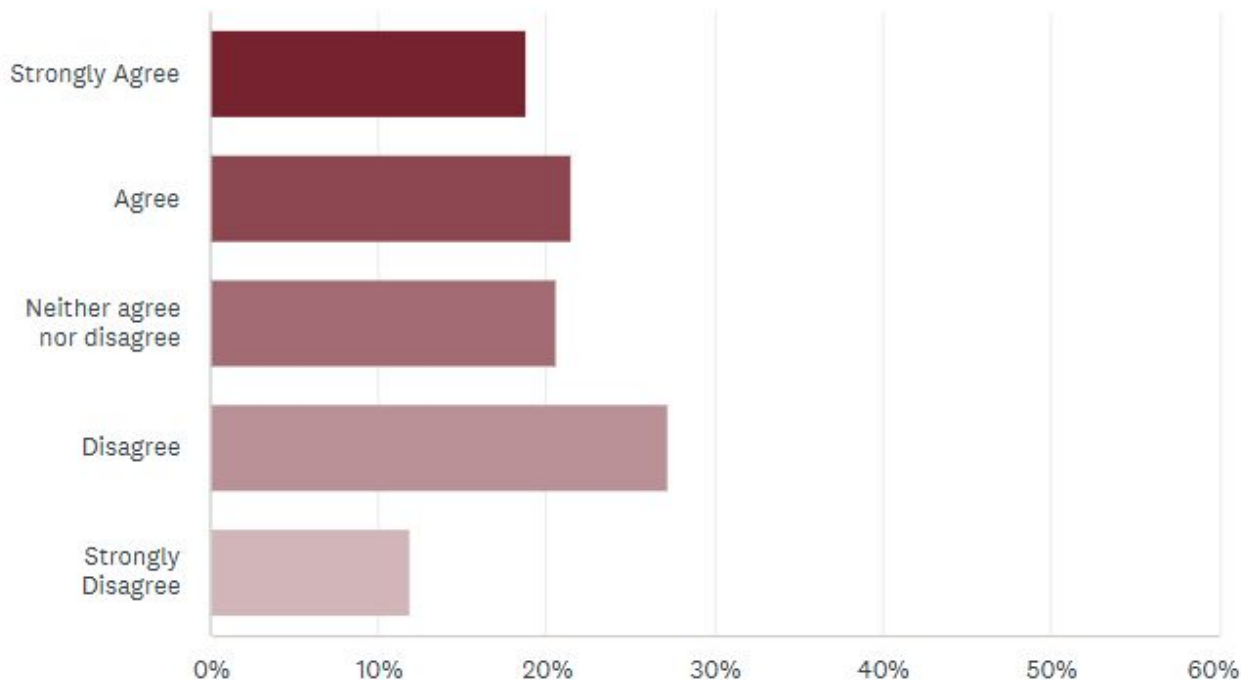
Q16 We used a tutor/tutoring service to assist and/or supplement my child's learning in class.



Rationale for Tutoring



We used a tutor/tutoring service to enable/assist my child in advancing beyond their current course level.



Community Survey - AI & Screen Use



Facilities & Technology questions (by Grade)

Question	000PK	00KG	01	02	03	04	05
I would like my child to use AI tools for creativity and productivity in school.	17.07%	25%	16.67%	20.69%	33.33%	25.29%	31.82%
I would like my child to use Generative Artificial Intelligence (AI) tools for research and learning in school.	14.63%	23.75%	21.21%	19.54%	29.17%	26.44%	33.33%
My student would benefit from less access to screen-based technology in the classroom.	78.05%	63.75%	78.79%	62.07%	73.61%	83.91%	75.76%
Our facilities meet our students' needs.	90.48%	90.24%	83.82%	74.19%	78.67%	86.52%	76.12%
Screen-based technology should be a part of my child's education across all subjects.	31.71%	30%	19.7%	28.74%	33.33%	33.33%	37.88%
The risks of using AI in school outweigh the potential benefits.	68.29%	58.75%	66.67%	52.87%	61.11%	59.77%	68.18%

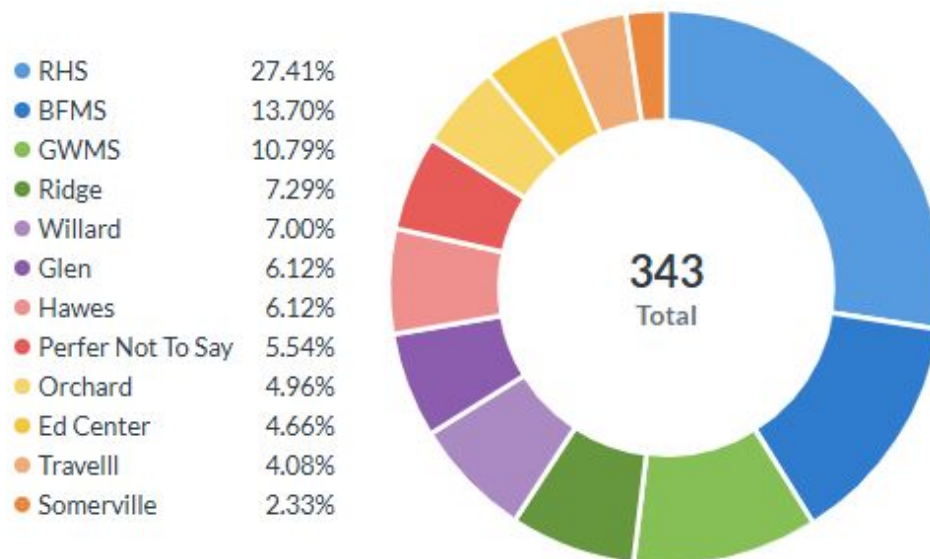
06	07	08	09	10	11	12
31.52%	38.55%	34.09%	50.65%	53.23%	38.81%	39.66%
43.48%	43.37%	44.32%	48.05%	51.61%	47.76%	44.83%
72.83%	71.08%	70.45%	63.64%	53.23%	55.22%	58.62%
70.53%	72.53%	77.53%	61.73%	71.43%	71.01%	64.41%
41.3%	36.14%	50%	51.95%	61.29%	61.19%	55.17%
52.17%	49.4%	54.55%	45.45%	38.71%	41.79%	43.1%

Staff Survey - Introduction



Staff member were asked to take the survey in June 2026. In response to concerns about confidentiality, staff were only asked to identify their years in district and their school assignment. Of the 1,049 district employees, 343 responded.

Participation (by School) (duplicate counts)



Staff Survey - Org Health/Belonging



% positive (by year)

Category 	Question	2024	2025	2026
Org Health/Belonging	Connected to the district	76.57%	74.65%	63.45%
	Connected to the school community	84.57%	90.14%	85.38%
	Respected/valued by the admins	76.57%	79.27%	77.78%
	Respected/valued in their school/building	77.71%	78.17%	74.27%
	Supported by admins	76.29%	78.66%	46.65%
	They can maintain a strong work-life balance	74.29%	77.82%	
	They can regularly attend/run outside activities to foster richer student connections	55.71%	62.68%	
	They will stay due to Professional fulfillment	82.29%	79.58%	82.46%
	They will stay due to Professional relationships	91.14%	91.2%	93.27%
	Workload is manageable	53.71%	58.1%	

Staff Survey - Org Health/Belonging



	1	2	3	4
Question	Strongly Disagree	Disagree	Agree	Strongly Agree
Connected to the district	18	107	183	34
Connected to the school community	7	43	209	83
Respected/valued by the admins	19	57	133	133
Respected/valued in their school/building	23	65	162	92
Supported by admins	35	148	145	15
They will stay due to Professional fulfillment	12	48	215	67
They will stay due to Professional relationships	4	19	184	135

Staff Survey - Operations/Procedures



% positive (by year)

Category +	Question	2024	2025	2026
Operations/Procedures	Aware of defined protocols for contacting parents about student concerns	65.43%	73.91%	68.71%
	Classroom needs are met to support students	84.86%	84.06%	85.28%
	Common planning time is available for gen ed and spec ed teachers to meet			45.27%
	Current grading practices accurately reflect student performance	68.86%	66.3%	65.34%
	My school encourages regular communication between general and special education teachers.			78.99%
	My school openly supports inclusion of students with disabilities.			83.67%
	My school provides adequate supports for implementing IEPs.			59.03%
	My school provides adequate time for collaborative planning between general education and special ed...			48.18%
	My school provides adequate training on special education issues.			44.06%
	My school's administration supports my efforts to meet the needs of students with IEPs			86.39%
	School protocols clearly defined for parent communication about student concerns/conflicts	68.29%	77.17%	69.33%
	They can create an engaged and motivated environment for students	94.57%	94.57%	92.94%
	They can meet the individual needs of students	86.86%	83.7%	88.04%

Staff Survey - Instruction/PD



Inclusion of a student with an IEP in a general education class depends upon the student's disability cat...			43.92%
PD is meaningful/relevant to their instruction	54.29%	54.27%	61.4%
Required to use too many different kinds of technology	29.14%	25.83%	34.36%
Should be using AI in the classroom	37.43%	50.18%	40.49%
students would benefit from my training, and/or technical assistance with: Assistive Technology			79.73%
students would benefit from my training, and/or technical assistance with: Augmentative Communicati...			78.38%
students would benefit from my training, and/or technical assistance with: Cooperative Learning			79.05%
students would benefit from my training, and/or technical assistance with: Differentiated Instruction			72.97%
students would benefit from my training, and/or technical assistance with: Modified Curriculum			75.68%
students would benefit from my training, and/or technical assistance with: Multilevel Curriculum			75%
students would benefit from my training, and/or technical assistance with: Overlapping Curriculum			75%
students would benefit from my training, and/or technical assistance with: Peer Mediated Instruction			79.73%
students would benefit from my training, and/or technical assistance with: Peer Support			78.38%
students would benefit from my training, and/or technical assistance with: Positive Behavior Interventi...			75.68%
students would benefit from my training, and/or technical assistance with: Positive Behavior Support (L...			79.73%
students would benefit from my training, and/or technical assistance with: Team Teaching and/or Co-Te...			70.95%
The district should focus more on DEI	71.43%	71.96%	
The district should focus more on SEL	75.14%	79.7%	
Their expertise/opinions are used in developing and attending PD offerings	45.71%	51.52%	52.92%
They receive appropriate PD to meet the needs of all students	50.86%	55.07%	
Time/resources are provided to innovate/modify instruction based on PD	39.14%	39.86%	

Staff Survey - Student and Parents



	1	2	3	4
Question	Strongly Disagree	Disagree	Agree	Strongly Agree
Expectations for all students are high, regardless of characteristics	2	19	144	161
I am available to speak with families when they have questions or co...	2	2	40	104
I thoroughly discuss the accommodations and modifications that eac...	4	21	83	40
I thoroughly discuss with families how their child will participate in s...	30	50	53	15
I treat families as team members.	1	3	51	93
Levels of honesty amongst their students are high	11	78	194	43
Parents/caregivers have realistic perceptions of their students' perf...	9	77	209	31
Students view teachers as trusted adults	1	11	183	131
They can build productive relationships with parents/guardians	1	26	227	72
This school's students demonstrate academic integrity.	11	75	197	43



Rankings and Ratings Analysis

NJDOE District/School Ratings



■ Methodology

- Follows federal ESEA rules and evaluates schools based on test proficiency, growth on tests, graduation rates, chronic absenteeism and ELL progress.

■ Features

- Embedded in NJDOE Performance Report
- Offers longitudinal data
- Related to a limited amount of important metrics

■ Concerns

- Uses Z scores for some school indicators to differentiate between districts (forced ranking)
- Heavily reliant on test scores, graduation rates, and chronic absenteeism

ESSA Accountability Performance Trends



ESSA Accountability Indicator	2021-2022	2022-2023	2023-2024	2024-2025
ELA Proficiency	80.6%	81.3%	82.8%	81.6%
Math Proficiency	66.6%	67.3%	69.4%	77.8%
ELA Growth	87	59	54	53
Math Growth	45	53	54	57
4-Year Grad Rate (Prior Year)	95.0%	93.1%	96.5%	92.2%
5-Year Grad Rate (Prior Year)	98.8%	95.7%	93.3%	96.7%
Progress toward English Proficiency	56.7%	67.1%	50.7%	69.4%
Chronic Absenteeism	5.1%	6.2%	3.6%	4.9%
HS Persistence*	-	-	-	98.1%

■ Methodology

- Provides percentile rank (Z-score) for multiple data sets; appears to align methodology with education research
- Category weights:
 - K-8: Student Progress (50%); Test Scores (50%)
 - 9-12: Student Progress (33%); Test Scores (33%); College Readiness (33%)

■ Features

- User-friendly with drill down features and helpful parent tips
- Transparent about data sources and methodology

■ Concerns

- May not monitor public reviews
- Embedded with realtor.com/zillow; disproportionate influence
- Relies on user reviews (few reviews can result in skewed scores)

2026 Elementary School Ratings

- **Ridge (8/10)**
- **Somerville (10/10)**
- **Travell (10/10)**
- **Willard (9/10)**
- **Hawes (8/10)**
- **Orchard (10/10)**

2026 Middle School Ratings

- **GW (7/10)**
- **BF (7/10)**

2026 High School Ratings

- **RHS (9/10)**

U.S. News Rankings



■ Methodology

- Partners with research firm RTI International to develop creative metrics that take into account SES factors

■ Features

- Only considers 12th grade AP participants
- Favors AP pass rates over AP participation rates
- Heavily weights performances of “underserved” populations
- Comprehensive FAQ and methodology guides

■ Concerns

- Severe data lag (2-3 years; 2024 rankings used 2022 data)
- Does not provide rank change over time analysis
- Uses four-year graduation rate vs. five-year
- High variability from year to year
 - NJSLA score cohorts change from year to year
 - 12 grade AP test takers vary from year to year

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U.S. News Rankings



Category	Description	Weight
College Readiness	The proportions of 12th graders who took and earned a qualifying score on at least one AP or IB exam. Earning a qualifying score is worth three times more than just taking.	30%
State Assessment Proficiency	Aggregated scores on state assessments that students may be required to pass for graduation.	20%
State Assessment Performance	How aggregated scores on state assessments compare to U.S. News's expectations given the proportions of students who are Black, Hispanic and from low-income households.	20%
Underserved Student Performance	Scores on state assessments aggregated among Black, Hispanic, low-income students. These scores are compared with what is typical in the state for non-underserved students, with parity or higher being the goal.	10%
College Curriculum Breadth	Proportions of 12th graders who took and earned a qualifying score on AP and IB exams in multiple areas. More exams are valued more than fewer exams up to a maximum of four. Earning a qualifying score on an exam is worth three times more than taking.	10%
Graduation Rate	The proportion of entering ninth graders who graduated four academic years later.	10%

U.S. News & World Report Rankings: NJ High School Comparisons



Rankings of the top high schools in NJ.

High School	Ranking	High School	Ranking
Glen Ridge	14	Chatham	38
Millburn	15	Glen Rock	39
Northern Valley (Demarest)	18	Union	41
Elizabeth	20	Mountain Lakes	42
Montgomery	21	Ridgewood	43
West Windsor-Plainsboro (S)	22	West Morris Mendham	44
Tenafly	23	Ramsey	45
West Windsor-Plainsboro (N)	24	Haddonfield	46
Livingston	25	Northern Valley (Old Tappan)	47
John P. Stevens (Edison)	29	New Providence	48
Summit	30	Westfield	49
Ridge	34	Madison	50
Northern Highlands	35	Bernards	53
Rumson-Fair Haven	36	South Brunswick	54
Princeton	37	River Dell	55

Niche.com Rankings

NICHE 



■ Methodology

- Provides percentile rank (Z-score) for multiple data sets

■ Key features

- Includes survey data
- Uses Z-scores for individual categories
- Includes a wide range of data sources
- No longer uses SAT/ACT data

■ Concerns

- Dependent on survey participation rates
- Does not provide rank change over time analysis
- Category weights are fixed and arbitrary
- Historical ratings are not available

Ridgewood Public School District

 Overall Grade • PK, K-12 •  Ridgewood, NJ • ★★★★★ 47

#4 in Best School Districts in New Jersey

[Overview](#) [Academics](#) [Students](#) [Rankings](#) [Reviews](#)

● Report Card

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Rankings

Map

Home Listings

Schools

Academics

Students

Teachers

Finances

Living in the Area

Reviews

A+

Overall Niche Grade

How are grades calculated?
Data Sources

A+

Academics

B

Diversity

A+

Teachers

A+

College Prep

A+

Clubs & Activities

A

Administration

[View Full Report Card](#) ▼

Ridgewood Public School District is a top rated, public school district located in RIDGEWOOD, NJ. It has 5,480 students in grades PK, K-12 with a student-teacher ratio of 15 to 1. According to state test scores, 78% of students are at least proficient in math and 82% in reading.

Niche.com Rankings

District-Level Grade



Factor	Description	Weight
Academics	Based on state assessment proficiency, college enrollment data, and survey responses on academics from students and parents.	50.0%
Teachers	Based on teacher salary, teacher absenteeism, state test results, and survey responses on teachers from students and parents.	15.0%
Culture & Diversity	Based on racial and economic diversity and survey responses on school culture and diversity from students and parents.	12.5%
Parent/Student Surveys	Niche survey responses scored on a 1-5 scale regarding the overall experience of students and parents in the district.	12.5%
Resources & Facilities	Based on expenses per student, staffing, and survey responses on facilities from students and parents.	5.0%
Clubs & Activities	Based on expenses per student and survey responses on clubs and activities from students and parents.	2.5%
Sports	Based on the number of sports, participation, and survey responses on athletics and athletic facilities from students and parents.	2.5%

Niche.com Rankings

Individual Factor Grades

NICHE 



Factor	2024
Academics	A+
Teachers	A+
Clubs & Activities	A+
Diversity	B
Administration	A+
Resources & Facilities	B
Sports	A+
Food	A+
College Prep	A+

Data sources for Niche.com ratings include

- US Department of Education graduation rates and state level test scores
- National Center for Education Statistics (NCES)
- Civil Rights Data Collection
- Niche K-12 Student and Parent Surveys

Each “Factor” is a composite measure that includes a number of inputs.

- e.g., “Academics” comprises 7 different metrics to determine the reported grade (food and college prep are not calculated into final grade)

No comparison is available to determine how each “Factor” has changed over time



Pillars of Our 2025-2030 Strategic Plan

- Journey of a Graduate
- Balanced Culture and Climate
- Infrastructure, Facilities and Finance
- Programs, Pathways and Proficiency
- Engagement



2026-2027 Strategic Plan Possible Action Items

- Journey of a Graduate
 - Continue Habits of Work (Reflection) to improve academic culture
 - Develop Journey competencies K-12 to ensure consistency of standards and articulation of support
 - Explore portfolio systems for student agency and progress monitoring

- Balanced Culture and Climate
 - Employ focus groups to study subgroups that are having a mixed experience.
 - Engage principals and faculty to identify high impact strategies to enhance culture and improve student perceptions of fairness



2026-2027 Strategic Plan Action Items

- **Infrastructure, Facilities and Finance**
 - Engage principals to evaluate the new comprehensive facilities assessment and develop master plans for each site
 - Ensure multi-year budget models are clear, community-friendly, and stress-tested for inflationary pressures.
 - Continue to evaluate vendor services and ensure transparent processes for securing high quality services
- **Programs, Pathways and Proficiency**
 - Grow and reinforce consistent MTSS protocols to monitor student progress and intervene appropriately
 - Continue to monitor the efficacy of IEP services and identification processes, partnering with SEPAG
 - Continue transitional I&RS/504 meetings (PK-K; 5-6; 8-9) to ensure fidelity of plan implementation
 - Continue the successful implementation of the new RPS Gifted and Talented program, with an emphasis on Tier II Mathematics instruction
 - Continue regular, annual program evaluations



2026-2027 Strategic Plan Action Items

■ Engagement

- Conduct “soft rollout” of Vision 2030, in order to gather feedback before the vision and plan are branded
- Promote and connect Mission, Vision, and Journey of a Graduate throughout district community
- Enhance district perception for all stakeholders by expanding opportunities for community collaboration, including alumni and local business owners
- Improve communication channels to increase accessibility, transparency, and compliance
- Enhance staff engagement to ensure district connectedness

Guiding Questions

- What aspects of this presentation resonated with your experience?
- What aspects were not consistent with your experience?
- Do you have any hypotheses or anecdotes that may help explain our trends?
- What further areas of inquiry do you recommend?

Question and Answer