



Forest Avenue School
(13-1750-070)
Grades Offered: PK-02
2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Essex
District	Glen Ridge Public School District
Principal Name	Mr. Matthew Murphy
Address	287 FOREST AVE GLEN RIDGE, NJ 07028-1818
Phone Number	973-429-8308
Email Address	mmurphy@glenridge.org
Website	https://www.glenridge.org/Domain/466
Facebook	https://www.facebook.com/groups/137025523070755/
Twitter	https://www.glenridge.org/Domain/466#



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	25	22	22
KG	70	70	60
1	76	70	67
2	68	75	71
Total	239	237	220

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.5%	49.4%	51.4%
Male	51.5%	50.6%	48.6%
Economically Disadvantaged Students	0.0%	0.0%	0.0%
Students with Disabilities	7.5%	8.9%	14.5%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.5%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	77.4%	74.7%	75.0%
Hispanic	2.1%	3.0%	2.7%
Black or African American	3.3%	3.0%	2.7%
Asian	13.0%	15.2%	14.5%
Native Hawaiian or Pacific Islander	2.9%	3.4%	4.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.3%	0.8%	0.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	22	0
PK - Full Day	25	0	22
KG - Half Day	0	0	0
KG - Full Day	70	70	60

Enrollment by Home Language

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

Home Language	% of Students
English	98.2%
Other Languages	1.8%



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English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language Proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	N	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 and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

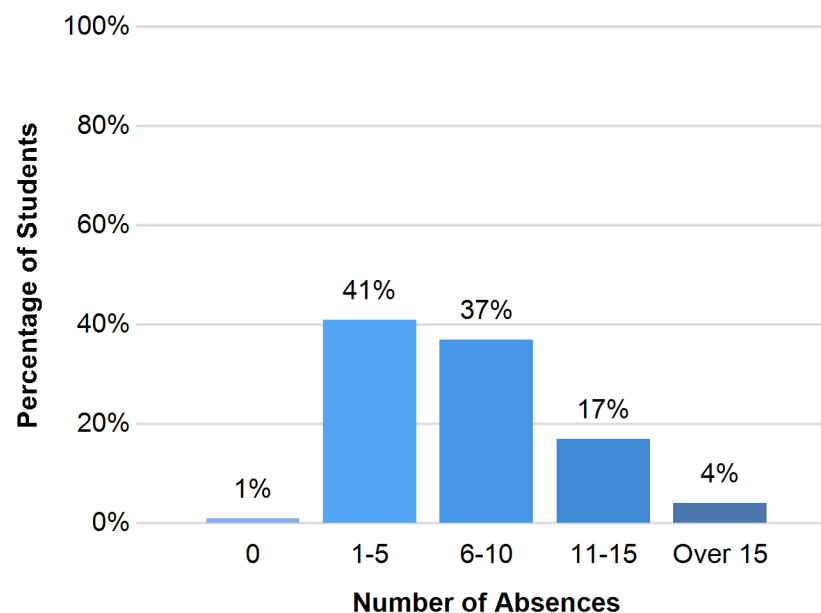
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	5	2.5	10.3	Met
White	3	2.0	10.3	Met
Hispanic	*	*	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	2	5.7	10.3	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	2	2.0		
Male	3	3.1		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	3	9.7	10.3	Met
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





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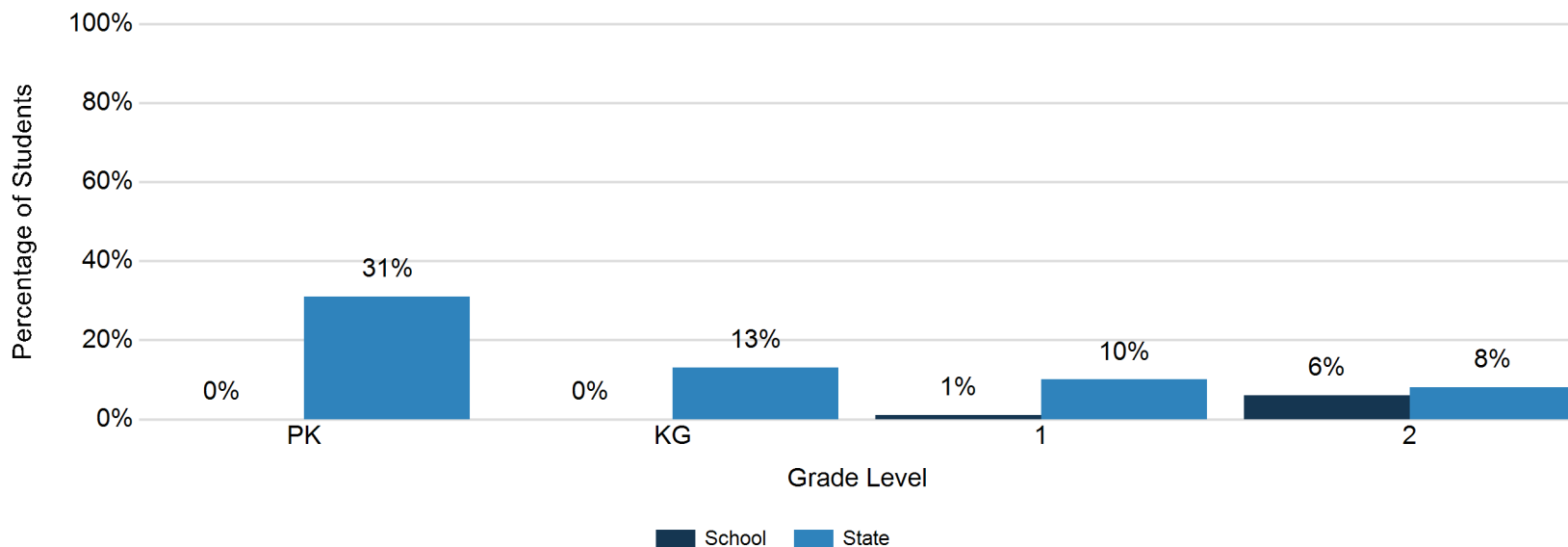
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under *ESSA*, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

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

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	1	0	1
Other	0	0	0
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0



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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	18	118,214
Average years experience in public schools	13.3	12.1
Average years experience in district	12.7	10.8
Percentage of Teachers with 4 or more years experience in the district	83.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,530
Average years experience in public schools	21.2	16.0
Average years experience in district	14.5	12.0
Percentage of Administrators with 4 or more years experience in the district	91.7%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	220:1	157:1
Teachers to Administrators	18:1	13:1
Students to Librarians/Media Specialists		627:1
Students to Nurses		470:1
Students to Counselors		313:1
Students to Child Study Team Members		235:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.4%	94.4%	0.0%	48.4%	77.1%	54.9%
Male	48.6%	5.6%	100.0%	51.6%	22.9%	45.1%
White	75.0%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	2.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	14.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	4.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.9%	90.5%
2017-18 Administrators: Same district 2018-19	81.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.0%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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School Narrative

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



Highlights:

- FAS has developed and expanded the STEAM Program. Students participate in STEAM workshops in the classrooms and at the Mobile Lab. A STEAM Fair is also planned with the FAS HSA.
- FAS celebrated the 1st Annual Abilities Awareness Week. Through multiple activities, students reflect on their experience of the world and how this may vary from the experience of others.



Mission, Vision, Theme:

The major goals at the Primary School level are for each child to develop a firm foundation in basic skills and a positive attitude about himself or herself. Since growth varies with each child, the school aims to help each pupil achieve at a level which is commensurate with his/her ability and at a rate of speed which is comfortable for him or her. In order to accomplish this goal, whole class instruction as well as small group and individual instruction are employed to meet the diverse developmental levels of the youngsters.



Awards, Recognition, Accomplishments:

Teachers at Forest Avenue pursue funding for innovative programs. Numerous innovation grants have been awarded to the Forest Avenue staff, some of which recently include: "Forest Flies" Around the World (International Week); One Book, Two Schools; Reading Comes Alive with Daily 5; Super Safety Village; One of a Kind Rock Pathway, and more. Forest Avenue School, in collaboration with the Glen Ridge Public Library, was awarded winner of the NJ State Library Mobile Mini-Makerspace Kit grant. Exemplary instructional and non-instructional staff have been selected for the annual Glen Ridge Tradition of Excellence Award. Within the school program, children are routinely recognized for doing their best and making positive choices through the Friendly Fireflies character program.





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 <p>Courses, Curriculum, Instruction:</p>	<p>The district Pre-K - Grade 2 Curriculum includes Everyday Math, Reading Wonders, hands-on Science and Social Studies activities, and a variety of Related Arts courses.</p>
 <p>Clubs and Activities:</p>	<p>A variety of after-school programs and activities are available to students. The Discovery Program is an after-school enrichment program which includes classes such as: Crayola World of Design; Foods from Around the World; Gas Lamp Theater; Lego Robotics; Math Fun; Alien Planet Factory; Architect Jr.; Magic; Martial Arts; Keyboarding; Art a al Carte; Chess; Coding for Kids. There is also a Title 1 Math Homework Club for the reinforcement of math concepts and skills. In addition to school offerings, other local community organizations offer exciting athletic and club opportunities to residents.</p>





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 <p>Before and After School Programs:</p>	<p>The Glen Ridge Child Care Program was developed to meet the needs of the families in our community by offering both Before and After School Care as well as Vacation Day Care Programs. The Child Care Program is designed to complement both home and school by providing a safe, nurturing and enriching environment in which children can grow and have fun. Through supervised activities, children can explore such areas as the arts, games, computers and sports. A caring attitude toward home, school and friends is fostered in the Child Care Program by providing time to discuss and resolve problems and by giving attention to individuals as well as groups. Before Care (7:05 AM- 8:30 AM) and After Care (Dismissal - 6:00 PM) programs are available to students in PreK - Grade 2.</p>
 <p>Staff and Professional Learning:</p>	<p>Teachers are supported as they pursue master's degrees, graduate level courses and certifications. They have opportunities to attend out of district workshops and attend in district workshops. Math teachers attend several training sessions each year while the Language Arts teachers have the benefit of working with a consultant who comes into the district. One full day and two half-day Professional Development days are built into the school calendar. Staff meetings and grade-level meetings include professional development. Staff are provided a variety of meaningful professional learning opportunities and consultations through each year. Professional Learning Communities (PLCs) include the SciP, STEAM, Character Education/School Safety, Report Card Benchmarks, Literacy, Mindfulness, and more.</p>






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 <p>Student Supports and Services:</p>	<p>Students at all levels have an opportunity to succeed through a dedicated professional faculty. Support services include K-2 Resource programs, Primary One program and inclusion in the general education setting. Related services personnel include a Behavior Analyst, Occupational, Physical and Speech therapist, School Social Worker, Psychologist, Learning Consultant and Counselor. Support committees include the Child Study Team, Intervention & Referral Services Committee, Section 504 Committee and Nursing (Health Plans). Pre K - 2 programs include varying levels of Instructional Aide Support. The Reading Specialist & Title 1 Math teacher work with identified students on a pull-out basis. Services are available for students recognized as requiring Basic Skills Instruction and English Language Learners. Support staff work closely to consistently integrate differentiated instructional strategies to meet the individual needs of each student.</p>
 <p>Student Health and Wellness:</p>	<p>Student health and wellness are important elements of the Pre-kindergarten - Grade 2 program. Student health records are maintained for all students. A full-time School Nurse is available during school hours to address student health and safety needs. Accommodations and procedures are established for students with life-threatening allergies and other medical conditions. Students receive instruction in Physical Education and Health. The School Counselor designs and implement programs for character education and positive school climate. Group Counseling and individual student support is provided to students, as needed. Classroom teachers engage the children in daily brain/fitness breaks. Music and movement is also included in the Music program. Various Health and Wellness programs are implemented school-wide, including Mindfulness and Yoga. Students learn about sustainability and healthy foods during programs that utilize the school's Learning Garden.</p>
 <p>Parent and Community Involvement:</p>	<p>The Forest Avenue Home & School Association is a parent/teacher organization that focuses on supporting the Forest staff through classroom volunteers coordinated by H&SA class parents, maintaining library resources, implementing teacher's suggestions for improving the school, and providing financial support for the purchase of classroom materials. They coordinate services focused on education, such as the annual Enrichment Programs and after-school classes offered through the Discovery Series. They communicate issues affecting Forest Avenue students and parents via a regular newsletter, web page and emails. The fundraising efforts are strong. The community is strengthened through activities such as: Welcome Back Pizza Party; Book Fair; Jack-o'-lantern Walk; Visiting Author Day; Soccerthon; STEAM Fair; Discovery Series; Read Across America; Spring Carnival; Food and Clothing Drives; Harvest Day; Food Days Hot Lunches; Social Fireflies; and many other fundraisers, programs, and events.</p>



Forest Avenue School
 (13-1750-070)
 Grades Offered: PK-02
 2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

School Narrative

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



Climate Surveys:

Who is surveyed: Parents





Forest Avenue School
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 <p>Technology and STEM:</p>	<p>All K-2 classrooms are equipped with computers and interactive SMART Boards that are used as part of the instructional process. Students regularly use laptops and Chromebooks as part of the instructional process. Students learn to function on their own with the computer and become skilled in accessing and using appropriate software and web-based programs. Coding activities are included for our K-2 students such as Tynker, Scratch, Jr. Ozobots, and Hour of Code. PreK classrooms have iRover SMART Boards/Tables for children to manipulate and the children engages in STEAM activities during learning centers. School-wide Maker Days for PreK-2 children occur in the fall and spring and include engineering challenges, building, and other hands-on activities.</p>
 <p>Early Childhood Education:</p>	<p>The Pre-kindergarten program is comprised of half-day and full-day options and provide opportunities for enhancing the development of the whole child in the academic, physical, emotional, and social domain. Our 4 year old children attend classes with an average teacher student ratio of 12:1. Parents pay tuition for the program and there is always a waiting list. The program develops an awareness to many different basic concepts such as counting, colors, shapes, patterning, math, rhymes, sequencing, and environmental print. Learning centers are primarily based on a "letter of the week" and are designed to develop the whole child. Children take the initiative to choose such activities as blocks, puzzles, easel, painting, computers, housekeeping, listening center, writing center, light table, and sensory centers. Imaginative play is coupled with teacher-directed activities during circle or rectangle time, small group, or individualized instruction.</p>