



Saddle River School District (03-4620)

2019-2020

Superintendent: Dr. Gina Cinotti

[District Website](#)

201-327-0727 x207

County: Bergen

District: Saddle River School District

97 E. Allendale Road
Saddle River, NJ 07458



144
Total Students



PK-05
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Notes for 2019-2020: The ongoing COVID-19 pandemic has had a significant impact on the way the NJDOE was able to measure school performance and student achievement for the 2019-2020 School Performance Reports. Some data is not available at all and other data, while available, may not look the same as it did in prior years. The NJDOE also recognizes that our existing data can't begin to measure the hard work and perseverance of the students, families, educators and community members during this difficult year. This past year has been unlike any other, and the NJDOE believes that it is critical to use the available data in the reports, along with other information collected directly within districts and communities, to start conversations, identify gaps in information, and begin to find ways to address the impacts of COVID-19 and ensure all students receive the support that they need.

The 2019-2020 School Performance Reports will not include the following data elements:

- Statewide assessment participation and performance (NJSLA, DLM, ACCESS for ELLs)
- Student growth Data
- Chronic absenteeism rates
- Progress toward English language proficiency
- ESSA Summative ratings or indicator scores
- Status in meeting annual targets or standards for ESSA indicators

A new "[Impact of COVID-19 on Data Availability](#)" resource summarizes which data is available, which data is not available, and which data may have been impacted. Notes are included throughout the School Performance Reports and the Reference Guide to explain where data is missing or impacted by COVID-19. Look for "Important Note for 2019-2020" sections.

School Performance Report Resources:

The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- New [Impact of COVID-19 on Data Availability](#)
- One-page guides to help start conversations for [administrators](#), [educators](#), [elementary](#), and [middle and high school families](#)
- [Reference Guide](#) with details on all the data in these reports
- [Frequently Asked Questions](#)
- [Understanding Adjusted Cohort Graduation Rates](#)
- [Understanding Student Growth Percentiles](#)
- [Data Privacy Rules](#) (why you see *s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our [feedback survey](#). Contact reportcard@doe.nj.gov with any questions about the reports.

Report Key:

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- ** Accountability calculations require 20 or more students
- N** No Data is available to display
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Overview & Resources

District Contact Information

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

Type	Contact Information
County	Bergen
District	Saddle River School District
Superintendent Name	Dr. Gina Cinotti
Address	97 E. Allendale Road, Saddle River, NJ 07458
Phone Number	201-327-0727 x207
Email Address	gcinotti@wandellschool.org
Website	www.wandellschool.org
Facebook	https://www.facebook.com/pages/category/Education/Wandell-School-731616787188581/
Twitter	https://twitter.com/Wandell_School



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Overview & Resources

Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Offered
Wandell School	PK-05

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Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs 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	2017-18	2018-19	2019-20
PK	17	15	17
KG	20	18	11
1	19	23	20
2	35	17	26
3	21	35	15
4	23	21	34
5	19	26	21
Total	154	155	144

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 data may not be a true representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5.

Student Group	2017-18	2018-19	2019-20
Female	50.0%	51.6%	47.0%
Male	50.0%	48.4%	53.0%
Non-Binary/Undesignated Gender			<1%
Economically Disadvantaged Students	0.6%	0.6%	1.4%
Students with Disabilities	16.9%	15.5%	17.4%
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%	0.0%
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	2017-18	2018-19	2019-20
White	71.4%	68.4%	70.1%
Hispanic	1.9%	1.9%	2.1%
Black or African American	0.6%	1.3%	2.1%
Asian	13.6%	17.4%	15.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two Or More Races	12.3%	11.0%	10.4%

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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	2017-18	2018-19	2019-20
PK - Half Day	9	1	6
PK - Full Day	8	14	11
KG - Half Day	0	0	0
KG - Full Day	20	18	11

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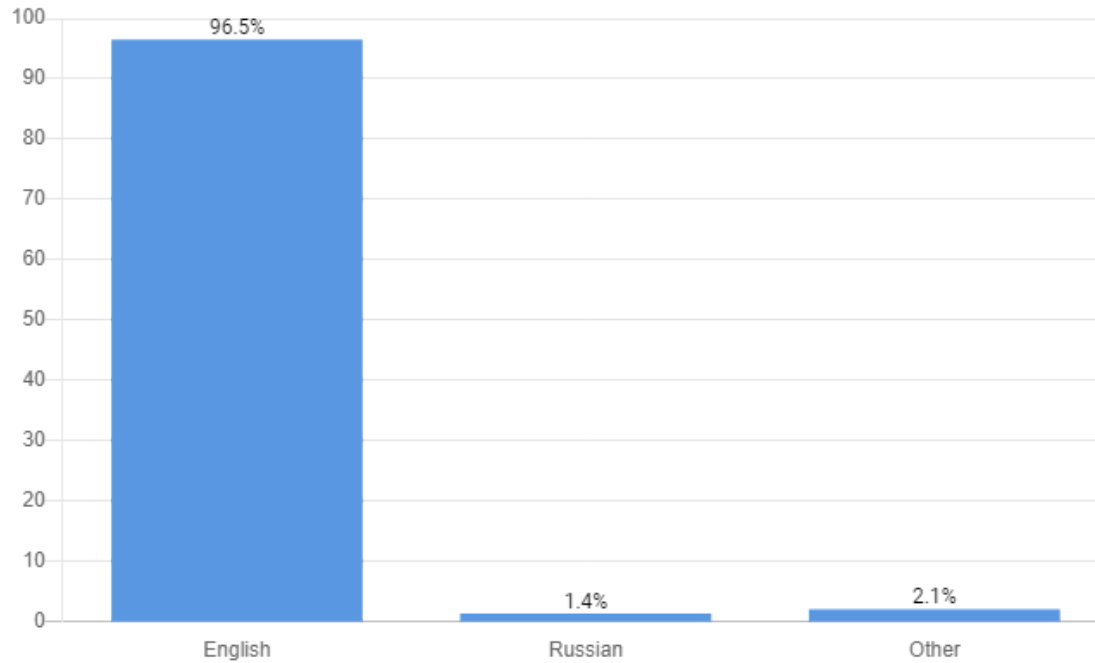
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Enrollment by Home Language

This chart 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. To see this data in a table, click the Table View option below the chart.





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Student Growth

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Important note for 2019-20: Due to the cancellation of statewide assessments as a result of the COVID-19 pandemic, student growth percentiles were not calculated and will not be reported for the 2019-20 school year. Tables showing 2019-20 median student growth percentiles and other measures of student growth will not be included in this report.

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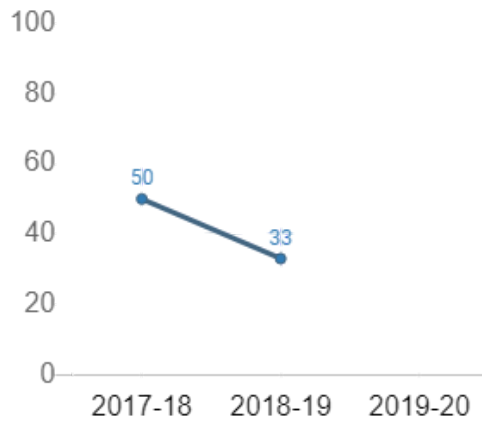
Student Growth

Student Growth Trends and Progress

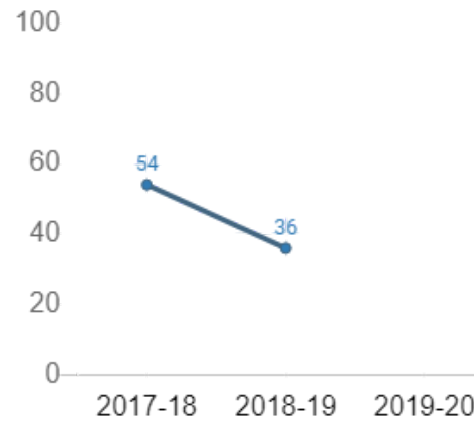
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

Important note for 2019-20: Due to the cancellation of statewide assessments as a result of the COVID-19 pandemic, student growth percentile were not calculated and will not be reported for the 2019-20 school year.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2017-18 ELA	2018-19 ELA	2019-20 ELA	2017-18 Math	2018-19 Math	2019-20 Math
Median Student Growth Percentile	50	33		54	36	
Met Standard (40-59.5)?	Met Standard	Not Met		Met Standard	Not Met	
Statewide: Median Student Growth Percentile	50	50		50	50	

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Academic Achievement

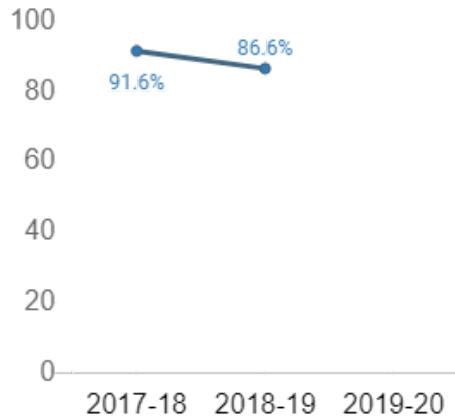
Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results for the New Jersey Student Learning Assessments (NJSLA), Dynamic Learning Maps (DLM), and ACCESS for ELLs assessments and related accountability measures are not available and will not be reported for the 2019-20 school year. Tables showing 2019-20 statewide assessment results and related accountability measures will not be included in this report.

English Language Arts and Mathematics Performance Trends

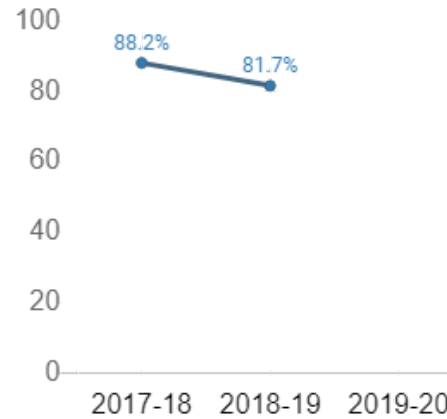
These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability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

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2017-18 ELA	2018-19 ELA	2019-20 ELA	2017-18 Math	2018-19 Math	2019-20 Math
Participation Rate	98.3%	98.8%		98.3%	98.8%	
Proficiency Rate for Federal Accountability	91.6%	86.6%		88.2%	81.7%	
Annual Target	80.0%	80.0%		80.0%	80.0%	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Proficiency Rate for Federal Accountability	56.7%	57.9%		45.0%	44.5%	

† Target was met within a confidence interval.

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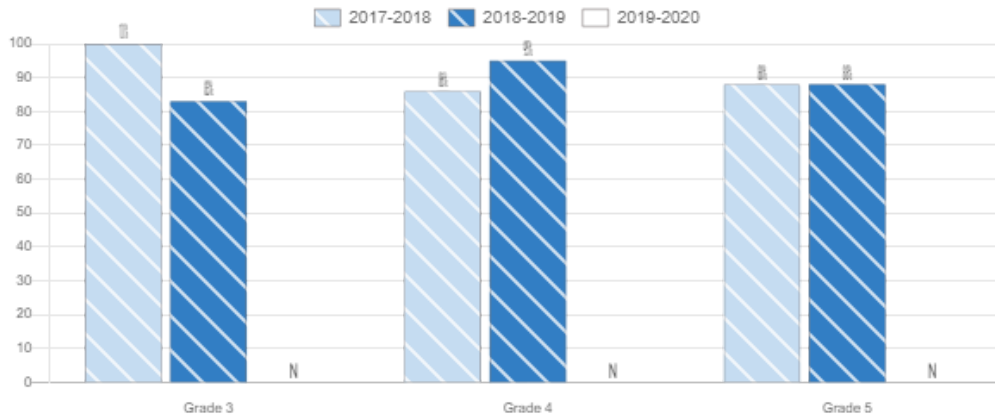
Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results for the New Jersey Student Learning Assessments (NJSLA), Dynamic Learning Maps (DLM), and ACCESS for ELLs assessments and related accountability measures are not available and will not be reported for the 2019-20 school year. Tables showing 2019-20 statewide assessment results and related accountability measures will not be included in this report.

English Language Arts Assessment - Performance Trends

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

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available.

Percentage of Students Meeting/Exceeding Expectations



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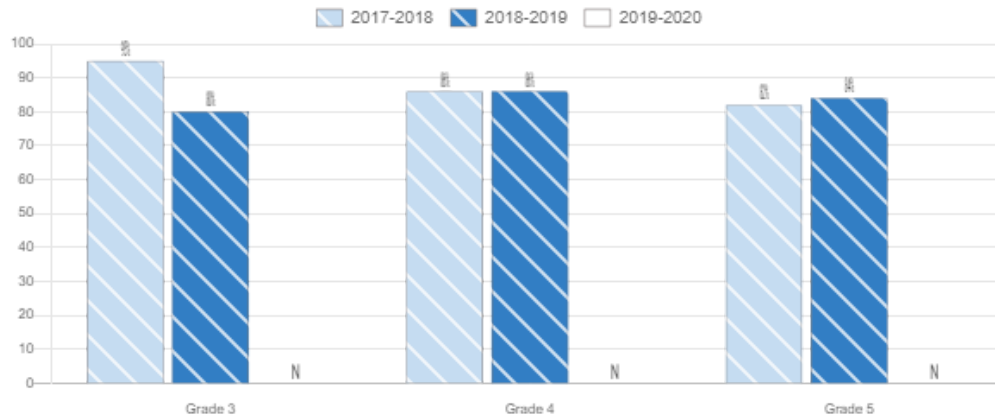
Mathematics Assessment – Performance Trends

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

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

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available.

Percentage of Students Meeting/Exceeding Expectations



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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Academic Achievement

DLM Alternate Assessment - Participation

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

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, DLM participation is not available for 2019-20.

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, English Language Progress to Proficiency is not available for 2019-20.

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.

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, ACCESS for ELLs 2.0 assessment participation and performance are not available for 2019-20.

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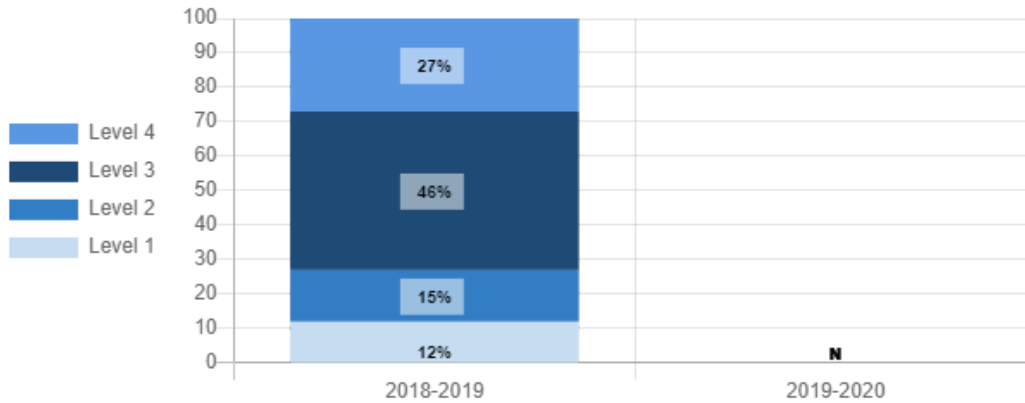
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available for 2019-20. Tables showing 2019-20 NJSLA Science assessment results will not be included in this report.

NJSLA Science Assessment: Grade 5 Summary

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

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results for NJSLA Science are not available for 2019-20.





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Climate and Environment

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.

Important Note for 2019-20: Due to the COVID-19 pandemic, NJDOE received a federal waiver which removed the requirement to report on chronic absenteeism and related accountability measures for the 2019-20 school year. As a result, NJDOE will not report on chronic absenteeism and other attendance data for 2019-20. Tables showing 2019-20 attendance data will be hidden in this report.

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Climate and Environment

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 Civil Rights Data Collection (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.

Important note for 2019-20: Due to school closures as a result of [Executive Order 107](#), discipline data for the 2019-20 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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

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Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Teachers – Experience

This table shows information about the experience of teachers assigned to this district and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. The number of out-of-field teachers is the number of teachers who are potentially teaching outside of their area of certification.

Category	Teachers in District	Teachers in State
Total Number of teachers	20	119,170
Average years experience in public schools	18.5	12.3
Average years experience in district	15.4	11.0
Percentage of Teachers with 4 or more years experience in the district	90.0%	75.8%
Number of out-of-field teachers	0	2,276

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	4	9,574
Average years experience in public schools	15.0	16.2
Average years experience in district	5.5	12.3
Percentage of Administrators with 4 or more years experience in the district	25.0%	77.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the district.

Ratio	District Ratio
Students to Teachers	7:1
Students to Administrators	36:1
Teachers to Administrators	5:1
Students to Librarians/Media Specialists	144:1
Students to Nurses	N
Students to Counselors	N
Students to Child Study Team Members	144:1

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Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 data may not be a true representation of the student or staff population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5.

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	47.0%	85.0%	75.0%	48.5%	77.0%	55.5%
Male	53.0%	15.0%	25.0%	51.5%	23.0%	44.5%
Non-Binary/Undesignated Gender	<1%	<1%	<1%	<1%	<1%	<1%
White	70.1%	95.0%	100.0%	41.4%	83.2%	77.0%
Hispanic	2.1%	0.0%	0.0%	30.5%	7.6%	7.4%
Black or African American	2.1%	0.0%	0.0%	15.1%	6.6%	14.1%
Asian	15.3%	5.0%	0.0%	10.2%	2.1%	1.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	10.4%	0.0%	0.0%	2.4%	0.2%	0.2%

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Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

Teachers: All classroom teachers

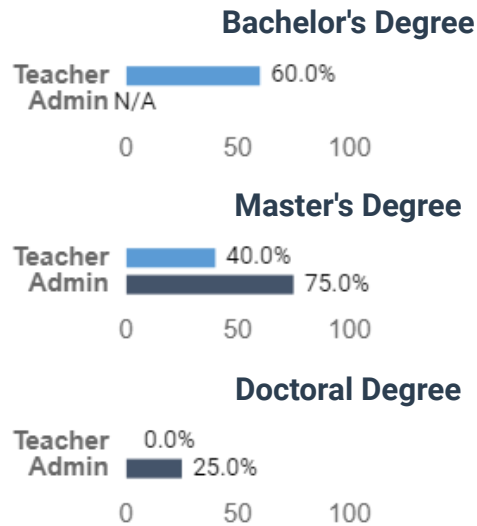
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

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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.



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

This table shows the percentage of teachers and administrators assigned to this district in 2018-19 that were still assigned to this district in 2019-20. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2018-19 Teachers: Same district 2019-20	90.5%	90.7%
2018-19 Administrators: Same district 2019-20	75.0%	87.8%

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Per-Pupil Expenditures

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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Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). Based on New Jersey's [approved ESSA state plan](#), NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
 - Schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
 - High schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
 - Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
 - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e. ATSI schools that do not meet exit criteria.
 - The NJDOE has not yet identified schools in this category as no ATSI schools have been in status for three or more years.

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

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

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and [statewide progress toward long-term goals](#), see these [accountability resources](#).

Important Note for 2019-2020: Due to the COVID-19 pandemic, New Jersey received a [waiver from the United States Department of Education \(USED\)](#) in March 2020 to waive statewide assessment, accountability, and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year. This removes the requirement to:

- Calculate indicator scores and summative scores for the 2019-2020 school year;
- Measure progress toward long-term goals and measures of interim progress for accountability indicators for the 2019-2020 school year; and
- Identify schools for comprehensive and targeted support and improvement during the 2020-2021 school year (based on 2019-2020 data).

As a result of the March 2020 waiver, any school that was identified for comprehensive or targeted support and improvement during the 2019-2020 school year for support during the 2020-2021 school year will retain the same status for the 2021-2022 school year and continue to receive support and interventions from the NJDOE.

For the categories that are identified every three years, the last identification occurred in the 2018-2019 school year (based on 2017-2018 data) and the next identification was scheduled for the 2021-2022 school year (based on 2020-2021 data). Due to the COVID-19 pandemic and associated federal waivers, New Jersey has submitted a proposed addendum to New Jersey's consolidated state plan to delay the next identification until the 2022-2023 school year (based on 2021-2022 data) and also delay the exit of all currently identified schools to align with the next identification.

For the annual identification of schools for Targeted Support and Improvement: Consistently Underperforming Student Group, no schools will be identified during the 2020-2021 school year as a result of the March 2020 waiver. New Jersey has submitted a request to USED to waive the next identification in the 2021-2022 school year due to the lack of two consecutive years of data.

Because these requests to adjust exit dates are dependent on approval by USED, exit dates are not included in the 2019-2020 reports. Updated exit dates will be shared directly with districts when they are finalized. Check the [accountability resources](#) page for current information.

The 2019-2020 Accountability Indicator Scores and Summative Ratings and Accountability Summary by Student Group tables will not be included in the report for 2019-2020 as these tables include indicator scores, summative scores, and progress toward long-term goals and those measures were waived under the March 2020 waiver.



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Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

The table below provides the list of schools in the district that have been identified for either comprehensive or targeted support for the 2021-22 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support and improvement](#) with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

There are currently no schools in this district identified as requiring comprehensive or targeted support during the 2021-22 school year.

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Accountability

ESSA Accountability Progress

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

ESSA Accountability Indicator	2017-18	2018-19	2019-20
ELA Proficiency	91.6%	86.6%	
Math Proficiency	88.2%	81.7%	
ELA Growth	50	33	
Math Growth	54	36	
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency	N	N	
Chronic Absenteeism	8.0%	7.1%	

† This table shows the most recent graduation rate for reference, but accountability calculations for a given year use the prior year's graduation rate.

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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:

- We are a small, public school district serving students in PreK-5. In 2019, Niche.com ranked Saddle River among the top public elementary schools and top 100 teachers in New Jersey.
- We strive for personalized instruction focused on innovation and advanced learning approaches, while giving children a foundation of support so they are ready to move onto middle school.
- The budget supports initiatives with the Borough, Education Foundation, and Parent/Recreation Organizations. Each representative contributes additional funding and value to the educational experience.



Mission, Vision, Theme:

Our Wandell School mission is to create a safe, nurturing and challenging personalized learning experience that fosters innovation, creativity and knowledge to inspire the highest level of student academic achievement and empower lifelong learners. We believe in a shared responsibility between teachers, students and parents. Since its founding over 100 years ago, the collaboration between school, family and community has been instrumental in preparing students to become independent thinkers, effective problem solvers and socially responsible next generation leaders. Additionally, we are committed to collaborating with our receiving districts in order to ensure a K-12 comprehensive education. Our philosophy is based on three core principles: Inspire Achieve Innovate. Wandell School is recognized as a top public elementary school in Northern New Jersey.

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Awards, Recognition, Accomplishments:

The district has been recognized by numerous independent entities for the caliber of student developed in this environment. The most widely recognized data supporting our outstanding student achievement is the level of performance on standardized assessments. Wandell School students consistently score in the top 1% of elementary school districts in New Jersey. These results can only be achieved with the unwavering support of the key stakeholders: teachers, parents and community members.



Courses, Curriculum, Instruction:

In addition to the required courses, English Language Arts, Mathematics, Social Studies, and Science, students at every grade level receive instruction in World Languages, Physical Education/Health, Fine Arts, Music, Library, Enrichment, Technology, and STEM. Additionally, individual students may receive Basic Skills or Gifted & Talented instruction. The staff employs an interdisciplinary approach to delivering instruction with articulation across disciplines. Collaboration among staff and between grade levels is a key component to developing well rounded students.

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Clubs and Activities:

Students are offered a variety of activities outside the regular school day designed to enhance the educational experience. Students have the opportunity to participate in club activities including Art Club, STEM Club, Newspaper Club, Intramurals, etc. Annually, the clubs offered varies, according to student interest. Other activities include the multiple assemblies, Jump-A-Thon, Invention Fair, Evening of the Arts, Halloween Canteen/Trunk-or-Treat, book fairs, Field Day, choral concerts, and a school play.



Before and After School Programs:

After Care if offered on an as needed basis, provided staffing can be secured. Parents pay for the services which runs from 2:45pm-6:00pm on full school days only.

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Staff and Professional Learning:

Staff professional development has increased over the years, based on educational trends and needs. Articulation with occurs as needed with Ramsey School District and Northern Highlands Regional High School, our receiving districts. Additionally, staff attend local professional development to enhance their instructional practices and keep current in the field. The administrative team attends professional development with local organizations as well. Professional development is always tied to the district goals, which are updated annually.



Student Supports and Services:

In an effort to insure that the needs of all students are addressed, the Saddle River School District offers support programs for students of all learning abilities and grade levels. A full continuum for students with learning disabilities is available as well as enrichment and gifted and talented programs. Additionally, Basic Skills instruction is offered for at risk students along with regular teacher directed extra help sessions.

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Student Health and Wellness:

As required by NJSLS, students receive physical education and health instruction from our PE teacher. Also, the School Nurse in conjunction with our local businesses and organizations, provides training and tips for students regarding handwashing, playground safety, dental care, etc. Additionally, our School Psychologist works with staff and the student peer leaders to provide mental health support programs.



Parent and Community Involvement:

Wandell School takes pride in the degree of positive parent/community involvement that takes place in support of the children. The Wandell School Education Foundation provides funds for numerous educational initiatives and resources such as Interactive Boards, MacBooks, iPads, Chromebooks, 3D printers, textbooks, software subscriptions, flexible seating, etc. The Parent Association of Wandell School (PAWS) is an active parent organization that sponsors activities like Field Day, book fairs, concerts and celebrations throughout the school year. Our Wandell Recreation Committee supports our extra-curricular activities which run outside the school day.

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers. The district utilizes the New Jersey School Climate Survey provided through the NJ Department of Education. It is administered annually to all stakeholders. The results are communicated through the School Safety Committee which meets twice each year. The committee analyzes results in an effort to gauge the school environment. Survey results indicated that students were especially positive toward the issue of the Safety-Emotional Environment.



Facilities:

Wandell School has an exceptional facility that has served the children of Saddle River for over 100 years. It boasts a newly instituted Innovation Station, a model STEM lab for elementary schools. Also, a new heating/cooling system was installed to ensure the entire building is air conditioned. There is a middle school-sized gym separate from its full service lunchroom in the multi-purpose room.

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School Safety:

The Saddle River Police and Fire Stations are neighbors to Wandell School. The police department provides assistance with morning arrival and afternoon dismissal, as well as, police walk-throughs throughout the day. Additionally, the building is equipped with a visitor safety vestibule, shatterproof windows, and over 30 cameras tied to the Saddle River Police Station. Our building has a visitor safety vestibule and shatterproof windows.



Technology and STEM:

All students at Wandell School have STEM class at least one day per week, where students learn how to share information/ideas, work in teams, and think outside the box. To further develop our STEM program, Wandell School received training from New Jersey School Boards Association, in association with the Army & NASA, where they reviewed our STEM program and found our instruction/facility to be exemplary. First and foremost, STEM programs should afford students the opportunity to invent something, be innovative/creative, be entrepreneurial, problem solve using real world and in authentic situations.

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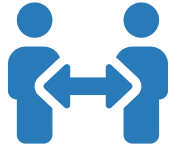
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Early Childhood Education:

The Wandell Preschool Program is an inclusive program. It is designed to provide an intellectual, social, physical, and nurturing environment. Resident PreK-4 students make a smooth transition into our Kindergarten program. Non-residents are welcome and encouraged to apply.



Learning During COVID-19:

During March 2020, Saddle River School District went to full-time remote learning due to COVID-19 response. Staff, students, and parents teamed up to ensure the continuity of learning continued. While it certainly was an adjustment, our staff and students were already using technology resources in school, which carried over to remote learning. Over the next few months, our remote education continued to improve and we increased our level of live instruction. Additionally, our administrative team and support office staff, reached out to parents to ensure they were receiving everything they needed from our school district, be it, academically, socially, or emotionally. As we progressed through our last marking period, adjustments were made to meet the remote learning environment, such as grading and assessments. Regardless of these adjustments, we continued to offer a rigorous high quality educational system with personalized learning for our remote learners.

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Other Information:

Saddle River School District offers a private school experience, recognized for consistently high achievement as one of the top 5% of New Jersey elementary schools. We have state-of-the-art technology at every grade level and the most advanced facilities of all elementary schools in New Jersey. Students are given the foundation of support and confidence to prepare them for higher education. Wandell School fosters a sense of family, inspires academic excellence, and promotes character development.