NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District
(03-1550)
Grades Offered: PK-12
2018-2019

Report Key:
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How to use this report:

- **Learn more** about this district 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 for this district.
- 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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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	Fort Lee School District
Superintendent Name	Mr. Kenneth Rota
Address	2175 Lemoine Avenue, 6th Fl. Fort Lee, NJ 07024
Phone Number	201-585-4612 x7501
Email Address	krota@flboe.com
Website	http://flboe.com/
Facebook	https://www.facebook.com/Fort-Lee-Public-Schools-203180137084857/

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Schools in this District

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

School Name	Grades Offered
Fort Lee High School	09-12
Lewis F. Cole Middle School	07-08
School No. 1	KG-06
School No. 2	PK-06
School No. 3	KG-06
School No. 4	KG-06

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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 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	60	65	65
KG	327	347	348
1	363	351	342
2	323	365	339
3	352	312	367
4	327	346	312
5	301	329	341
6	282	296	318
7	316	283	292
8	256	324	297
9	224	218	311
10	243	228	235
11	233	242	230
12	257	236	247
Total	3,864	3,942	4,044

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	47.7%	47.7%	48.3%
Male	52.3%	52.3%	51.7%
Economically Disadvantaged Students	19.4%	16.5%	16.0%
Students with Disabilities	13.4%	13.4%	13.7%
English Learners	11.5%	11.0%	10.6%
Homeless Students	0.2%	0.4%	0.2%
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	2016-17	2017-18	2018-19
White	28.5%	27.6%	27.8%
Hispanic	20.0%	20.0%	20.0%
Black or African American	4.1%	4.2%	4.1%
Asian	46.1%	46.5%	46.5%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.2%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	1.0%	1.3%	1.3%

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	24	33	35
PK - Full Day	36	32	30
KG - Half Day	0	0	0
KG - Full Day	327	347	348

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	3,864	3,942	4,044
Shared Time Students	0	0	0
Full Time Equivalent	3,864	3,942	4,044

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	46.9%
Korean	21.3%
Spanish	8.8%
Chinese	5.4%
Russian	4.4%
Other Languages	13.1%

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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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.

ELA Median Student Growth Percentile
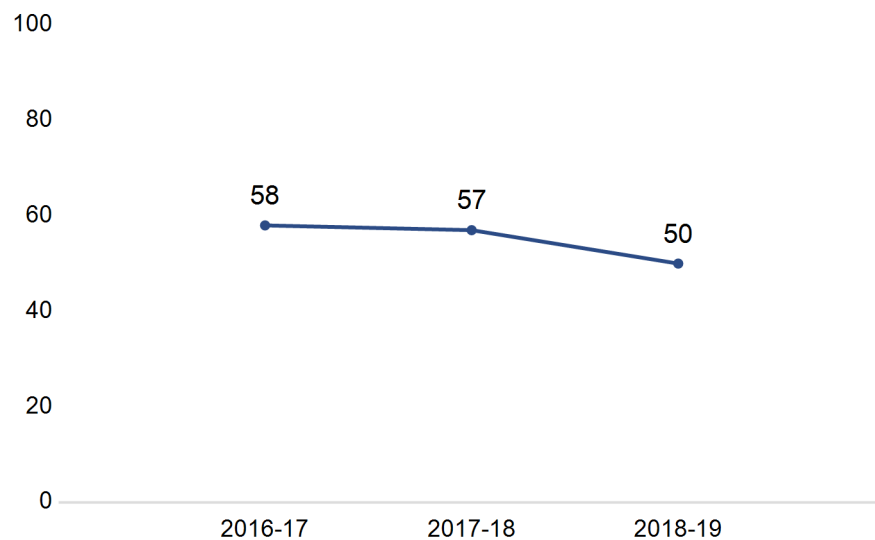
Math Median Student Growth Percentile
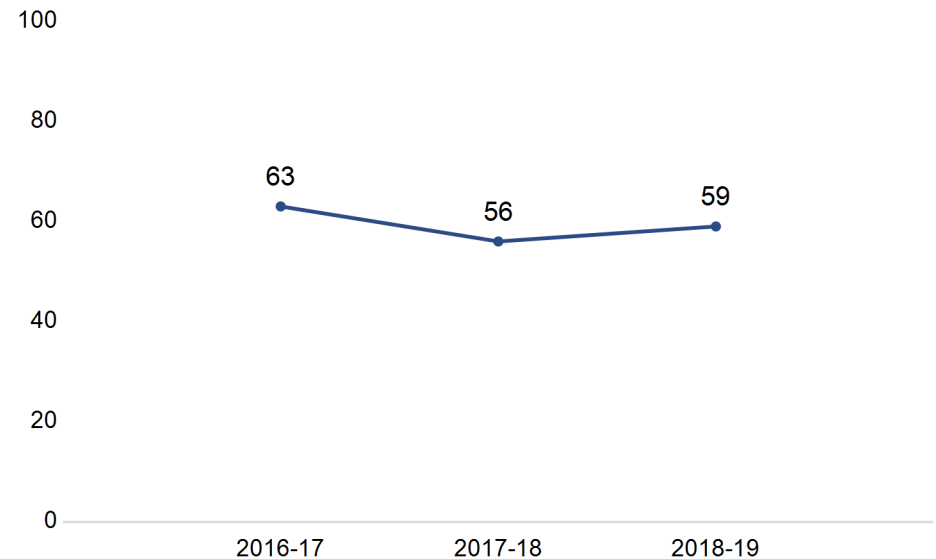
Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	58	57	50	63	56	59
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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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 district are ordered from smallest to largest, the median student growth percentile (mSGP) for the district 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.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	50	50	Met Standard	59	50	Met Standard
White	42	50	Met Standard	57	52	Met Standard
Hispanic	44	49	Met Standard	48	47	Met Standard
Black or African American	39.5	45	Not Met	55	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	59	59	Met Standard	65	60	Exceeds Standard
American Indian or Alaska Native	N	56	**	N	51.5	**
Two or More Races	48.5	49	**	57	52	**
Female	54	53	N	57	50	N
Male	45.5	47	N	61.5	51	N
Economically Disadvantaged	43	48	Met Standard	46	46	Met Standard
Students with Disabilities	37	43	Not Met	36	45	Not Met
English Learners	60	52	Exceeds Standard	67	50	Exceeds Standard
Homeless Students	*	43	N	*	44	N
Students in Foster Care	N	42	N	N	44	N
Military-Connected Students	N	49	N	N	51	N
Migrant Students	N	47	N	N	51	N

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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 district are ordered from smallest to largest, the median student growth percentile (mSGP) for the district 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.
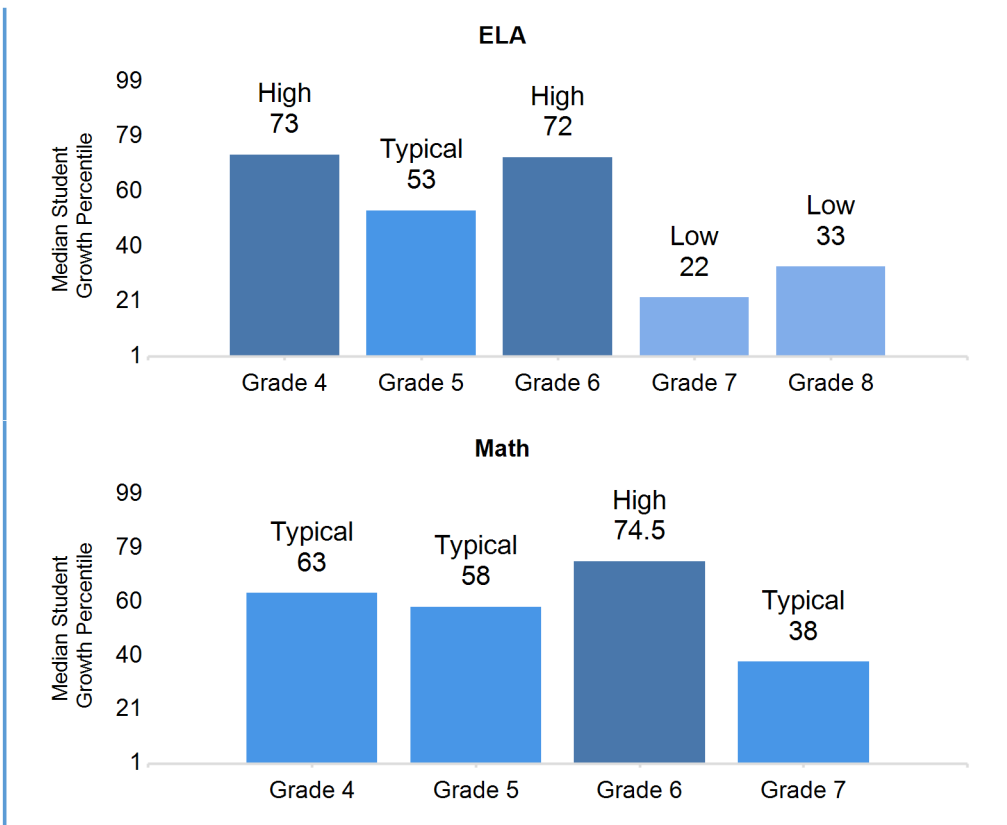
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA
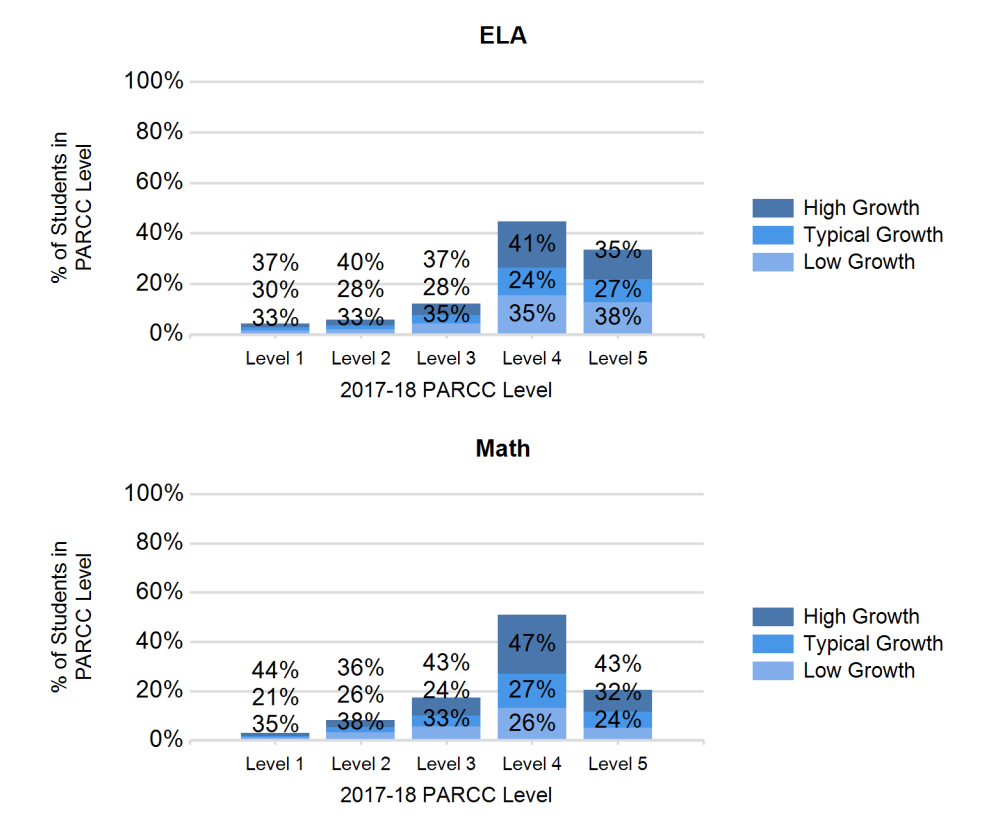
Student Growth by Grade

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

ELA

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability
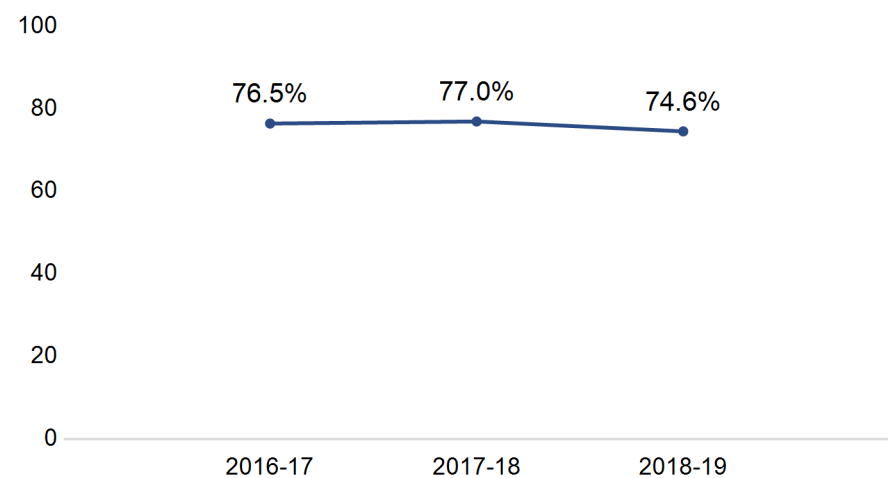
	2016-17	2017-18	2018-19
	76.5%	77.0%	74.6%

Math Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	64.3%	63.6%	60.8%
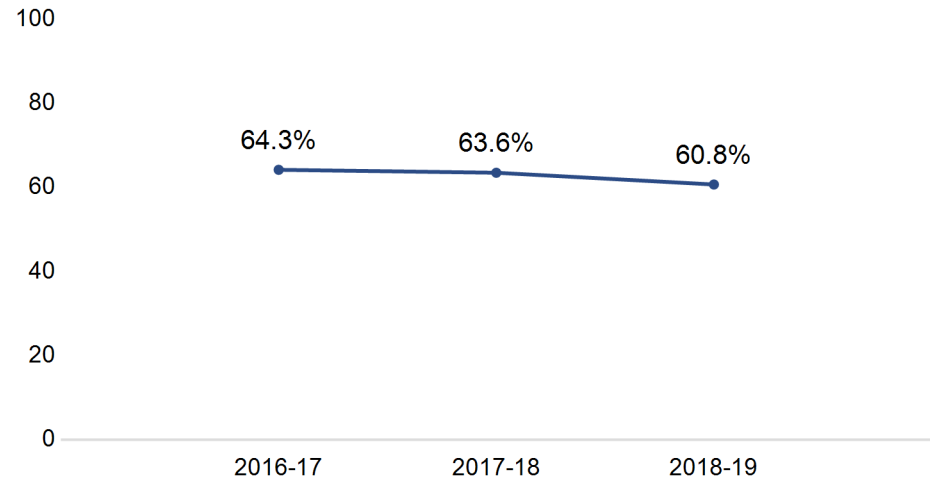
Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.2%	98.1%	98.6%	98.2%	98.1%	98.7%
Proficiency Rate for Federal Accountability	76.5%	77.0%	74.6%	64.3%	63.6%	60.8%
Annual Target	72.1%	72.5%	72.9%	64.8%	65.6%	66.4%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Districtwide	2373	98.6	74.6	57.9	74.6	72.9	Met Target
White	667	98.2	73.8	66.9	73.8	70.6	Met Target
Hispanic	487	98.8	57.9	43.9	57.9	54.8	Met Target
Black or African American	102	95.6	56.9	38.5	56.9	55.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	1087	99.0	84.6	82.9	84.6	80	Met Goal
American Indian or Alaska Native	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	64.4	*	77.6	Not Met
Female	1166	98.8	79.0	64.8	79.0		
Male	1207	98.3	70.4	51.3	70.4		
Economically Disadvantaged Students	354	98.1	62.1	40.0	62.1	62.9	Met Target†
Non-Economically Disadvantaged Students	2019	98.7	76.8	67.9	76.8		
Students with Disabilities	320	95.4	28.8	22.7	28.8	37	Not Met
Students without Disabilities	2053	99.1	81.8	65.1	81.8		
English Learners	339	98.0	59.0	29.3	59.0	44	Met Target
Non-English Learners	2034	98.7	77.2	60.6	77.2		
Homeless Students	*	*	*	29.1	*		
Students In Foster Care	N	N	N	27.6	N		
Military-Connected Students	*	*	*	57.8	*		
Migrant Students	N	N	N	30.4	N		

† Target was met within a confidence interval.

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.
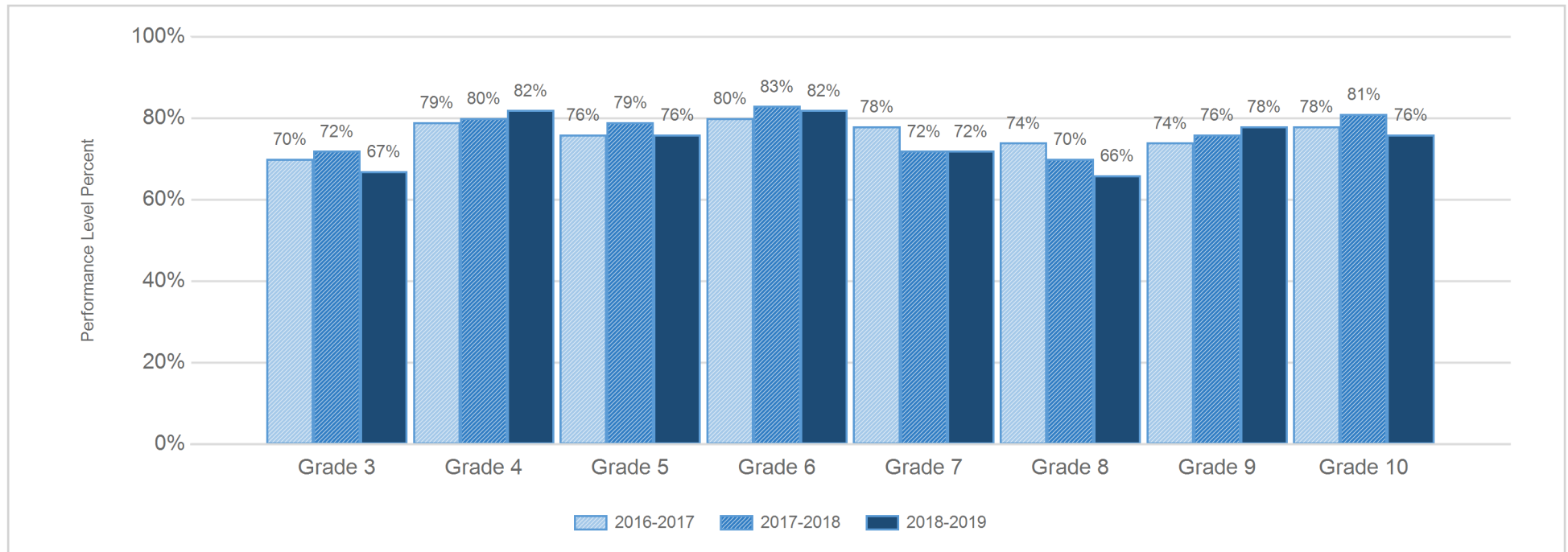
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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	352	764	748	5%	11%	17%	56%	11%	67%	50%
White	*	*	757	*	*	16%	*	*	65%	60%
Hispanic	74	747	734	*	19%	26%	*	*	50%	36%
Black or African American	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	166	775	773	*	*	13%	63%	14%	78%	75%
American Indian or Alaska Native	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	756	*	*	*	*	*	*	58%
Female	174	766	753	*	*	17%	57%	13%	70%	55%
Male	178	762	743	*	*	17%	55%	9%	64%	46%
Economically Disadvantaged Students	56	750	731	*	21%	25%	*	*	48%	33%
Non-Economically Disadvantaged Students	296	767	759	*	9%	16%	*	*	70%	61%
Students with Disabilities	46	733	719	*	*	30%	*	*	28%	24%
Students without Disabilities	306	769	754	*	*	15%	*	*	73%	56%
English Learners	25	730	713	*	40%	*	*	*	32%	17%
Non-English Learners	327	767	751	*	9%	*	*	*	69%	54%
Homeless Students	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	305	781	755	*	*	11%	40%	42%	82%	57%
White	75	782	763	*	*	*	47%	40%	87%	67%
Hispanic	71	764	743	*	*	24%	41%	23%	63%	44%
Black or African American	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	145	788	779	*	*	7%	37%	52%	89%	82%
American Indian or Alaska Native	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	762	*	*	*	*	*	*	64%
Female	162	784	760	*	*	9%	42%	44%	86%	62%
Male	143	777	750	*	*	14%	38%	39%	78%	53%
Economically Disadvantaged Students	*	*	740	*	*	*	39%	29%	67%	40%
Non-Economically Disadvantaged Students	*	*	765	*	*	*	41%	44%	85%	69%
Students with Disabilities	43	749	725	*	*	23%	*	*	49%	25%
Students without Disabilities	262	786	761	*	*	10%	*	*	87%	64%
English Learners	25	748	720	*	*	*	*	*	56%	17%
Non-English Learners	280	783	758	*	*	*	*	*	84%	60%
Homeless Students	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	331	775	756	*	*	14%	50%	26%	76%	58%
White	79	768	764	*	*	13%	63%	13%	76%	68%
Hispanic	59	761	743	*	*	25%	*	*	61%	44%
Black or African American	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	173	784	781	*	*	9%	44%	39%	83%	83%
American Indian or Alaska Native	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	762	*	*	*	*	*	*	65%
Female	160	780	761	*	*	11%	49%	31%	80%	64%
Male	171	770	750	*	*	17%	50%	22%	71%	52%
Economically Disadvantaged Students	48	756	740	*	*	23%	*	*	56%	39%
Non-Economically Disadvantaged Students	283	778	766	*	*	13%	*	*	79%	69%
Students with Disabilities	53	733	724	*	26%	26%	*	*	30%	23%
Students without Disabilities	278	783	762	*	4%	12%	*	*	84%	65%
English Learners	13	725	713	*	*	*	*	*	15%	11%
Non-English Learners	318	777	758	*	*	*	*	*	78%	60%
Homeless Students	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	311	784	754	*	*	11%	39%	44%	82%	56%
White	83	780	762	*	*	*	47%	36%	83%	65%
Hispanic	*	*	743	0%	*	*	44%	24%	69%	43%
Black or African American	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	780	0%	*	*	31%	60%	91%	83%
American Indian or Alaska Native	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	760	*	*	*	*	*	*	64%
Female	*	*	762	*	*	*	37%	50%	87%	64%
Male	155	779	748	*	*	*	41%	37%	78%	48%
Economically Disadvantaged Students	32	769	740	*	*	*	*	*	75%	39%
Non-Economically Disadvantaged Students	279	786	763	*	*	*	*	*	83%	67%
Students with Disabilities	37	742	722	*	*	32%	*	*	35%	19%
Students without Disabilities	274	790	761	*	*	8%	*	*	89%	64%
English Learners	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District

(03-1550)

Grades Offered: PK-12

2018-2019

Report Key:
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* **N** No Data is available to display
* **†** This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	279	769	761	7%	8%	14%	34%	37%	72%	63%
White	95	760	769	*	*	15%	37%	28%	65%	72%
Hispanic	52	758	747	*	*	19%	33%	27%	60%	50%
Black or African American	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	121	780	790	*	*	12%	31%	50%	81%	87%
American Indian or Alaska Native	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	768	*	*	*	*	*	*	68%
Female	137	777	769	*	*	13%	31%	45%	77%	71%
Male	142	760	753	*	*	14%	37%	30%	67%	55%
Economically Disadvantaged Students	39	758	743	*	*	*	36%	31%	67%	45%
Non-Economically Disadvantaged Students	240	770	771	*	*	*	34%	38%	73%	73%
Students with Disabilities	29	703	720	*	*	*	*	*	14%	22%
Students without Disabilities	250	776	769	*	*	*	*	*	78%	71%
English Learners	12	718	706	*	*	*	*	*	25%	12%
Non-English Learners	267	771	763	*	*	*	*	*	74%	65%
Homeless Students	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District

(03-1550)

Grades Offered: PK-12

2018-2019

Report Key:
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* **N** No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	283	769	762	10%	7%	17%	34%	32%	66%	63%
White	85	766	770	*	*	24%	38%	25%	62%	72%
Hispanic	60	742	747	18%	*	25%	*	*	42%	49%
Black or African American	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	118	791	794	*	*	*	34%	52%	86%	88%
American Indian or Alaska Native	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	769	*	*	*	*	*	*	69%
Female	137	780	771	*	*	17%	34%	40%	74%	71%
Male	146	759	753	*	*	16%	34%	25%	59%	55%
Economically Disadvantaged Students	56	750	743	*	*	23%	*	*	50%	45%
Non-Economically Disadvantaged Students	227	774	772	*	*	15%	*	*	70%	72%
Students with Disabilities	43	720	721	37%	*	23%	*	*	26%	22%
Students without Disabilities	240	778	770	5%	*	15%	*	*	73%	71%
English Learners	18	703	708	*	*	*	*	*	*	12%
Non-English Learners	265	774	764	*	*	*	*	*	*	65%
Homeless Students	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District

(03-1550)

Grades Offered: PK-12

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	304	775	753	3%	8%	11%	39%	38%	78%	56%
White	91	774	762	*	*	11%	45%	35%	80%	65%
Hispanic	62	751	737	*	21%	19%	*	*	58%	40%
Black or African American	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	137	787	783	*	*	*	33%	53%	86%	84%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	57%
Two or More Races	N	N	761	N	N	N	N	N	N	63%
Female	140	779	760	*	*	11%	38%	41%	79%	63%
Male	164	772	746	*	*	11%	41%	35%	76%	49%
Economically Disadvantaged Students	39	762	734	*	*	*	*	*	67%	36%
Non-Economically Disadvantaged Students	265	777	762	*	*	*	*	*	79%	65%
Students with Disabilities	34	727	717	*	*	32%	*	*	26%	17%
Students without Disabilities	270	781	760	*	*	8%	*	*	84%	63%
English Learners	15	725	693	*	*	*	*	*	20%	*
Non-English Learners	289	778	755	*	*	*	*	*	81%	*
Homeless Students	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	715	N	N	N	N	N	N	23%

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District

(03-1550)

Grades Offered: PK-12

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

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

| Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	231	783	757	6%	6%	11%	31%	45%	76%	58%
White	70	787	767	*	*	*	34%	44%	79%	67%
Hispanic	52	759	738	*	*	*	35%	25%	60%	43%
Black or African American	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	93	798	792	*	*	*	25%	61%	86%	84%
American Indian or Alaska Native	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	766	*	*	*	*	*	*	65%
Female	114	788	766	*	*	10%	27%	51%	78%	66%
Male	117	778	749	*	*	13%	34%	40%	74%	51%
Economically Disadvantaged Students	39	775	735	*	*	*	36%	41%	77%	40%
Non-Economically Disadvantaged Students	192	785	767	*	*	*	30%	46%	76%	67%
Students with Disabilities	27	723	711	*	*	*	*	*	22%	19%
Students without Disabilities	204	791	765	*	*	*	*	*	83%	65%
English Learners	11	709	687	*	*	*	*	*	*	*
Non-English Learners	220	787	760	*	*	*	*	*	*	*
Homeless Students	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	710	N	N	N	N	N	N	10%

Fort Lee School District

(03-1550)

Grades Offered: PK-12

2018-2019

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† This indicates a table specific note, see note below table

Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Districtwide	2409	98.7	60.8	44.5	60.8	66.4	Not Met
White	686	98.3	56.0	54.1	56.0	63.1	Not Met
Hispanic	493	98.8	*	28.8	32.5	41.1	Not Met
Black or African American	102	96.5	32.4	23.0	32.4	37.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	1097	99.0	79.0	76.5	79.0	78.9	Met Target
American Indian or Alaska Native	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	53.3	*	69.4	Met Target†
Female	1176	98.9	59.6	44.9	59.6		
Male	1233	98.4	61.9	44.2	61.9		
Economically Disadvantaged Students	371	98.2	41.5	26.3	41.5	48.5	Not Met
Non-Economically Disadvantaged Students	2038	98.8	64.3	54.9	64.3		
Students with Disabilities	320	95.9	*	17.4	19.1	33.5	Not Met
Students without Disabilities	2089	99.1	*	50.0	67.2		
English Learners	389	98.3	58.6	25.0	58.6	62.3	Met Target†
Non-English Learners	2020	98.7	61.2	46.5	61.2		
Homeless Students	*	*	*	17.1	*		
Students In Foster Care	N	N	N	17.1	N		
Military-Connected Students	*	*	*	46.4	*		
Migrant Students	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District

(03-1550)

Grades Offered: PK-12

2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.
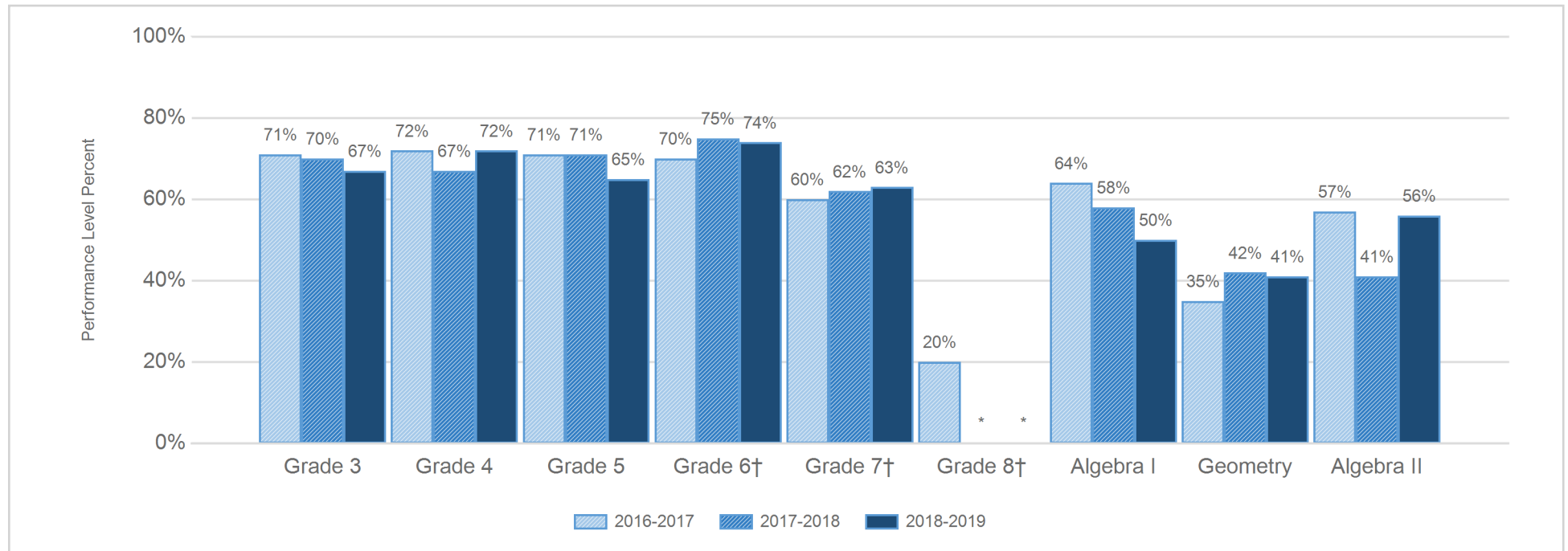
† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District
(03-1550)
Grades Offered: PK-12
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	366	763	752	*	*	21%	49%	18%	67%	55%
White	*	*	760	*	*	27%	53%	12%	65%	66%
Hispanic	*	*	739	*	26%	32%	*	*	36%	40%
Black or African American	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	174	775	778	0%	*	*	57%	27%	84%	83%
American Indian or Alaska Native	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	758	*	*	*	*	*	*	62%
Female	181	758	751	*	*	28%	46%	13%	59%	54%
Male	185	767	752	*	*	15%	52%	23%	76%	56%
Economically Disadvantaged Students	60	749	737	*	*	38%	*	*	42%	37%
Non-Economically Disadvantaged Students	306	766	761	*	*	18%	*	*	73%	67%
Students with Disabilities	46	741	731	*	*	39%	*	*	39%	31%
Students without Disabilities	320	766	756	*	*	18%	*	*	72%	60%
English Learners	*	*	728	*	*	26%	*	*	46%	26%
Non-English Learners	*	*	754	*	*	20%	*	*	70%	58%
Homeless Students	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District

(03-1550)

Grades Offered: PK-12

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	312	766	749	4%	5%	18%	57%	16%	72%	51%
White	75	765	757	*	*	23%	55%	15%	69%	62%
Hispanic	71	746	737	*	*	28%	*	*	46%	36%
Black or African American	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	152	776	776	*	*	9%	68%	20%	88%	82%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	754	*	*	*	*	*	*	58%
Female	163	765	749	*	*	21%	57%	13%	71%	50%
Male	149	767	749	*	*	15%	56%	18%	74%	52%
Economically Disadvantaged Students	*	*	734	*	*	25%	*	*	50%	32%
Non-Economically Disadvantaged Students	*	*	759	*	*	17%	*	*	77%	63%
Students with Disabilities	43	730	726	*	*	30%	*	*	28%	25%
Students without Disabilities	269	772	754	*	*	16%	*	*	80%	56%
English Learners	32	763	722	*	*	*	*	*	66%	18%
Non-English Learners	280	766	751	*	*	*	*	*	73%	54%
Homeless Students	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District

(03-1550)

Grades Offered: PK-12

2018-2019

Report Key:
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- ****** Accountability calculations require 20 or more students
- **N** No Data is available to display
- **†** This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	340	762	747	3%	14%	18%	42%	23%	65%	47%
White	85	754	755	*	18%	*	*	*	62%	58%
Hispanic	60	737	735	*	30%	30%	*	*	33%	30%
Black or African American	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	175	775	775	0%	7%	13%	45%	34%	79%	80%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	753	*	*	*	*	*	*	55%
Female	160	761	747	*	*	17%	41%	23%	64%	47%
Male	180	762	747	*	*	19%	42%	23%	65%	47%
Economically Disadvantaged Students	50	741	732	*	*	*	*	*	38%	27%
Non-Economically Disadvantaged Students	290	765	757	*	*	*	*	*	69%	59%
Students with Disabilities	53	729	725	*	*	26%	*	*	21%	19%
Students without Disabilities	287	768	752	*	*	16%	*	*	73%	52%
English Learners	22	734	718	*	*	*	*	*	23%	12%
Non-English Learners	318	763	749	*	*	*	*	*	68%	49%
Homeless Students	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District

(03-1550)

Grades Offered: PK-12

2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	317	768	741	3%	9%	14%	46%	28%	74%	41%
White	*	*	749	*	12%	*	55%	21%	76%	51%
Hispanic	*	*	729	*	20%	24%	*	*	46%	24%
Black or African American	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	0%	*	*	47%	42%	89%	76%
American Indian or Alaska Native	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	747	*	*	*	*	*	*	48%
Female	*	*	742	*	*	11%	47%	29%	76%	42%
Male	160	767	740	*	*	16%	44%	26%	71%	40%
Economically Disadvantaged Students	33	749	726	*	*	*	*	*	45%	21%
Non-Economically Disadvantaged Students	284	771	750	*	*	*	*	*	77%	53%
Students with Disabilities	38	730	716	*	*	26%	*	*	24%	12%
Students without Disabilities	279	774	746	*	*	12%	*	*	80%	46%
English Learners	12	741	709	*	*	*	*	*	33%	*
Non-English Learners	305	769	743	*	*	*	*	*	75%	*
Homeless Students	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District

(03-1550)

Grades Offered: PK-12

2018-2019

Report Key:
- ***** Data is not displayed in order to protect student privacy
- ****** Accountability calculations require 20 or more students
- **N** No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 7

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	266	758	744	4%	9%	24%	45%	18%	63%	42%
White	97	755	751	*	*	27%	40%	16%	57%	53%
Hispanic	52	746	733	*	*	37%	*	*	44%	26%
Black or African American	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	106	768	768	*	*	13%	56%	24%	79%	75%
American Indian or Alaska Native	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	749	*	*	*	*	*	*	51%
Female	129	755	744	*	*	32%	47%	12%	58%	42%
Male	137	761	743	*	*	18%	44%	23%	67%	42%
Economically Disadvantaged Students	40	749	731	*	*	*	*	*	58%	24%
Non-Economically Disadvantaged Students	226	760	751	*	*	*	*	*	64%	53%
Students with Disabilities	29	719	718	*	*	*	*	*	10%	13%
Students without Disabilities	237	763	749	*	*	*	*	*	69%	48%
English Learners	18	753	716	*	*	*	*	*	61%	10%
Non-English Learners	248	758	745	*	*	*	*	*	63%	44%
Homeless Students	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District
(03-1550)
Grades Offered: PK-12
2018-2019

Mathematics Assessment - Performance by Grade: Grade 8

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	27	683	728	*	*	*	*	*	*	29%
White	*	*	737	*	*	*	*	*	*	38%
Hispanic	12	683	722	*	*	*	*	*	*	22%
Black or African American	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	730	*	*	*	*	*	*	31%
Female	11	685	731	*	*	*	*	*	*	31%
Male	16	682	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	734	*	*	*	*	*	*	35%
English Learners	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District

(03-1550)

Grades Offered: PK-12

2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	317	754	744	6%	21%	24%	38%	11%	50%	42%
White	*	*	752	*	26%	24%	*	*	48%	53%
Hispanic	79	732	728	*	32%	34%	*	*	23%	24%
Black or African American	*	*	725	*	*	*	*	*	10%	20%
Asian, Native Hawaiian, or Pacific Islander	128	774	775	*	*	*	54%	20%	73%	76%
American Indian or Alaska Native	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	752	N	N	N	N	N	N	51%
Female	153	755	745	*	20%	21%	*	*	53%	44%
Male	164	753	743	*	21%	27%	*	*	46%	41%
Economically Disadvantaged Students	64	739	727	*	23%	30%	*	*	34%	23%
Non-Economically Disadvantaged Students	253	758	752	*	20%	23%	*	*	53%	52%
Students with Disabilities	43	722	717	*	40%	30%	*	*	14%	12%
Students without Disabilities	274	759	748	*	18%	23%	*	*	55%	47%
English Learners	29	741	710	*	38%	*	*	*	34%	*
Non-English Learners	288	755	745	*	19%	*	*	*	51%	*
Homeless Students	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District
(03-1550)
Grades Offered: PK-12
2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

| Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	306	742	737	8%	23%	28%	31%	10%	41%	35%
White	*	*	743	*	33%	31%	*	*	30%	43%
Hispanic	58	718	724	*	*	*	*	*	*	17%
Black or African American	11	729	720	*	*	*	*	*	27%	14%
Asian, Native Hawaiian, or Pacific Islander	135	761	762	*	*	27%	44%	22%	66%	70%
American Indian or Alaska Native	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	745	*	*	*	*	*	*	46%
Female	140	742	738	*	26%	29%	*	*	40%	36%
Male	166	743	736	*	20%	28%	*	*	42%	34%
Economically Disadvantaged Students	*	*	722	*	30%	32%	*	*	24%	16%
Non-Economically Disadvantaged Students	*	*	743	*	22%	28%	*	*	43%	43%
Students with Disabilities	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	741	*	*	*	*	*	*	*
English Learners	23	734	708	*	*	*	*	*	35%	*
Non-English Learners	283	743	738	*	*	*	*	*	42%	*
Homeless Students	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District

(03-1550)

Grades Offered: PK-12

2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

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

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

| Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	190	753	755	13%	12%	19%	47%	9%	56%	58%
White	56	744	758	18%	18%	*	*	*	52%	62%
Hispanic	28	722	731	*	*	*	*	*	25%	34%
Black or African American	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	96	769	777	*	*	20%	56%	15%	71%	80%
American Indian or Alaska Native	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	761	*	*	*	*	*	*	65%
Female	99	748	752	12%	*	20%	*	*	52%	55%
Male	91	758	758	14%	*	18%	*	*	60%	62%
Economically Disadvantaged Students	31	748	729	*	*	*	*	*	52%	32%
Non-Economically Disadvantaged Students	159	754	761	*	*	*	*	*	57%	65%
Students with Disabilities	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	*	N	N	N	N	N	N	*

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District
(03-1550)
Grades Offered: PK-12
2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	*	*
6	*	*
7	*	*
8	*	*
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Districtwide/English Learners	71.5%	51.9%	Exceeds Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	311	73.3%	26.7%
3-4	99	80.8%	19.2%
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District

(03-1550)

Grades Offered: PK-12

2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
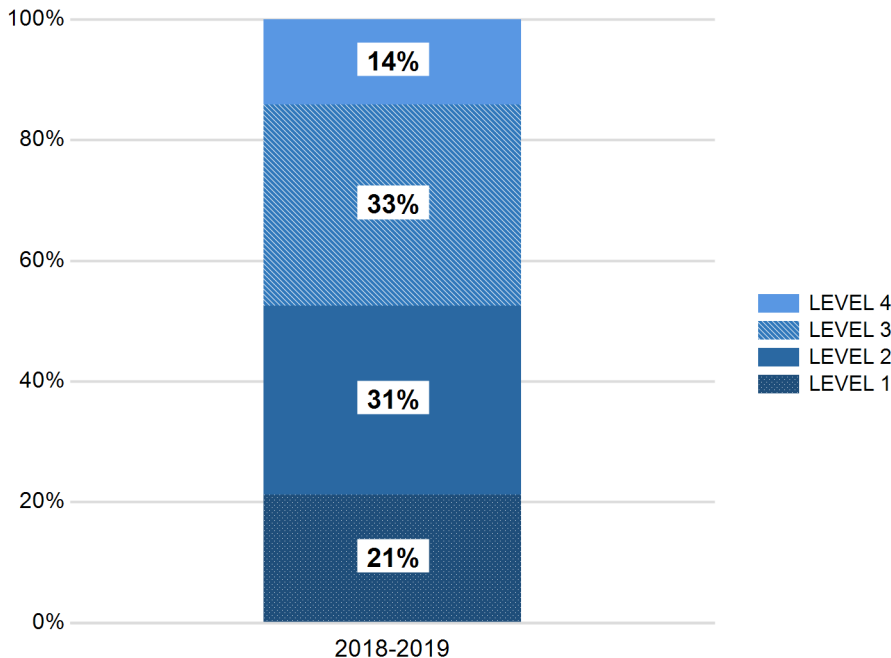
NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	21	31	33	14
White	25	31	34	11
Hispanic	37	43	17	3
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	12	27	41	20
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	23	32	32	14
Male	19	31	35	14
Economically Disadvantaged Students	35	37	20	8
Non-Economically Disadvantaged Students	19	30	36	15
Students with Disabilities	67	22	8	4
Students without Disabilities	13	33	38	16
English Learners	64	23	5	9
Non-English Learners	18	32	35	15
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District
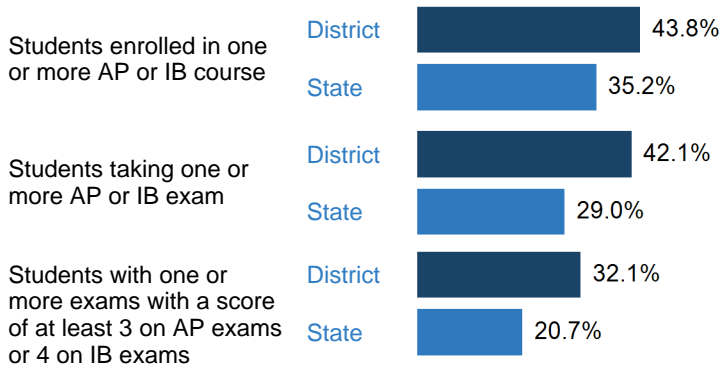
(03-1550)

Grades Offered: PK-12

2018-2019

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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
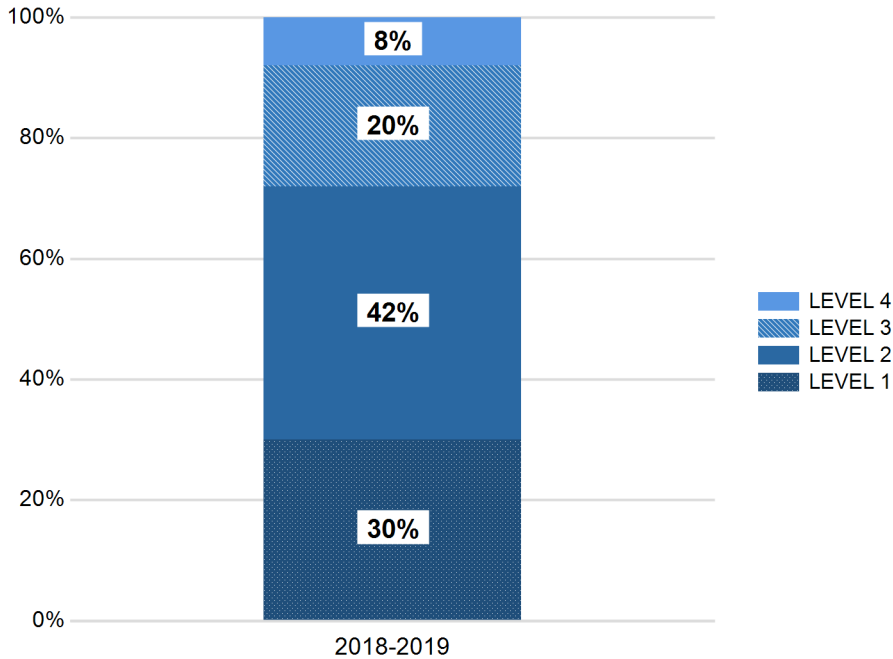
NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	30	42	20	8
White	31	44	16	9
Hispanic	50	40	10	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	12	45	31	13
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	26	48	21	6
Male	33	37	19	11
Economically Disadvantaged Students	41	41	12	5
Non-Economically Disadvantaged Students	27	42	22	9
Students with Disabilities	70	23	5	2
Students without Disabilities	23	45	23	9
English Learners	80	20	0	0
Non-English Learners	25	44	22	9
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District

(03-1550)

Grades Offered: PK-12

2018-2019

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

NJSLA Science Assessment: Grade 11 Summary

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

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1

2018-2019
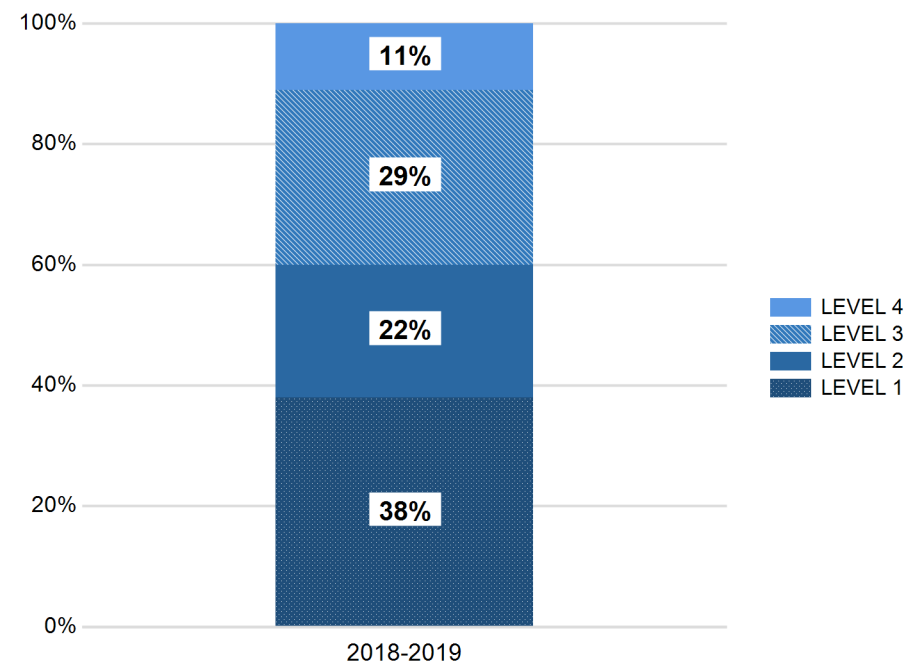
NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	38	22	29	11
White	34	26	34	6
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	29	20	31	19
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	42	22	28	8
Male	36	22	29	13
Economically Disadvantaged Students	45	12	27	15
Non-Economically Disadvantaged Students	37	24	29	10
Students with Disabilities	71	19	10	0
Students without Disabilities	34	22	31	12
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

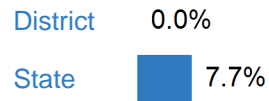**Fort Lee School District**

(03-1550)

Grades Offered: PK-12

2018-2019

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

PSAT, SAT, & ACT - Participation

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

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	98.7%	84.5%
12th graders taking SAT in 2018-19 or prior years	85.4%	72.1%
12th graders taking ACT in 2018-19 or prior years	15.8%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students scores at or above Benchmark	State - Students scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	519	476	Grade 10: 430 Grade 11: 460	79%	61%
PSAT 10/NMSQT - Math	516	477	Grade 10: 480 Grade 11: 510	61%	43%
SAT - Reading and Writing	589	539	480	84%	70%
SAT - Math	604	541	530	67%	53%
ACT - Reading	26	25	22	77%	66%
ACT - English	27	24	18	95%	81%
ACT - Math	25	24	22	69%	65%
ACT - Science	25	24	23	69%	57%

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District
(03-1550)
Grades Offered: PK-12
2018-2019

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.

Students enrolled in one or more AP or IB course
District 43.8%
State 35.2%

Students taking one or more AP or IB exam
District 42.1%
State 29.0%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
District 32.1%
State 20.7%

Dual Enrollment Coursework - Participation

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

Students enrolled in one or more dual enrollment course
District 0.0%
State 19.0%
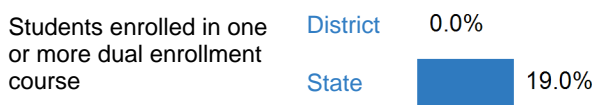
AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	20	19
AP Calculus AB	13	12
AP Calculus BC	12	12
AP Chemistry	41	37
AP Chinese Language and Culture	0	2
AP Computer Science A	18	17
AP English Language and Composition	47	45
AP English Literature and Composition	17	63
AP Macroeconomics	29	29
AP Microeconomics	0	29
AP Spanish Language	8	7
AP Studio Art—Three-Demensional	5	5
AP U.S. Government and Politics	16	13
AP U.S. History	41	41
AP World History	61	65
IB Film	28	16

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District
(03-1550)
Grades Offered: PK-12
2018-2019

Report Key:
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AP/IB Course	Students Enrolled	Students Tested
IB History	20	10
IB Language A (English)	101	47
IB Language B—Spanish	30	11
IB Mathematics	27	20
IB Music	5	3
IB Physics	12	10
IB Theory of Knowledge	31	9
Total Exams taken		522
Exams with scores of at least 3 on AP exams or 4 on IB exams		360

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District
(03-1550)
Grades Offered: PK-12
2018-2019

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

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)

District 0.0%

State 7.7%

CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

District 5.2%

State 10.3%
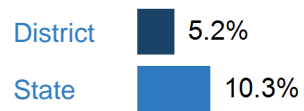
Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences

District *

State 3.3%

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Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	0.0%	5.2%	7.7%	10.3%
White	0.0%	7.6%	6.1%	9.6%
Hispanic	0.0%	*	10.3%	11.3%
Black or African American	0.0%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	5.1%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	0.0%	5.2%	7.3%	10.6%
Male	0.0%	5.2%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	5.3%	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

District	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total Credentials earned
Finance	*		
Law, Public Safety, Corrections & Security	*		
Total (All Clusters)	53	0	0

Fort Lee School District

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	326
7	21	0	0	0	0	0	277
8	247	31	1	0	0	0	59
9	68	226	32	0	0	0	1
10	6	62	160	9	1	0	6
11	1	7	46	129	13	2	54
12	0	1	19	53	82	8	98
Total	343	327	258	191	96	10	821
Enrolled in AP/IB Course					25	0	27
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	51	1	0	271	1	0
10	169	51	0	23	0	1
11	12	174	0	6	39	25
12	16	48	0	1	35	137
Total	248	274	0	301	75	163
Enrolled in AP/IB Course	20	41		0	12	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District
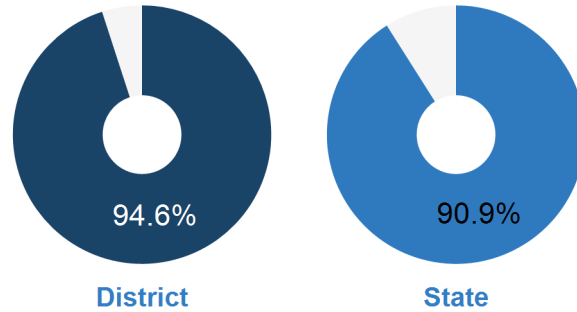
(03-1550)

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2018-2019

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

Social Studies and History - Course Participation

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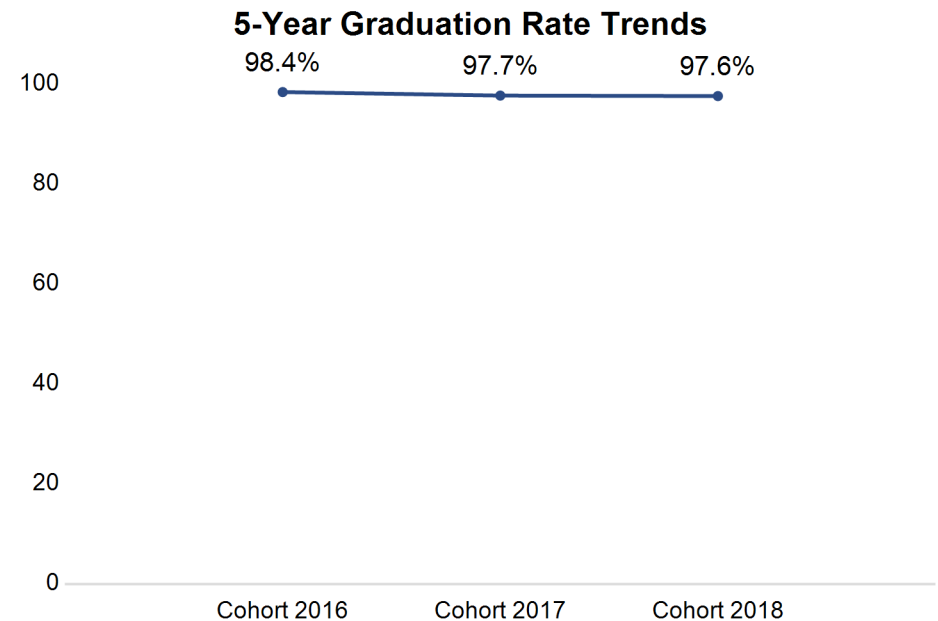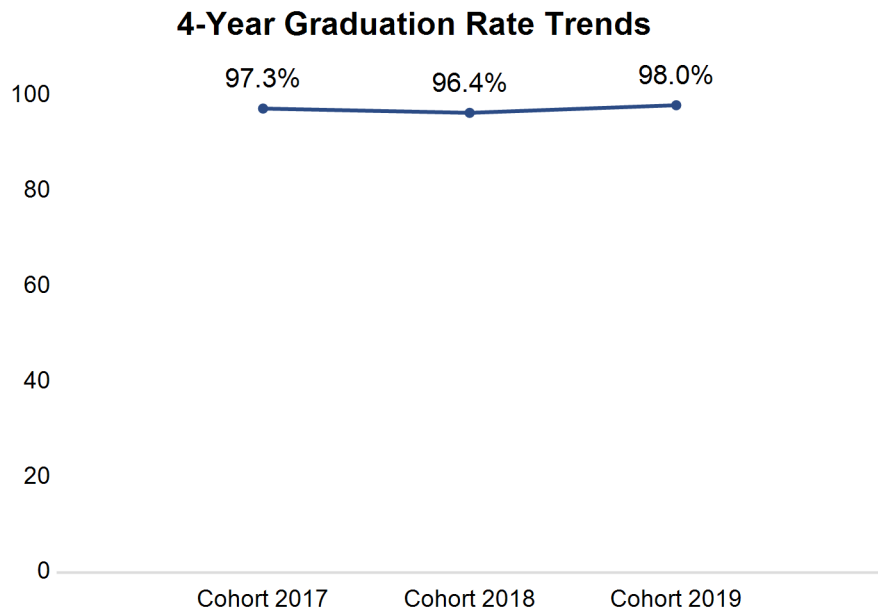s enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	18	199	0	0	0	0
10	4	230	17	0	0	1
11	199	37	0	22	11	12
12	21	22	12	94	70	44
Total	242	488	29	116	81	57
Enrolled in AP/IB Course	81	41	29	0		44
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	317	0	0	0	0	0	0
7	224	0	0	0	0	0	0
8	225	0	1	0	0	0	0
9	196	0	45	0	0	28	38
10	159	0	32	0	0	6	22
11	141	0	19	0	0	6	27
12	63	0	23	0	0	0	17
Total	1325	0	120	0	0	40	104
Enrolled in AP/IB Course	38	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	219	0	27	0	0	4	18

Fort Lee School District

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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
6	N	N	N	N	N	N
7	N	N	N	N	N	N
8	N	N	N	N	N	N
9	33	0	0	0	0	0
10	12	0	0	0	0	0
11	22	0	0	0	0	0
12	27	0	0	0	0	0
Total	94	0	0	0	0	0
Enrolled in AP/IB Course	18		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

District: 94.6%
State: 90.9%

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes
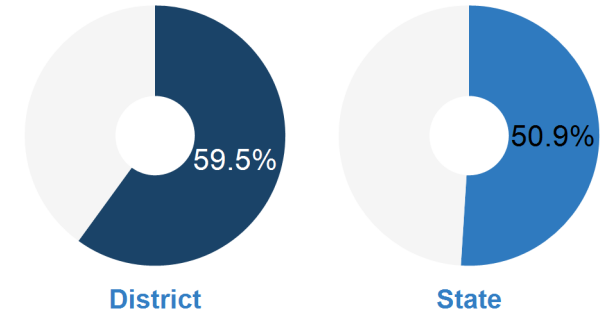
District: 59.5%
State: 50.9%

Students enrolled in one or more classes by discipline:

MUSIC	District	78.8%
	State	65.1%
DANCE	District	0.0%
	State	2.2%
DRAMA	District	0.0%
	State	7.1%
VISUAL ARTS	District	91.0%
	State	70.0%

Students enrolled in one or more classes by discipline:

MUSIC	District	26.2%
	State	17.6%
DANCE	District	0.0%
	State	2.3%
DRAMA	District	5.6%
	State	3.9%
VISUAL ARTS	District	34.2%
	State	32.9%

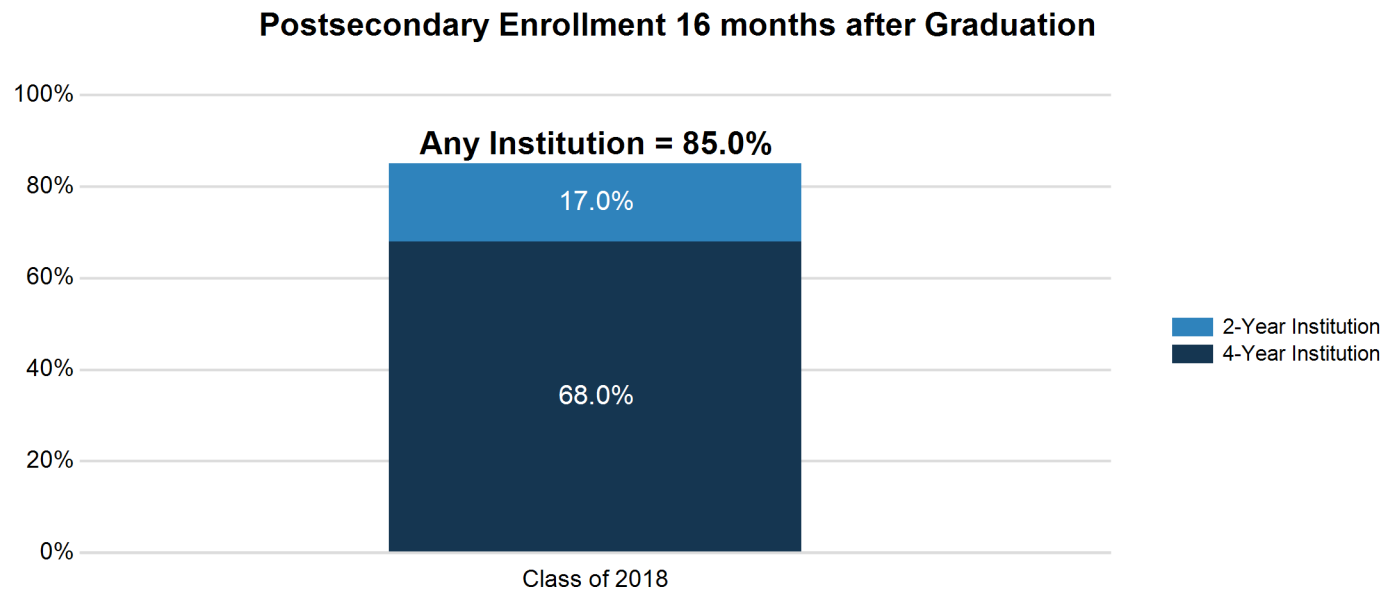**NJ SCHOOL PERFORMANCE REPORT**
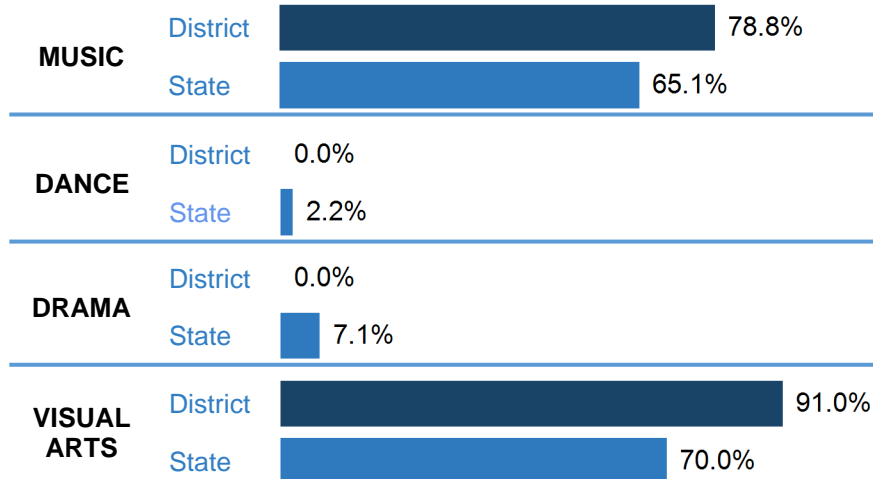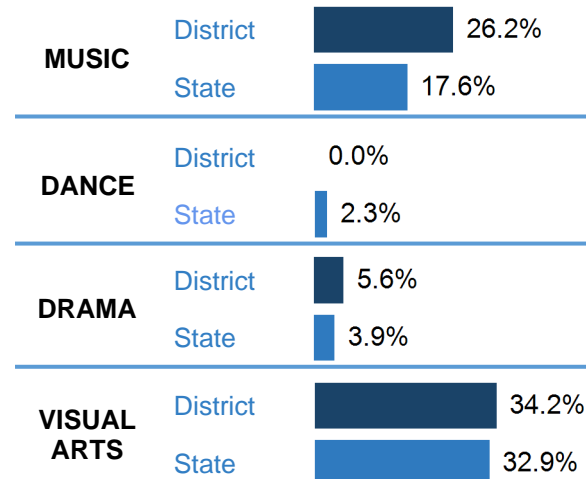
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends

- Cohort 2017: 97.3%
- Cohort 2018: 96.4%
- Cohort 2019: 98.0%

5-Year Graduation Rate Trends

- Cohort 2016: 98.4%
- Cohort 2017: 97.7%
- Cohort 2018: 97.6%

Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	97.3%	96.4%	98.0%	98.4%	97.7%	97.6%
Annual Target	N	N		N	N	
Target Met?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide: Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

Fort Lee School District

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Grades Offered: PK-12

2018-2019

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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	District - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	District - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Districtwide	98.0%	90.6%	97.6%	92.5%	96.4%	N	Met Goal	97.7%	N	Met Goal
White	97.1%	94.9%	97.4%	95.9%	96.1%	N	Met Goal	97.6%	N	Met Goal
Hispanic	97.1%	84.5%	98.3%	87.3%	98.3%	N	Met Goal	95.2%	N	Met Goal
Black or African American	100.0%	83.3%	92.3%	87.1%	92.3%	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	99.0%	96.9%	98.0%	97.8%	96.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	*	91.4%	N	94.2%	N	N	N	N	N	N
Female	98.4%	92.8%	98.1%	94.4%	97.2%			98.2%		
Male	97.6%	88.5%	97.2%	90.8%	95.7%			97.4%		
Economically Disadvantaged Students	100.0%	84.0%	100.0%	87.3%	98.5%	N	Met Goal	97.3%	N	Met Goal
Students with Disabilities	92.0%	79.2%	87.1%	83.8%	87.1%	91.8%	Not Met	90.0%	91.2%	Not Met
English Learners	93.8%	75.4%	100.0%	80.1%	90.9%	95.0%	Not Met	96.4%	N	Met Goal
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	N	57.6%	*	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	83.8%	66.8%
Substitute Competency Test	14.2%	30.0%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	2.0%	3.2%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2018-2019	0.1%	1.2%
2017-2018	0.3%	1.2%
2016-2017	0.2%	1.1%

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

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation

Any Institution = 85.0%

- 17.0% — 2-Year Institution
- 68.0% — 4-Year Institution

Class of 2018

| Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	17.0%
% Enrolled in 4-Year Institution	68.0%
% Enrolled in Any Postsecondary Institution	85.1%

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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Districtwide	82.4%	21.4%	78.6%
White	88.9%	18.8%	81.3%
Hispanic	76.8%	35.8%	64.2%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	83.7%	12.2%	87.8%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	85.5%	25.4%	74.6%
Students with Disabilities	76%	52.6%	47.4%
English Learners	30%	66.7%	33.3%

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Districtwide	85.1%	20%	80%	72.7%	27.3%	66.3%	33.7%
White	84%	14.3%	85.7%	69.8%	30.2%	65.1%	34.9%
Hispanic	81.4%	45.8%	54.2%	70.8%	29.2%	72.9%	27.1%
Black or African American	66.7%	50%	50%	75%	25%	50%	50%
Asian, Native Hawaiian, or Pacific Islander	90.5%	7%	93%	75.6%	24.4%	65.1%	34.9%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	87.5%	34.7%	65.3%	75.5%	24.5%	77.6%	22.4%
Students with Disabilities	55.2%	56.3%	43.8%	87.5%	12.5%	68.8%	31.3%
English Learners	*	*	*	*	*	*	*

Fort Lee School District

(03-1550)

Grades Offered: PK-12

2018-2019

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?
Districtwide	304	7.6	10.6	Met
White	121	10.8	10.6	Not Met
Hispanic	99	12.4	10.6	Not Met
Black or African American	21	12.9	10.6	Not Met
Asian, Native Hawaiian, or Pacific	62	3.3	10.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	10.6	Met
Female	156	8.1		
Male	148	7.1		
Economically Disadvantaged Students	72	11.3	10.6	Not Met
Students with Disabilities	83	15.4	10.6	Not Met
English Learners	31	7.2	10.6	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	*	*		

Days Absent

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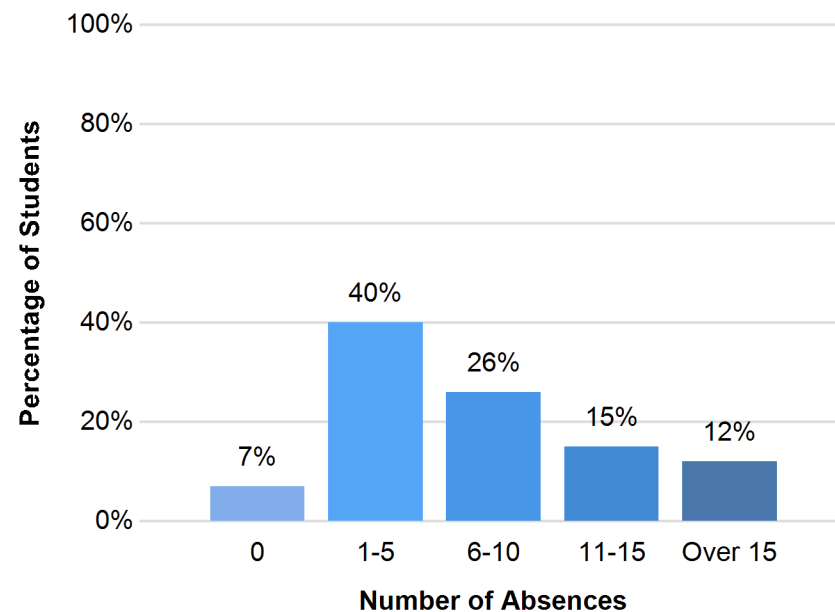
NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District

(03-1550)

Grades Offered: PK-12

2018-2019

Report Key:
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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.
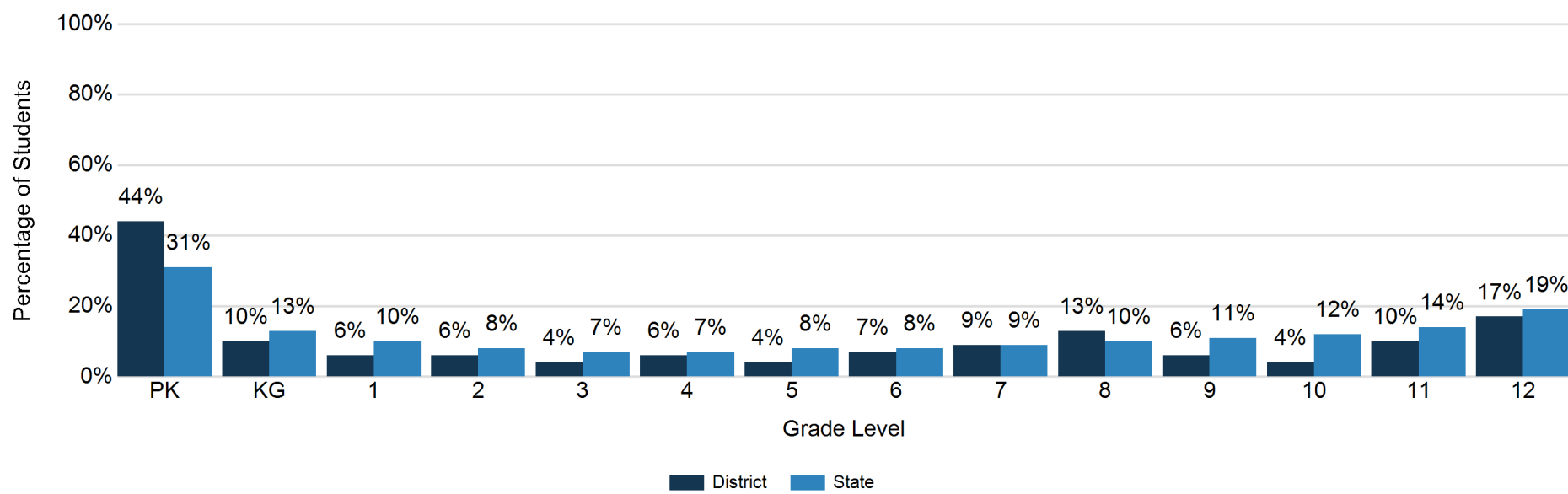
Fort Lee School District

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	21
Weapons	1
Vandalism	3
Substances	26
Harassment, Intimidation, Bullying (HIB)	57
Total Unique Incidents	108
Incidents Per 100 Students Enrolled	2.67

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	7
Weapons	1
Vandalism	1
Substances	20
Harassment, Intimidation, Bullying (HIB)	19
Other Incidents Leading to Removal	5

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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 (Proteced Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	7	8
Religion	0	2	2
Ancestry	0	3	3
Gender	0	2	2
Sexual Orientation	1	8	9
Disability	3	3	6
Other	13	37	50
No Identified Nature	46		46

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	21	0.5%
Out-of-School Suspensions	83	2.1%
Any Suspension	94	2.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
542

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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 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.

Category	Teachers in District	Teachers in State
Total Number of teachers	304	118,214
Average years experience in public schools	11.1	12.1
Average years experience in district	10.1	10.8
Percentage of Teachers with 4 or more years experience in the district	77.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	8.9	12.0
Percentage of Administrators with 4 or more years experience in the district	60.0%	76.9%

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	13:1
Students to Administrators	202:1
Teachers to Administrators	15:1
Students to Librarian/Media Specialists	674:1
Students to Nurses	674:1
Students to Counselors	337:1
Students to Child Study Team Members	270:1

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2018-2019

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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 and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.3%	79.6%	50.0%	48.4%	77.1%	54.9%
Male	51.7%	20.4%	50.0%	51.6%	22.9%	45.1%
White	27.8%	80.9%	80.0%	42.4%	83.6%	77.4%
Hispanic	20.0%	8.9%	15.0%	29.9%	7.3%	7.2%
Black or African American	4.1%	0.0%	5.0%	15.0%	6.6%	13.9%
Asian	46.5%	10.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.3%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers: All classroom teachers
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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

Teacher 50%

Admin N/A

Master's Degree

Teacher 50%

Admin 95%

Doctoral Degree
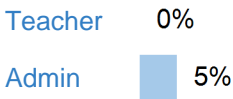
Teacher 0%

Admin 5%

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	92.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	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	94.5%

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

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

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

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

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

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

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 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

There are currently no schools in this district identified as requiring comprehensive or targeted support during the 2019-20 school year.

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	76.5%	77.0%	74.6%
Math Proficiency	64.3%	63.6%	60.8%
ELA Growth	58	57	50
Math Growth	63	56	59
4-Year Graduation Rate†	97.3%	96.4%	98.0%
5-Year Graduation Rate†	98.4%	97.7%	97.6%
Progress toward English Language Proficiency		75.0%	71.5%
Chronic Absenteeism	7.0%	6.8%	7.6%

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

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Accountability Summary by Student Group - 2018-19 School Year

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

Student Group	ELA Proficiency: Met Target?	Math Proficiency: Met Target?	4-Year Graduation Rate: Met Target?	5-Year Graduation Rate: Met Target?	ELA Student Growth: Met Standard?	Math Student Growth: Met Standard?	Progress Towards English Language Proficiency: Met Annual Target?	Chronic Absenteeism: Met State Average?
Districtwide	Met Target	Not Met	Met Goal	Met Goal	Met Standard	Met Standard	Exceeds Target	Met
White	Met Target	Not Met	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Not Met
Hispanic	Met Target	Not Met	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Not Met
Black or African American	Met Target	Met Target†	**	**	Not Met	Met Standard	n/a	Not Met
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	Met Goal	Met Goal	Met Standard	Exceeds Standard	n/a	Met
American Indian or Alaska Native	**	**	**	**	**	**	n/a	**
Two or More Races	Not Met	Met Target†	**	**	**	**	n/a	Met
Economically Disadvantaged Students	Met Target†	Not Met	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Not Met
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	n/a	Not Met
English Learners	Met Target	Met Target†	Not Met	Met Goal	Exceeds Standard	Exceeds Standard	Exceeds Target	Met

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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District 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.

Mission, Vision, Theme:	The mission of the Fort Lee Public Schools is to prepare our students to be lifelong learners by ensuring that all students achieve the New Jersey Student Learning Standards and global skills through a safe, comprehensive learning environment that meets the unique needs of each individual, fostering strong parent-community-school partnerships, and creating connections to the real world.

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2018-2019

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Courses, Curriculum, Instruction:	The district has a rigorous curriculum in all disciplines. We have small learning communities at the High School, including an Academy of Theater Arts, International Baccalaureate and an Academy of Finance program. A range of innovative courses are available at the high school including Mandarin, Korean, pre-calculus, finite math, and statistics. We implement the Next Generation Science Standards in courses such as Forensics, Robotics, Anatomy & Physiology, Innovation & Invention, & Botany. These are in addition to a traditional advanced science curriculum of AP and IB courses. Maker Spaces have been developed at the Elementary, Middle and High Schools. The Middle and High School offers computer/technology, music and art programs, coding, production technologies, graphic design, and engineering, and graphic and visual arts curriculums. The district implements the reading and writing workshop model K-4, a program for the gifted and offers a robust chorus and instrumental program.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Football (Boys & Girls), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls) In the 2018-19 school year, the Athletic Department ushered in a new set of ideas and goals beginning with student-athlete success and health. Through the introduction of mindfulness practices and breathing exercises, team members of multiple sports learned to become versed in relaxation and practice skills related to their mental health by box breathing methods and other tools. League wise, we won one league champion in the expanded division with boys indoor track a bringing home the BNC American Division banner. Under a first year head coach, boys bowling won the 2018-19 NJSIAA North 1B, Group 2 title. One student-athlete also reached the NJSIAA wrestling championships after winning the Region II title. In addition, the district held two signing days for seven student-athletes who will continue their athletic careers at the NCAA level. Four of the student-athletes will play football, one will play basketball/track and field, one will compete as a gymnast and another will golf.

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Before and After School Programs:	The Club ED After School Program is provided at all of the district's elementary schools by the Jewish Children's and Family Services of Northern NJ, a non-profit organization. They provide snacks and homework help to students. The focus of the program is academic enrichment, and structured, age appropriate activities. The program operates each full day of school from 3:00pm to 6:00pm Monday through Friday.
Staff and Professional Learning:	The district provides ongoing Balanced Literacy reading and writing training and coaching for elementary staff. We provide district-wide mindfulness training, and resources for integrating mindfulness in district programs and practice to improve the lives of students and help them achieve success through focus. We provide training in mental health, CPR, and other topics. We conduct professional book study groups and ongoing data-coaching to equip teachers with the skills to leverage data from state and local assessments to inform their instruction and district curriculum. Teachers participate in professional development for Orton-Gillingham, AP, IB, Sheltered English and other topics needed to support new or updated curriculum. All new staff members participate in a rigorous orientation and mentoring program. District administrators participate in leadership and teambuilding activities, as well as training on new curriculum, assessment and staff evaluation.
Postsecondary Information:	The Class of 2019 had a 98% graduation rate. 91% of those graduates attended a two or four year university while the other 9% attended technical schools or entered the workforce. Over the last two years, Fort Lee High School had seven Ivy League college acceptances. Fort Lee offers several college planning resources to students and parents, such as the College Fair, College Panel Night, College Planning Senior Night, the Financial Aid Seminar and grade level parent breakfasts to discuss specific grade level college planning tasks and multiple one to one counselor meetings to meet the needs of our student population.

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Student Supports and Services:	Students are provided support to reach state and district standards. Students who meet or exceed district benchmarks are provided opportunities to reach higher levels through our Gifted Program, Honors courses, Science Research and participation in national competitions. Various supports such as after-school tutoring and peer support programs are available for students, as needed. The district utilizes the tiered system of support with classroom interventions and programs such as Smart Readers, Basic Skills and Title 1 programs. Eligible disabled students attend the Extended School Year program, and receive related services. The district has a full-time behaviorist and all schools have guidance counselors that focus on the social and emotional needs of our students and develop anti-bullying and social problem solving programs. A variety of online support programs such as Elevate, Reading A-Z, STAR, Writer's Key, and Newsela are utilized by students to supplement district curriculum.
Student Health and Wellness:	The district provides a variety of health and wellness programs for staff and students to help them stay healthy, cope better with stress and make the school environment more productive for teaching and learning. Mindfulness training helps staff and students develop positive self-management skills. The district holds an annual Health Fair that highlights preventative health and wellness. Programs such as Students Against Destructive Decisions, Buddy programs, Student Ambassadors, and Peer Mediators lend support to students. The Dept. of Health provides Mental Health workshops and The Center for Alcohol and Drug Resources presents a program on substance abuse prevention, healthy interpersonal relationships, and anti-bullying topics. Counselors provide individual and group counseling services for at-risk students and teach lessons on many health and wellness topics. In addition, The Bergen County Prosecutor's Office presents programs regarding the dangers of opiate abuse.
Parent and Community Involvement:	The home school connection is a critical part of student learning in the Fort Lee Schools. Teachers and administrators meet with parents and provide academic, social and emotional guidance and support to parents and guardians. We provide information and impart strategies that may be used to help all children reach their highest potential. School administrators exert energy outward by supporting the PTA, Band and Athletic Boosters, Parent Advisory and other parent groups. We offer programs on topics such as mental health, substance abuse, college planning, assessment results, and support parents of specific special populations such as bilingual and special needs students. Central office administration keeps lines of communication open with the outside community by way of coffee hours with the BOE, public presentations, PTA presidents' meetings, district newsletters, email and the school website. We post reminders, announcements, curriculum and board of education documents on the web.

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	Facilities:	Fort Lee Public Schools are comprised of seven school buildings; four elementary buildings (K-4), an intermediate school (5-6), middle school (7-8) and high school (9-12). School #1 was built in 1884, with additions in 1910, 1916, 1963 and 1969. In 1976 the original School #2 was replaced and an additional twelve classrooms were added in 2017 to the existing structure. In 1976 the original School #3 building was replaced and the new building was enlarged with additions in 1963 and 1968. School #4 was built in 1911 with additions in 1931, 1963 and 1968. Lewis F. Cole Middle School was built in 1958 with an addition in 1967-68 and another addition was completed in 2015. The 93,000 square foot intermediate school opened September of 2019. The High School was built in 1928 with additions in 1958 and 1967-68. All of the schools have media centers, art rooms and multi-purpose gymnasiums. The intermediate school, middle school and high school have dedicated science labs and Makerspace.
	School Safety:	The Fort Lee Public School District has a wide range of measures and procedures in place to enhance the safety of the students and staff. All of the school buildings have security vestibules equipped with a visitor management software system. Each school entrance is staffed by private security guards in addition to district security personnel patrolling the buildings. All of the schools have security alarms, panic alarms and surveillance cameras with a direct feed to the local police department. All school staff participate in regular security training and drills. The district staff display/wear photo ID cards with color coded lanyards. The local police department conducts daily a walk-through in each school and provides two full time school resource officers (SRO).

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District 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.

Technology and STEM:	Fort Lee Schools have infused technology and the principles of STEM in all classrooms and curriculum areas. All K-6 students have access to Tablets/Chromebooks. Grade 7-12 students are issued 1:1 personal Chromebooks. We are embracing innovation throughout the district with many STEM courses and clubs. There are Makerspace in all of our elementary schools. In the middle school, STEM courses include Computers 7 & 8 and Tech Education 7 & 8. STEM clubs include Computer Club, Math Team, Robotics Team, Science & Environmental Club, and Science League. In the high school, STEM courses include Robotics, Innovation & Invention, Forensics, Computer Programming and C++ Honors, Graphic Design, Business Tech for a Global Economy, Science Research Honors, Botany & Floral Design, Digital Media Arts, and a 4-year Academy of Finance Program. Students also take college level STEM courses such as: AP Computer Science A, AB Calculus, BC Calculus, IB Math HL, IB Math SL, AP Chem, AP Bio and IB Physics.
Early Childhood Education:	The Fort Lee School District provides full-day and half-day preschool programs to children who meet the criteria for special education classification under the category of Preschool Child with a Disability. Fort Lee also has two tuition-based general education preschool classrooms into which preschool children with disabilities can be mainstreamed for inclusion with typically developing peers. In addition to language enriched classroom environments, students are provided the opportunity to participate in classes such as music, gym, art, and library. The preschool program is housed at School #2.

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District
(03-1550)
Grades Offered: PK-12
2018-2019

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

District Narrative

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i Other Information	Our District has a wide continuum of programs to support students with disabilities from Pre-K to 12th grade. There are full and half-day Pre-K disabled programs for all qualifying preschoolers. The district offers inclusion classes at the elementary, middle, and high school level. Pull-out resource replacement classes for math and language arts can be found at certain elementary schools, the intermediate/middle school, and high school. At the high school, pull-out replacement courses are also offered for various science and history classes. The self-contained Learning and Language Disability Program provides a nurturing environment for children in grades K-8. A self-contained Autism Spectrum Disorder program serves students by implementing the principles of Applied Behavior Analysis in grades K-4 at School 2. There is a Behavioral Disabilities class for grades 1-2 at School 2. Life Skills are taught in the self-contained Multiply Disabled class at both the middle and high school.