



FORT LEE BORO
 (03-1550)
 Grades Offered: PK-12
 2017-2018

Report Key:
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 ** Accountability calculations require 20 or more students
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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



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District Contact Info

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 BORO
Superintendent Name	MR. ROTA
Address	2175 LEMOINE AVENUE, 6TH FL. FORT LEE, NJ 07024
Phone Number	(201)585-4612 Ext. 7501
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 Served
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 Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	56	60	65
KG	347	327	347
1	318	363	351
2	339	323	365
3	325	352	312
4	306	327	346
5	273	301	329
6	298	282	296
7	256	316	283
8	246	256	324
9	237	224	218
10	228	243	228
11	243	233	242
12	242	257	236
Total	3,714	3,864	3,942

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	47.2%	47.7%	47.7%
Male	52.8%	52.3%	52.3%
Economically Disadvantaged Students	19.9%	19.4%	16.5%
Students with Disabilities	13.0%	13.4%	13.4%
English Learners	10.3%	11.5%	11.0%
Homeless Students		0.2%	0.4%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		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	2015-16	2016-17	2017-18
White	29.1%	28.5%	27.6%
Hispanic	19.3%	20.0%	20.0%
Black or African American	3.7%	4.1%	4.2%
Asian	46.7%	46.1%	46.5%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.3%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	1.1%	1.0%	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	2015-16	2016-17	2017-18
PK - Half Day	7	24	33
PK - Full Day	49	36	32
KG - Half Day	0	0	0
KG - Full Day	347	327	347

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	2015-16	2016-17	2017-18
Full Time Students	3,713	3,864	3,942
Shared Time Students	2	0	0
Full Time Equivalent	3,714	3,864	3,942

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	44.8%
Korean	22.5%
Spanish	9.2%
Chinese	5.7%
Russian	4.5%
Other Languages	13.3%



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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/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in 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/Literacy (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	57	50	Met Standard	56	50	Met Standard
White	53	50	Met Standard	56	51	Met Standard
Hispanic	40	49	Met Standard	40	48	Met Standard
Black or African American	39.5	44	Not Met	49.5	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	66	61	Exceeds Standard	62	61	Exceeds Standard
American Indian or Alaska Native	*	52	**	N	53	**
Two or More Races	69	49	**	55	51	**
Economically Disadvantaged	43	48	Met Standard	52	47	Met Standard
Students with Disabilities	38	41	Not Met	44.5	43	Met Standard
English Learners	71	54	Exceeds Standard	67	51	Exceeds Standard



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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

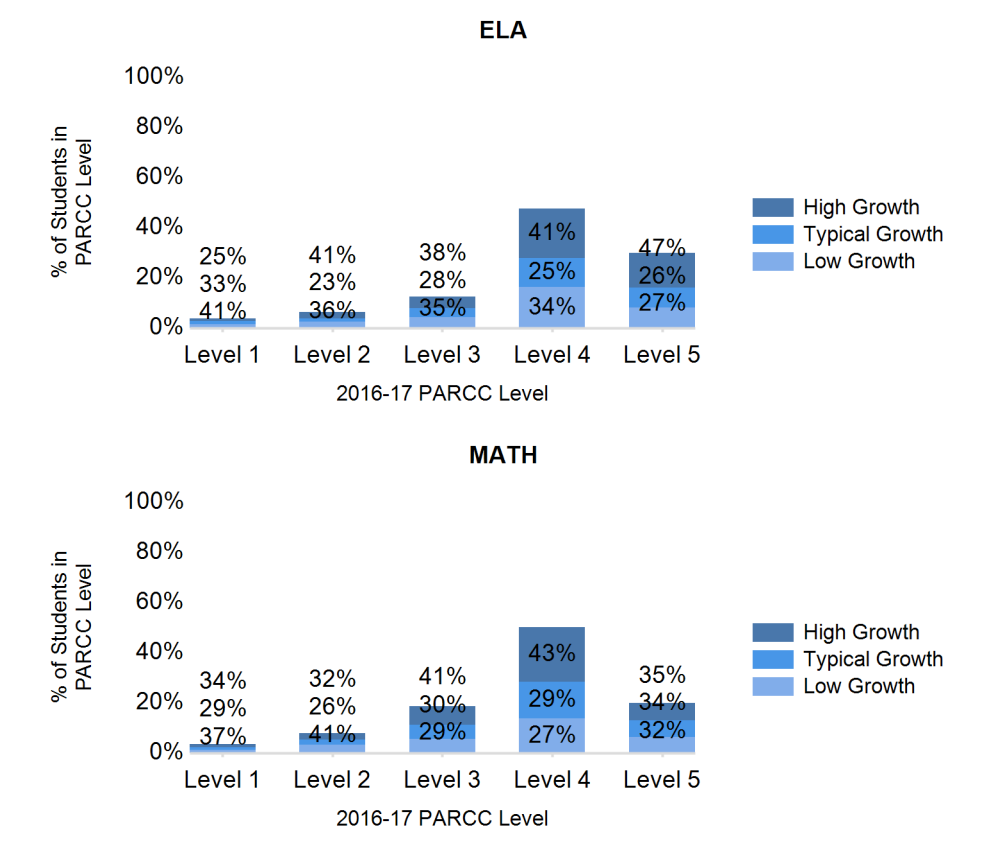
Typical Growth: Between 35 and 65

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.

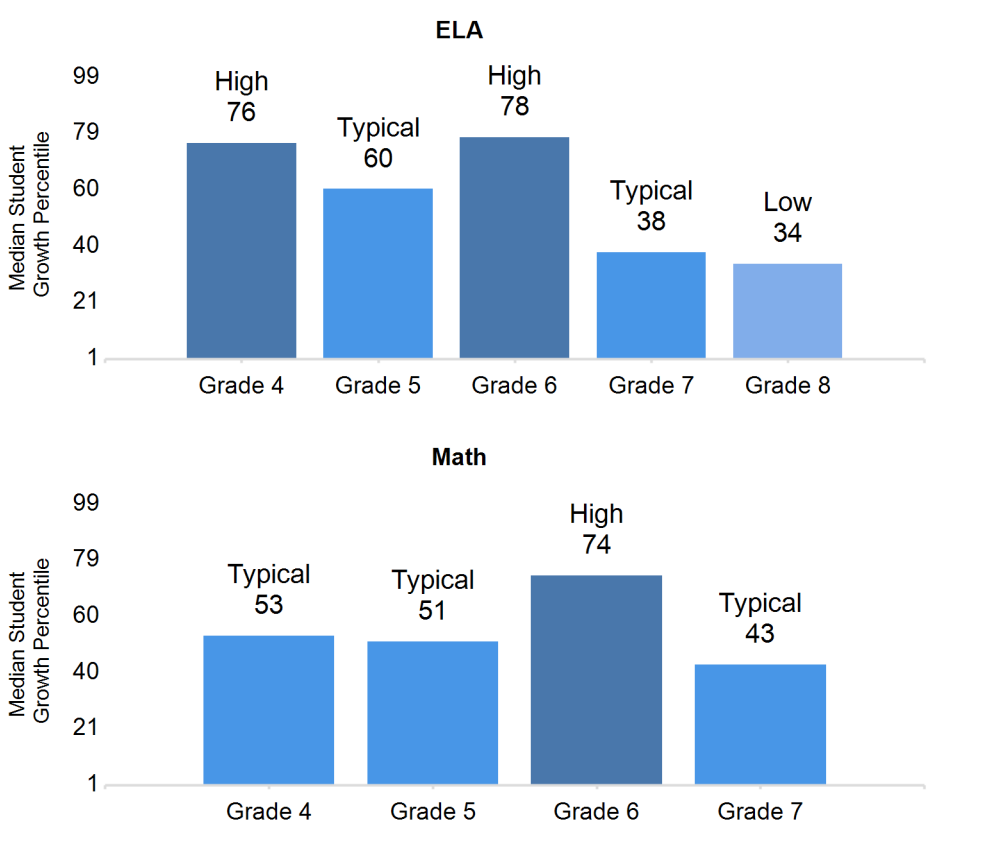
Student Growth by Performance Level

These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test



Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the district and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. 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	Valid Scores	% of students Taking Test	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Districtwide	2233	98.1	77.0	56.7	77.0	72.5	Met Target
White	644	96.5	76.2	65.6	76.2	70.1	Met Target
Hispanic	444	97.8	59.9	42.5	59.9	53.3	Met Target
Black or African American	83	97.9	62.7	37.3	62.7	54	Met Target
Asian, Native Hawaiian, or Pacific Islander	1035	99.3	85.7	82.3	85.7	80	Met Goal
American Indian or Alaska Native	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	63.4	*	77.4	Met Goal
Female	1080	98.4	82.1	64.5	82.1		
Male	1153	97.8	72.2	49.4	72.2		
Economically Disadvantaged Students	360	98.9	62.2	38.5	62.2	61.9	Met Target
Non-Economically Disadvantaged Students	1873	98.0	79.8	67.5	79.8		
Students with Disabilities	287	91.6	34.5	21.6	33.4	34.5	Met Target†
Students without Disabilities	1946	99.2	83.2	63.9	83.2		
English Learners	274	98.0	51.8	27.3	51.8	41.8	Met Target
Non-English Learners	1959	98.1	80.5	59.4	80.5		
Homeless Students	*	*	*	27.7	*		
Students In Foster Care	N	N	N	26.3	N		
Military-Connected Students	N	N	N	57.4	N		
Migrant Students	*	*	*	30.1	*		

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	292	770	750	4%	8%	15%	56%	16%	72%	52%
White	73	770	759	*	*	*	56%	16%	73%	61%
Hispanic	67	*	736	*	*	21%	*	*	55%	38%
Black or African American	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	139	780	777	*	*	14%	60%	21%	81%	77%
American Indian or Alaska Native	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	758	*	*	*	*	*	*	58%
Female	152	774	756	*	*	16%	52%	21%	73%	57%
Male	140	765	744	*	*	14%	61%	11%	71%	46%
Economically Disadvantaged Students	52	*	733	*	*	25%	*	*	50%	34%
Non-Economically Disadvantaged Students	240	*	762	*	*	13%	*	*	77%	64%
Students with Disabilities	33	738	719	*	*	*	42%	0%	42%	24%
Students without Disabilities	259	774	756	*	*	*	58%	18%	76%	57%
English Learners	22	740	712	*	*	*	*	*	36%	15%
Non-English Learners	270	772	753	*	*	*	*	*	75%	55%
Homeless Students	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	741	N	N	N	N	N	N	48%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	330	780	756	5%	6%	9%	37%	43%	80%	58%
White	81	*	764	*	*	*	46%	35%	80%	68%
Hispanic	59	*	744	*	*	*	37%	31%	68%	44%
Black or African American	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	173	787	782	*	*	8%	31%	53%	84%	83%
American Indian or Alaska Native	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	763	*	*	*	*	*	*	63%
Female	160	785	762	*	*	8%	38%	48%	85%	63%
Male	170	774	751	*	*	10%	37%	38%	75%	53%
Economically Disadvantaged Students	64	760	740	*	*	*	33%	30%	63%	40%
Non-Economically Disadvantaged Students	266	784	767	*	*	*	38%	46%	84%	70%
Students with Disabilities	58	742	726	*	*	17%	*	*	47%	25%
Students without Disabilities	272	788	762	*	*	7%	*	*	87%	64%
English Learners	25	735	720	*	*	*	*	*	36%	17%
Non-English Learners	305	783	759	*	*	*	*	*	84%	61%
Homeless Students	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	732	N	N	N	N	N	N	33%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	314	776	755	3%	5%	13%	52%	27%	79%	58%
White	86	772	763	*	*	13%	59%	21%	80%	68%
Hispanic	62	*	743	*	*	18%	*	*	66%	43%
Black or African American	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	147	785	780	*	*	11%	46%	39%	85%	84%
American Indian or Alaska Native	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	763	*	*	*	*	*	*	65%
Female	155	780	762	*	*	11%	52%	30%	83%	66%
Male	159	773	749	*	*	14%	52%	25%	76%	51%
Economically Disadvantaged Students	38	762	739	*	*	*	*	*	61%	39%
Non-Economically Disadvantaged Students	276	778	766	*	*	*	*	*	82%	71%
Students with Disabilities	34	743	724	*	*	29%	*	*	32%	22%
Students without Disabilities	280	780	762	*	*	11%	*	*	85%	65%
English Learners	17	723	712	*	*	*	*	*	29%	11%
Non-English Learners	297	779	757	*	*	*	*	*	82%	60%
Homeless Students	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	732	N	N	N	N	N	N	33%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	280	781	754	*	*	10%	43%	40%	83%	56%
White	90	*	761	*	*	11%	42%	34%	77%	66%
Hispanic	48	770	742	*	*	*	54%	25%	79%	42%
Black or African American	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	126	792	779	*	*	*	40%	51%	91%	83%
American Indian or Alaska Native	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	761	*	*	*	*	*	*	64%
Female	139	788	761	*	*	8%	38%	50%	88%	64%
Male	141	774	748	*	*	11%	48%	30%	79%	48%
Economically Disadvantaged Students	45	*	739	*	*	*	51%	24%	76%	37%
Non-Economically Disadvantaged Students	235	*	764	*	*	*	42%	43%	85%	68%
Students with Disabilities	32	730	723	*	*	*	*	*	31%	18%
Students without Disabilities	248	787	760	*	*	*	*	*	90%	63%
English Learners	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	732	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	273	775	760	8%	6%	14%	29%	44%	72%	63%
White	83	769	768	*	*	18%	30%	39%	69%	72%
Hispanic	54	751	746	*	*	20%	30%	22%	52%	49%
Black or African American	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	119	794	790	*	*	*	27%	61%	87%	87%
American Indian or Alaska Native	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	767	*	*	*	*	*	*	68%
Female	134	785	769	*	*	11%	29%	52%	81%	72%
Male	139	765	752	*	*	17%	28%	35%	63%	54%
Economically Disadvantaged Students	48	752	742	*	*	*	*	*	60%	44%
Non-Economically Disadvantaged Students	225	780	771	*	*	*	*	*	75%	73%
Students with Disabilities	39	722	721	*	*	*	*	*	28%	22%
Students without Disabilities	234	784	768	*	*	*	*	*	79%	71%
English Learners	20	704	705	55%	*	*	*	*	15%	11%
Non-English Learners	253	780	762	4%	*	*	*	*	77%	64%
Homeless Students	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	758	N	N	N	N	N	N	64%
Migrant Students	*	*	716	*	*	*	*	*	*	21%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	320	769	759	9%	9%	11%	40%	30%	70%	60%
White	108	767	767	*	*	15%	52%	20%	72%	70%
Hispanic	52	738	744	*	23%	23%	*	*	37%	45%
Black or African American	12	738	739	*	*	0%	*	*	42%	39%
Asian, Native Hawaiian, or Pacific Islander	145	783	789	7%	*	*	37%	46%	83%	86%
American Indian or Alaska Native	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	766	*	*	*	*	*	*	66%
Female	151	777	768	*	*	11%	42%	35%	77%	69%
Male	169	761	751	*	*	11%	38%	26%	64%	52%
Economically Disadvantaged Students	43	747	740	*	23%	*	*	*	56%	42%
Non-Economically Disadvantaged Students	277	772	769	*	7%	*	*	*	73%	71%
Students with Disabilities	33	711	719	*	*	*	*	*	*	19%
Students without Disabilities	287	775	766	*	*	*	*	*	*	68%
English Learners	17	706	703	59%	*	*	*	*	12%	*
Non-English Learners	303	772	761	7%	*	*	*	*	74%	*
Homeless Students	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	718	N	N	N	N	N	N	21%



FORT LEE BORO
(03-1550)
Grades Offered: PK-12
2017-2018

Report Key:

- * Data is not displayed in order to protect student privacy
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- N No Data is available to display
- † This indicates a table specific note, see note below table

English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	228	775	752	*	*	15%	41%	35%	76%	55%
White	67	774	760	*	*	15%	46%	30%	76%	64%
Hispanic	55	754	735	*	*	33%	*	*	53%	38%
Black or African American	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	96	790	782	*	*	*	39%	52%	91%	83%
American Indian or Alaska Native	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	760	*	*	*	*	*	*	63%
Female	109	780	759	*	*	12%	42%	40%	83%	63%
Male	119	770	744	*	*	18%	40%	29%	70%	46%
Economically Disadvantaged Students	38	765	733	*	*	*	*	*	68%	34%
Non-Economically Disadvantaged Students	190	777	761	*	*	*	*	*	77%	65%
Students with Disabilities	22	731	716	*	*	*	*	*	23%	15%
Students without Disabilities	206	780	758	*	*	*	*	*	82%	62%
English Learners	10	715	691	*	*	*	*	*	10%	*
Non-English Learners	218	778	755	*	*	*	*	*	79%	*
Homeless Students	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	696	N	N	N	N	N	N	10%



FORT LEE BORO
(03-1550)
Grades Offered: PK-12
2017-2018

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/Literacy Assessment - Performance by Grade: Grade 10

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	239	786	749	*	*	9%	36%	45%	81%	51%
White	67	786	756	*	*	*	42%	42%	84%	58%
Hispanic	53	770	733	*	*	*	38%	30%	68%	38%
Black or African American	12	765	728	0%	*	*	*	*	75%	32%
Asian, Native Hawaiian, or Pacific Islander	107	795	782	*	*	*	27%	59%	86%	78%
American Indian or Alaska Native	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	753	N	N	N	N	N	N	55%
Female	104	792	759	*	*	*	34%	53%	87%	60%
Male	135	781	739	*	*	*	37%	39%	76%	42%
Economically Disadvantaged Students	43	779	730	*	*	*	33%	40%	72%	34%
Non-Economically Disadvantaged Students	196	787	758	*	*	*	36%	46%	83%	59%
Students with Disabilities	29	745	707	*	*	*	*	*	55%	15%
Students without Disabilities	210	791	756	*	*	*	*	*	84%	57%
English Learners	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	706	N	N	N	N	N	N	18%



FORT LEE BORO
(03-1550)
Grades Offered: PK-12
2017-2018

Report Key:

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- N No Data is available to display
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 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	201	774	736	5%	8%	14%	35%	37%	73%	39%
White	47	781	737	*	*	*	32%	45%	77%	41%
Hispanic	49	749	731	*	20%	*	*	*	51%	35%
Black or African American	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	91	786	759	*	*	12%	37%	45%	82%	60%
American Indian or Alaska Native	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	737	*	*	*	*	*	*	39%
Female	99	783	745	*	*	*	33%	47%	81%	48%
Male	102	765	728	*	*	*	37%	27%	65%	31%
Economically Disadvantaged Students	53	769	730	*	*	*	38%	32%	70%	33%
Non-Economically Disadvantaged Students	148	776	739	*	*	*	34%	39%	74%	42%
Students with Disabilities	15	739	708	*	*	*	*	*	40%	13%
Students without Disabilities	186	777	742	*	*	*	*	*	75%	44%
English Learners	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	707	N	N	N	N	N	N	*

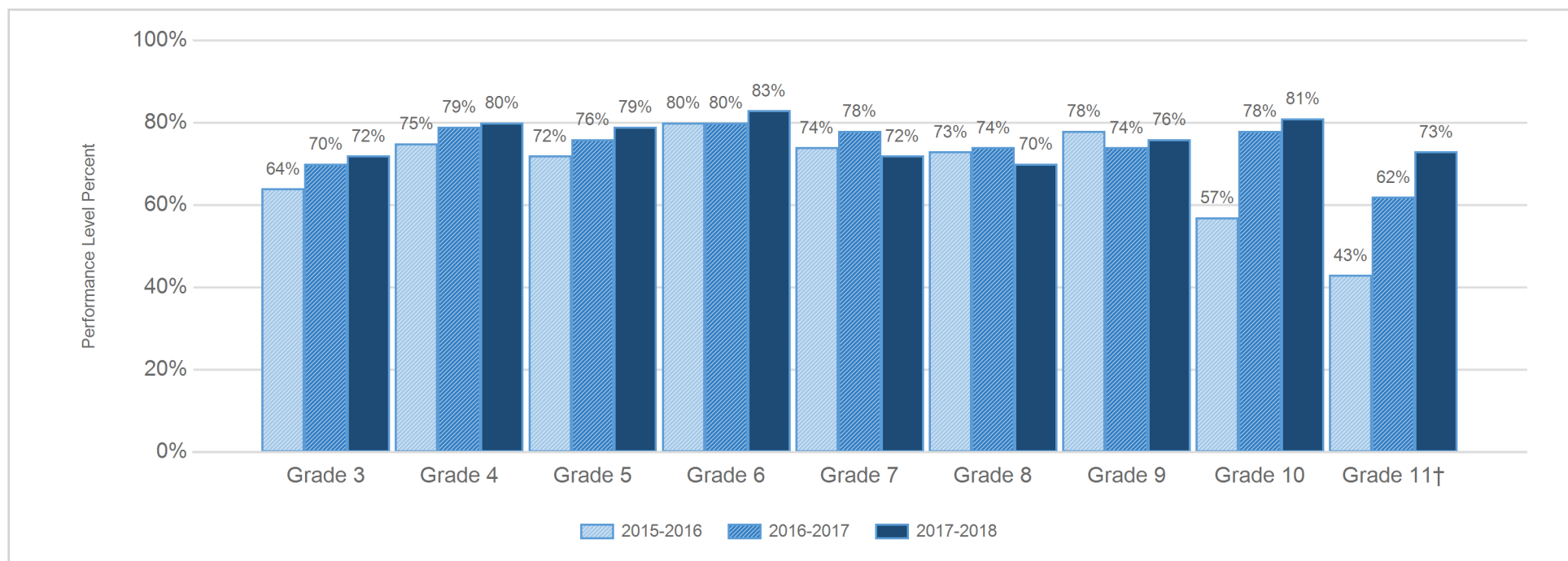


FORT LEE BORO
(03-1550)
Grades Offered: PK-12
2017-2018

Report Key:
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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



FORT LEE BORO
(03-1550)
Grades Offered: PK-12
2017-2018

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the district and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. 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	Valid Scores	% of students Taking Test	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Districtwide	2249	98.1	63.6	45.0	63.6	65.6	Not Met
White	647	96.4	59.0	54.1	59.0	62.1	Met Target†
Hispanic	445	97.6	36.4	29.2	36.4	38.8	Met Target†
Black or African American	84	97.9	32.1	23.4	32.1	35.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	1044	99.3	80.4	77.0	80.4	78.8	Met Goal
American Indian or Alaska Native	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	53.0	*	68.8	Met Target†
Female	1086	98.3	63.6	46.0	63.6		
Male	1163	97.8	63.7	43.9	63.7		
Economically Disadvantaged Students	362	98.7	42.5	26.6	42.5	46.6	Met Target†
Non-Economically Disadvantaged Students	1887	97.9	67.7	55.9	67.7		
Students with Disabilities	288	91.6	*	17.1	22.9	30.8	Not Met
Students without Disabilities	1961	99.1	*	50.5	69.5		
English Learners	307	98.0	62.2	24.6	62.2	61.3	Met Target
Non-English Learners	1942	98.1	63.8	46.9	63.8		
Homeless Students	*	*	*	17.3	*		
Students In Foster Care	N	N	N	16.2	N		
Military-Connected Students	N	N	N	45.8	N		
Migrant Students	*	*	*	23.7	*		

† Target was met within a confidence interval.



FORT LEE BORO
(03-1550)
Grades Offered: PK-12
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	308	768	752	3%	8%	19%	43%	27%	70%	53%
White	75	765	760	*	*	15%	47%	24%	71%	64%
Hispanic	68	*	739	*	15%	32%	*	*	46%	38%
Black or African American	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	152	778	780	*	*	14%	47%	36%	82%	83%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	159	766	752	*	*	18%	42%	27%	69%	53%
Male	149	769	751	*	*	19%	44%	28%	72%	53%
Economically Disadvantaged Students	53	*	736	*	*	34%	*	*	49%	35%
Non-Economically Disadvantaged Students	255	*	762	*	*	15%	*	*	75%	66%
Students with Disabilities	33	742	730	*	*	*	*	*	42%	29%
Students without Disabilities	275	771	756	*	*	*	*	*	74%	57%
English Learners	38	*	726	*	*	26%	*	*	61%	23%
Non-English Learners	270	*	754	*	*	17%	*	*	72%	56%
Homeless Students	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	737	N	N	N	N	N	N	46%



FORT LEE BORO
(03-1550)
Grades Offered: PK-12
2017-2018

Report Key:

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	342	760	748	4%	10%	19%	55%	12%	67%	49%
White	82	*	755	*	15%	20%	*	*	62%	60%
Hispanic	59	*	737	*	19%	27%	*	*	44%	34%
Black or African American	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	183	769	774	*	*	15%	64%	15%	79%	80%
American Indian or Alaska Native	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	752	*	*	*	*	*	*	55%
Female	165	759	748	*	*	19%	*	*	67%	50%
Male	177	760	748	*	*	19%	*	*	67%	49%
Economically Disadvantaged Students	66	741	733	*	*	32%	*	*	42%	30%
Non-Economically Disadvantaged Students	276	765	758	*	*	16%	*	*	73%	62%
Students with Disabilities	58	736	725	*	*	19%	*	*	40%	22%
Students without Disabilities	284	765	753	*	*	19%	*	*	73%	55%
English Learners	38	748	722	*	*	26%	*	*	50%	16%
Non-English Learners	304	762	750	*	*	18%	*	*	69%	52%
Homeless Students	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	731	N	N	N	N	N	N	32%



FORT LEE BORO
(03-1550)
Grades Offered: PK-12
2017-2018

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 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	321	765	748	3%	8%	18%	50%	21%	71%	49%
White	85	762	756	*	*	18%	60%	14%	74%	60%
Hispanic	63	*	736	*	19%	32%	*	*	41%	32%
Black or African American	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	152	779	777	*	*	11%	51%	33%	84%	82%
American Indian or Alaska Native	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	754	*	*	*	*	*	*	55%
Female	156	764	749	*	*	19%	53%	19%	72%	50%
Male	165	766	747	*	*	17%	46%	23%	69%	48%
Economically Disadvantaged Students	38	747	733	*	*	*	*	*	47%	29%
Non-Economically Disadvantaged Students	283	767	758	*	*	*	*	*	74%	62%
Students with Disabilities	35	733	726	*	*	*	*	*	31%	20%
Students without Disabilities	286	769	752	*	*	*	*	*	76%	55%
English Learners	24	754	718	*	*	*	*	*	54%	13%
Non-English Learners	297	766	750	*	*	*	*	*	72%	51%
Homeless Students	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	728	N	N	N	N	N	N	29%



FORT LEE BORO
(03-1550)
Grades Offered: PK-12
2017-2018

Report Key:

- * Data is not displayed in order to protect student privacy
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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 participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	287	767	744	*	*	15%	50%	25%	75%	44%
White	93	*	751	*	*	17%	46%	20%	67%	54%
Hispanic	49	756	731	*	*	24%	*	*	61%	27%
Black or African American	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	129	778	771	*	*	8%	53%	36%	88%	78%
American Indian or Alaska Native	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	749	*	*	*	*	*	*	52%
Female	143	769	745	*	*	15%	52%	25%	78%	45%
Male	144	766	742	*	*	15%	47%	25%	72%	42%
Economically Disadvantaged Students	46	*	729	*	*	22%	*	*	61%	24%
Non-Economically Disadvantaged Students	241	*	753	*	*	14%	*	*	78%	56%
Students with Disabilities	32	721	717	*	*	*	*	*	16%	13%
Students without Disabilities	255	773	748	*	*	*	*	*	82%	49%
English Learners	16	761	713	*	*	*	*	*	69%	11%
Non-English Learners	271	768	745	*	*	*	*	*	75%	45%
Homeless Students	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	717	N	N	N	N	N	N	18%



FORT LEE BORO
(03-1550)
Grades Offered: PK-12
2017-2018

Report Key:

- * Data is not displayed in order to protect student privacy
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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 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	250	756	743	4%	11%	23%	41%	21%	62%	43%
White	81	755	750	*	*	32%	41%	16%	57%	54%
Hispanic	54	740	732	*	24%	30%	*	*	39%	27%
Black or African American	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	99	771	767	*	*	10%	51%	34%	85%	75%
American Indian or Alaska Native	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	748	*	*	*	*	*	*	51%
Female	121	758	745	*	*	19%	45%	21%	66%	45%
Male	129	755	741	*	*	27%	38%	20%	58%	42%
Economically Disadvantaged Students	48	743	730	*	*	23%	*	*	46%	24%
Non-Economically Disadvantaged Students	202	760	751	*	*	23%	*	*	66%	55%
Students with Disabilities	38	720	717	*	*	29%	*	*	16%	12%
Students without Disabilities	212	763	748	*	*	22%	*	*	70%	50%
English Learners	23	741	716	*	*	*	*	*	43%	10%
Non-English Learners	227	758	744	*	*	*	*	*	64%	45%
Homeless Students	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	743	N	N	N	N	N	N	42%
Migrant Students	*	*	718	*	*	*	*	*	*	11%



FORT LEE BORO
(03-1550)
Grades Offered: PK-12
2017-2018

Report Key:

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	17	689	728	*	*	*	*	*	*	28%
White	*	*	736	*	*	*	*	*	*	36%
Hispanic	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	729	N	N	N	N	N	N	28%
Female	*	*	731	*	*	*	*	*	*	31%
Male	*	*	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	735	*	*	*	*	*	*	*
English Learners	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	703	N	N	N	N	N	N	10%



FORT LEE BORO
(03-1550)
Grades Offered: PK-12
2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	358	761	746	4%	13%	25%	45%	13%	58%	46%
White	121	756	755	*	12%	31%	*	*	54%	57%
Hispanic	75	732	730	13%	24%	44%	*	*	19%	27%
Black or African American	13	733	727	*	*	*	*	*	31%	23%
Asian, Native Hawaiian, or Pacific Islander	142	*	779	0%	*	*	58%	26%	84%	79%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	755	*	*	*	*	*	*	54%
Female	158	761	748	*	*	29%	44%	13%	56%	48%
Male	200	760	745	*	*	22%	46%	14%	60%	44%
Economically Disadvantaged Students	49	741	729	*	*	43%	*	*	31%	25%
Non-Economically Disadvantaged Students	309	764	756	*	*	22%	*	*	62%	57%
Students with Disabilities	41	724	716	*	*	*	*	*	*	13%
Students without Disabilities	317	765	752	*	*	*	*	*	*	52%
English Learners	27	*	710	*	*	*	*	*	44%	*
Non-English Learners	331	*	749	*	*	*	*	*	59%	*
Homeless Students	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	720	N	N	N	N	N	N	11%



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(03-1550)
Grades Offered: PK-12
2017-2018

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	239	746	735	*	31%	24%	*	*	42%	30%
White	63	*	740	*	35%	24%	*	*	35%	37%
Hispanic	63	*	723	*	56%	27%	*	*	13%	14%
Black or African American	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	104	763	760	*	*	21%	40%	26%	66%	65%
American Indian or Alaska Native	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	741	*	*	*	*	*	*	39%
Female	126	746	736	*	27%	29%	*	*	40%	30%
Male	113	745	734	*	35%	19%	*	*	43%	29%
Economically Disadvantaged Students	48	*	722	*	40%	33%	*	*	21%	13%
Non-Economically Disadvantaged Students	191	*	741	*	28%	21%	*	*	47%	38%
Students with Disabilities	15	715	713	*	*	*	*	*	*	*
Students without Disabilities	224	748	738	*	*	*	*	*	*	*
English Learners	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	709	N	N	N	N	N	N	11%



FORT LEE BORO
(03-1550)
Grades Offered: PK-12
2017-2018

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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	292	740	727	18%	21%	19%	35%	7%	41%	30%
White	80	733	733	23%	18%	25%	*	*	35%	35%
Hispanic	62	715	710	40%	24%	18%	*	*	18%	14%
Black or African American	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	131	761	766	*	17%	18%	*	*	61%	66%
American Indian or Alaska Native	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	736	*	*	*	*	*	*	37%
Female	131	738	728	16%	21%	26%	*	*	37%	30%
Male	161	742	727	20%	21%	14%	*	*	45%	30%
Economically Disadvantaged Students	54	735	709	*	33%	22%	*	*	30%	13%
Non-Economically Disadvantaged Students	238	741	736	*	18%	18%	*	*	44%	37%
Students with Disabilities	30	704	693	47%	37%	*	*	*	13%	*
Students without Disabilities	262	744	732	15%	19%	*	*	*	45%	*
English Learners	10	758	691	0%	*	*	*	*	60%	*
Non-English Learners	282	740	729	19%	*	*	*	*	41%	*
Homeless Students	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	708	N	N	N	N	N	N	15%

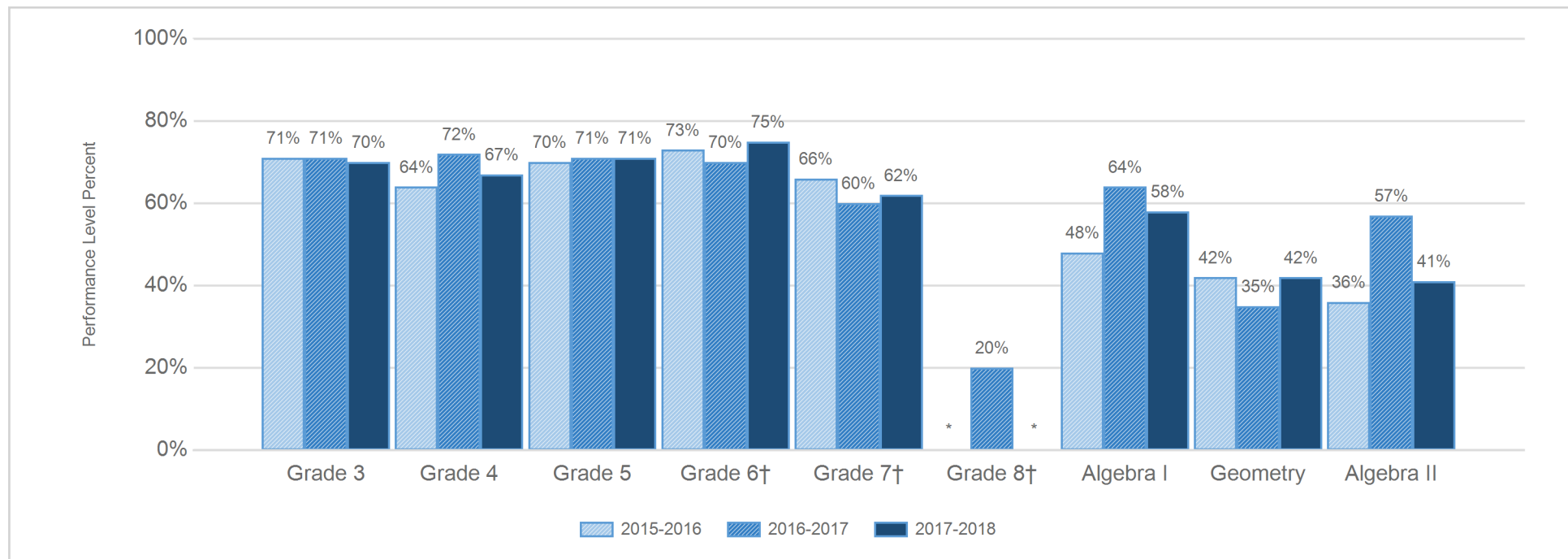


FORT LEE BORO
(03-1550)
Grades Offered: PK-12
2017-2018

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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 Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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



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(03-1550)
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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	*	*
6	*	*
7	N	N
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. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the district's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	75.0	56.6%	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	333	72.7%	27.3%
3-4	68	58.8%	41.2%
5 or more	*	*	*



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 (03-1550)
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 2017-2018

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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 grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.



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 (03-1550)
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 2017-2018

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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 2017-18. 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 2017-18	98.3%	85.0%
12th graders taking SAT in 2017-18 or prior years	83.9%	72.2%
12th graders taking ACT in 2017-18 or prior years	15.7%	24.6%

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	520	478	Grade 10: 430 Grade 11: 460	79%	62%
PSAT 10/NMSQT - Math	518	478	Grade 10: 480 Grade 11: 510	57%	42%
SAT - Reading and Writing	584	542	480	84%	72%
SAT - Math	600	543	530	72%	54%
ACT - Reading	25	24	22	76%	62%
ACT - English	25	24	18	92%	78%
ACT - Math	25	24	22	68%	62%
ACT - Science	24	23	23	70%	53%



FORT LEE BORO

(03-1550)

Grades Offered: PK-12

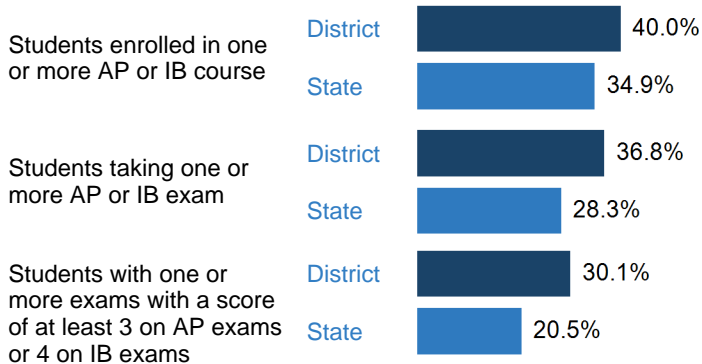
2017-2018

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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.

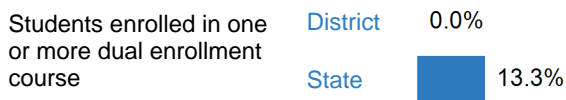
AP/IB Coursework – Participation and Performance

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.



Dual Enrollment Coursework - Participation

This graph shows the percentage students 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.



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	37	32
AP Calculus AB	11	10
AP Calculus BC	10	12
AP Chemistry	20	17
AP Chinese Language and Culture	0	1
AP Computer Science Principles	9	7
AP English Language and Composition	21	18
AP English Literature and Composition	13	73
AP Macroeconomics	26	24
AP Microeconomics	0	24
AP Psychology	0	1
AP Spanish Language	8	8
AP Studio Art—Three-Demensional	3	3
AP U.S. Government and Politics	29	25
AP U.S. History	32	31
AP World History	60	70



FORT LEE BORO
(03-1550)

Grades Offered: PK-12
2017-2018

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AP/IB Course	Students Enrolled	Students Tested
IB Film	35	15
IB History	26	11
IB Language A (English)	106	39
IB Language B—Spanish	28	14
IB Mathematics	26	19
IB Music	7	0
IB Physics	17	13
IB Theory of Knowledge	19	12
Total Exams taken		479
Exams with scores of at least 3 on AP exams or 4 on IB exams		347



FORT LEE BORO
(03-1550)
Grades Offered: PK-12
2017-2018

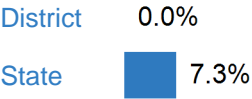
Report Key:
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and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

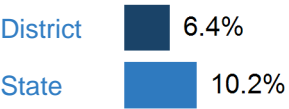
Career and Technical Education Participation

The graphs below show the percentage of students 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)



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



Structured Learning Experiences Participation

The graph below shows the percentage of students 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





FORT LEE BORO

(03-1550)

Grades Offered: PK-12

2017-2018

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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

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
Total (All Clusters)	0	0	0



FORT LEE BORO
(03-1550)
Grades Offered: PK-12
2017-2018

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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	306
7	27	0	0	0	0	0	279
8	285	38	0	0	0	0	48
9	61	154	16	0	0	0	0
10	5	45	172	15	0	0	0
11	4	18	126	82	12	0	13
12	0	6	51	67	65	18	43
Total	382	261	365	164	77	18	689
Enrolled in AP/IB Course					20	0	26
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	53	1	0	179	0	0
10	166	62	0	8	0	5
11	32	155	0	10	46	19
12	24	16	0	3	28	128
Total	275	234	0	200	74	152
Enrolled in AP/IB Course	37	20		0	17	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



FORT LEE BORO

(03-1550)

Grades Offered: PK-12

2017-2018

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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 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	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	10	221	0	0	0	0
10	3	231	18	0	0	0
11	206	45	0	8	10	16
12	17	20	8	108	57	55
Total	236	517	26	116	67	71
Enrolled in AP/IB Course	86	32	26	0		46
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



FORT LEE BORO
 (03-1550)
 Grades Offered: PK-12
 2017-2018

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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	309	0	0	0	0	0	0
7	226	0	0	0	0	0	0
8	272	0	0	0	0	0	0
9	160	0	0	0	0	7	22
10	154	0	13	0	0	8	21
11	171	0	0	0	0	0	11
12	77	0	1	0	0	2	11
Total	1369	0	14	0	0	17	65
Enrolled in AP/IB Course	36	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	262	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



FORT LEE BORO
(03-1550)
Grades Offered: PK-12
2017-2018

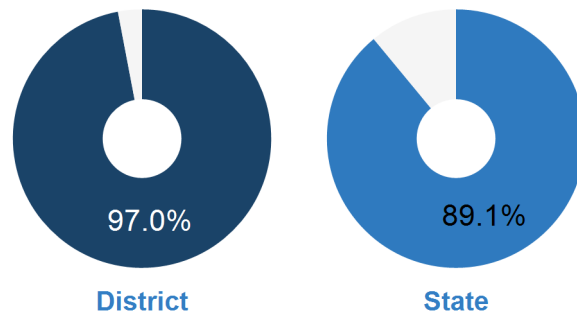
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Visual and Performing Arts – Course Participation

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.

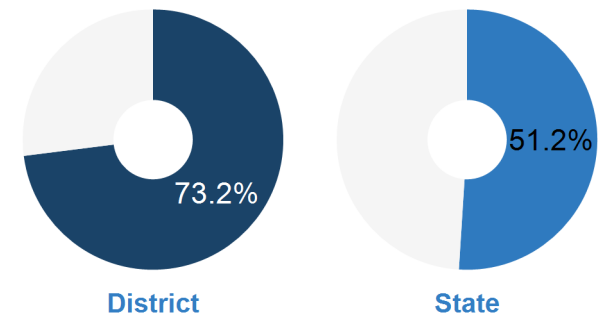
Grades 6-8:

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

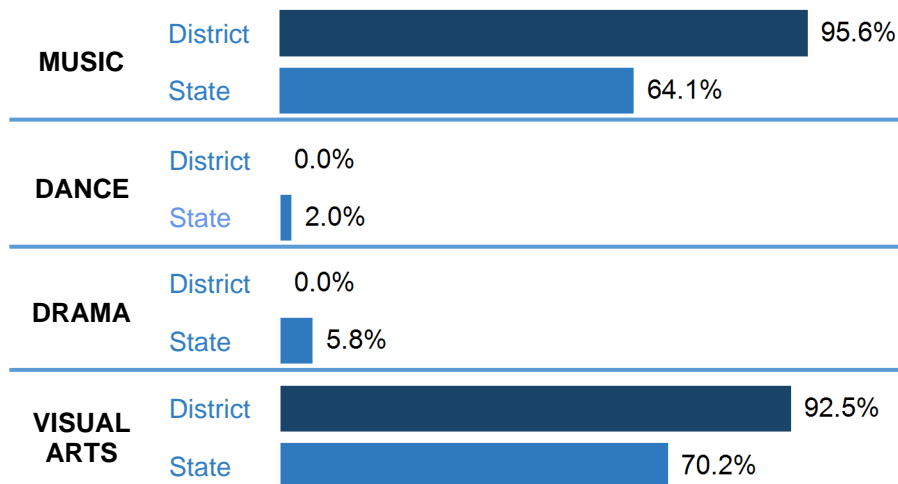


Grades 9-12:

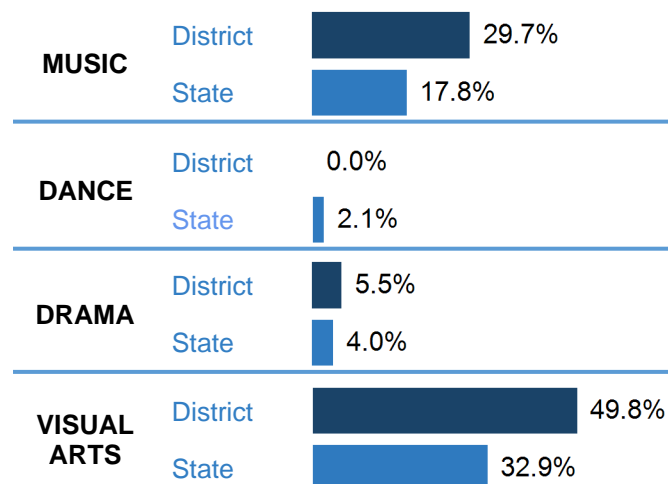
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





FORT LEE BORO

(03-1550)

Grades Offered: PK-12

2017-2018

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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 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 2017 4-year rate and the Class of 2016 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 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	District - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Districtwide	96.4%	90.9%	97.7%	92.4%	97.3%	N	Met Goal	98.4%	N	Met Goal
White	96.1%	95.0%	97.6%	95.7%	96.5%	N	Met Goal	100.0%	N	Met Goal
Hispanic	98.3%	84.8%	95.2%	87.3%	95.2%	N	Met Goal	*	92.4%	Met Target
Black or African American	92.3%	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	96.0%	97.0%	100.0%	97.7%	100.0%	N	Met Goal	99.1%	N	Met Goal
American Indian or Alaska Native	N	86.5%	*	94.1%	*	**	**	N	N	N
Two or More Races	N	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	98.5%	84.6%	97.3%	87.0%	97.2%	N	Met Goal	97.1%	N	Met Goal
Students with Disabilities	87.1%	80.1%	90.0%	83.5%	87.8%	91.6%	Not Met	94.7%	90.9%	Met Target
English Learners	90.9%	75.8%	96.4%	81.8%	96.4%	N	Met Goal	100.0%	**	**
Homeless Students	*	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						



FORT LEE BORO

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Graduation Pathways

This table shows the percentage of Class of 2018 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
PARCC Assessment	77.1%	61.7%
Substitute Competency Test	19.2%	32.1%
Portfolio Appeals Process	0.4%	0.8%
Alternate Requirements specified in IEP	2.9%	5.0%
Unknown	0.4%	0.4%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	96.4%	-
2017	97.3%	97.7%
2016	97.2%	98.4%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2017-2018	0.3%	1.2%
2016-2017	0.2%	1.1%
2015-2016	0.1%	1.2%



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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 Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. 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 in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Districtwide	80.4%	20.1%	79.9%
White	81.7%	12.1%	87.9%
Hispanic	78.9%	44.4%	55.6%
Black or African American	66.7%	50%	50%
Asian, Native Hawaiian, or Pacific Islander	82.1%	9%	91%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	78.6%	36.4%	63.6%
Students with Disabilities	54.2%	69.2%	30.8%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. 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 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	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Districtwide	86.5%	21.6%	78.4%	64.2%	35.8%	57.3%	42.7%
White	86.3%	20.3%	79.7%	62.3%	37.7%	58%	42%
Hispanic	84.5%	34.7%	65.3%	73.5%	26.5%	63.3%	36.7%
Black or African American	75%	44.4%	55.6%	88.9%	11.1%	33.3%	66.7%
Asian, Native Hawaiian, or Pacific Islander	89.2%	13.2%	86.8%	58.2%	41.8%	56%	44%
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	93.2%	30.9%	69.1%	73.5%	26.5%	61.8%	38.2%
Students with Disabilities	85.3%	62.1%	37.9%	86.2%	13.8%	72.4%	27.6%
English Learners	50%	40%	60%	60%	40%	40%	60%



FORT LEE BORO

(03-1550)

Grades Offered: PK-12

2017-2018

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

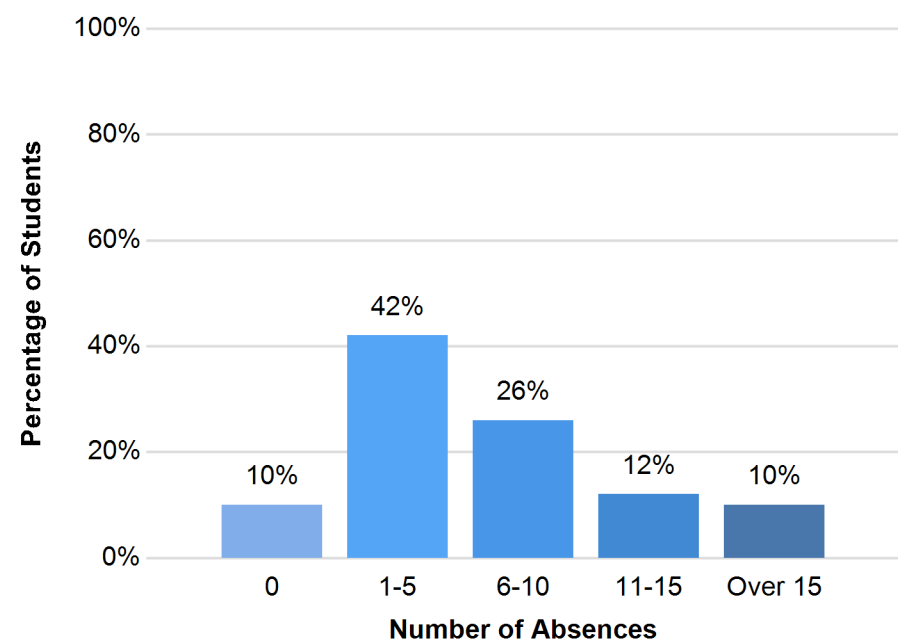
Chronic Absenteeism

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	265	6.8	10.9	Met
White	93	8.5	10.9	Met
Hispanic	87	11.3	10.9	Not Met
Black or African American	14	8.5	10.9	Met
Asian, Native Hawaiian, or Pacific Islander	69	3.8	10.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	10.9	Met
Economically Disadvantaged Students	73	11.4	10.9	Not Met
Students with Disabilities	77	15.0	10.9	Not Met
English Learners	30	7.0	10.9	Met

Days Absent

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





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(03-1550)

Grades Offered: PK-12

2017-2018

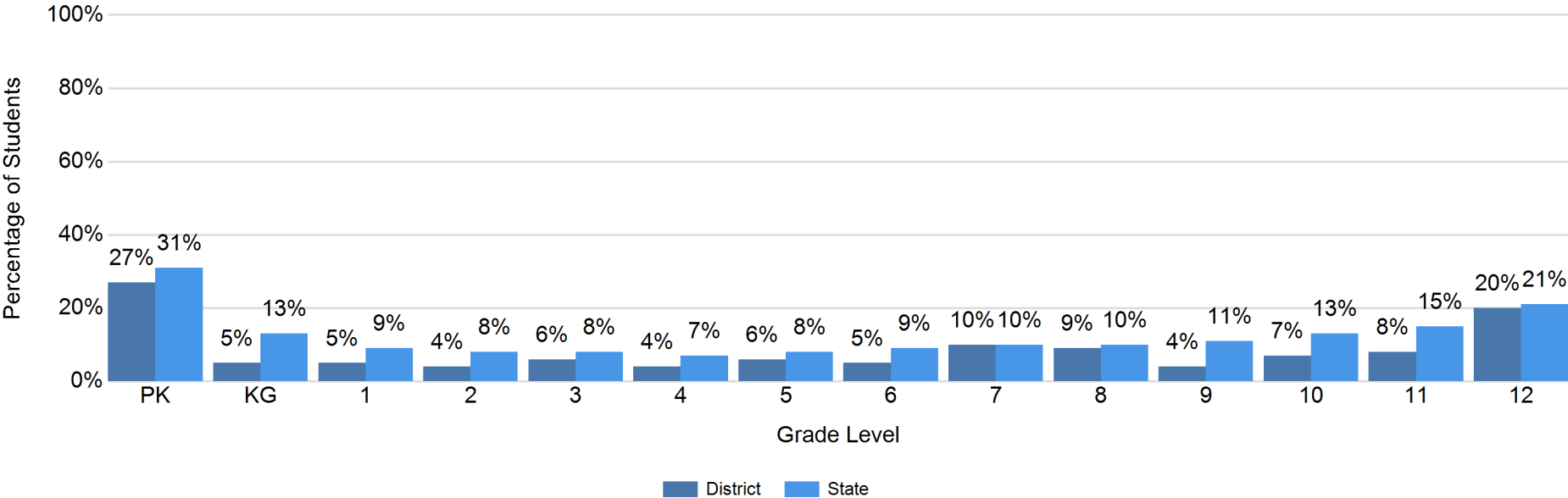
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

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	19
Weapons	1
Vandalism	3
Substances	6
Harassment, Intimidation, Bullying (HIB)	72
Total Unique Incidents	100
Incidents Per 100 Students Enrolled	2.54

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	11
Weapons	1
Vandalism	1
Substances	5
Harassment, Intimidation, Bullying (HIB)	16
Other Incidents Leading to Removal	2



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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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 (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	5	9	14
Religion	0	3	3
Ancestry	1	3	4
Gender	5	15	20
Sexual Orientation	1	1	2
Disability	2	3	5
Other	22	42	64
No Identified Nature	86		86

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	30	0.8%	
Out-of-School	81	2.1%	289
Any Suspension	95	2.4%	
Removal to other education program	*	*	
Expulsion	0	0.0%	
Arrest	*	*	



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Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	\$456	\$14,528	\$14,984



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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 experience for teachers assigned to this district and across the state.

Category	Teachers in District	Teachers in State
Total Number of teachers	298	117,464
Average years experience in public schools	11.4	12.0
Average years experience in district	10.2	10.7
Teachers in district for 4 or more years	77.5%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,374
Average years experience in public schools	14.3	16.0
Average years experience in district	8.4	12.0
Administrators in district for 4 or more years	52.4%	76.2%

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	188:1
Teachers to Administrators	14:1
Students to Librarian/Media Specialists	657:1
Students to Nurses	657:1
Students to Counselors	358:1
Students to Child Study Team	263:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.0%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

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
2017-18	95.3%



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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 shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	79.9%	57.1%
Male	20.1%	42.9%
White	80.2%	71.4%
Hispanic	8.7%	19.0%
Black or African American	0.0%	9.5%
Asian	11.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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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). 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 shows the list of schools in the district that are identified as requiring Comprehensive or Targeted Support and Improvement during the 2019-20 school year. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. Schools where any student group has a summative score that would be in the bottom 5% of schools or where any student group missed annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. If a school requires Targeted Support and Improvement, the last column of the table lists the student groups that were identified. The schools below may have been identified based on either data from the 2016-17 or 2017-18 school year. See school level performance reports for more details.

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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Accountability Summary by Student Group

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator. Annual targets for proficiency and graduation rate were set based on a district or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given 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	Met Target†	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met
Hispanic	Met Target	Met Target†	Met Goal	Met Target	Met Standard	Met Standard	n/a	Not Met
Black or African American	Met Target	Met Target†	**	**	Not Met	Met Standard	n/a	Met
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met
American Indian or Alaska Native	**	**	**	N	**	**	n/a	**
Two or More Races	Met Goal	Met Target†	**	N	**	**	n/a	Met
Economically Disadvantaged Students	Met Target	Met Target†	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Not Met
Students with Disabilities	Met Target†	Not Met	Not Met	Met Target	Not Met	Met Standard	n/a	Not Met
English Learners	Met Target	Met Target	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).




FORT LEE BORO
 (03-1550)
 Grades Offered: PK-12
 2017-2018

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District Narrative

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<div>  <div>Mission, Vision, Theme:</div> </div>	<p>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.</p>
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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, Women in Literature, pre-calculus, finite math, and statistics. We implement the Next Generation Science Standards in courses such as Forensics, Robotics, Anatomy & Physiology, Innovation & Invention, Horticulture & 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, design, engineering, and graphic and visual arts curriculums. The district implements the reading and writing workshop model K-4, 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)

Over the course of the last year, our Athletic Department has continued its goal of maintaining excellence, building on student-athlete achievement, both in the classroom and on the playing surface, as well as continuing to build recognition on the home front and throughout the state of New Jersey. During the 2017-18 school year, Fort Lee's teams won Big North American Division titles and won the coveted, "Lou Molino Big North Conference American Division All-Sports Banner," a testament to our success over the athletic year. Off the field, Fort Lee helped to ring in a new era of the NJSIAA, the governing body for interscholastic sports, with two students participating in the association's SAAC. In addition, we have continued our use of social media to engage with students, fans, staff, parents/guardians and other departments to the tune of over 700 Instagram followers and over 450 followers on Twitter. This has helped to increase recognition of our department throughout the state.



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 <p>Before and After School Programs:</p>	<p>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.</p>
 <p>Staff and Professional Learning:</p>	<p>The district provides ongoing Balanced Literacy 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.</p>
 <p>Postsecondary Information:</p>	<p>The Class of 2018 had a 100% graduation rate. 93% of those graduates attended a two or four year university while the other 7% attended technical schools or entered the workforce. Over the last two years, Fort Lee High School had thirteen Ivy League college acceptances. Fort Lee offers several college planning resources to students and parents, such as 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.</p>






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 <p>Student Supports and Services:</p>	<p>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.</p>
 <p>Student Health and Wellness:</p>	<p>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. Guidance 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.</p>
 <p>Parent and Community Involvement:</p>	<p>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.</p>



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Facilities:

The Fort Lee Public School District is comprised of six school buildings; four elementary buildings (K-6), a middle school (7-8) and a 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 the 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. Another addition was completed in 2015 and a 93,000 square foot addition is scheduled for completion in 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 middle school and high school have dedicated computer and science labs.



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 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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 <div>Technology and STEM:</div>	<p>The Fort Lee Public School District has infused technology and the principles of STEM in all classrooms and all curriculum areas. All K-6 students have access to Tablets and Chromebooks. Grade 7-12 students are issued 1:1 personal Chromebooks. We are embracing innovation throughout the district with many STEM courses and clubs, beginning with Makerspace in all district elementary schools. In the middle school, STEM courses include Computers 7 and 8 and Technology Education 7 and 8, and 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, Computer Programming C++ Honors, AP Computer Science A, Graphic Design, Business Technology for a Global Economy, Graphic Design, Science Research Honors, Botany & Floral Design, Digital Media Arts, and a 4-year Academy of Finance Program.</p>
 <div>Early Childhood Education:</div>	<p>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 one, tuition based, general education preschool classroom 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.</p>




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<div>  <div>Other Information:</div> </div>	<p>Our District has a wide continuum of programs and classrooms to support students with disabilities from Pre-K through 12th grade. There are full-day and half-day preschool disabled programs for all qualifying preschoolers. The district offers inclusion classes at the elementary, middle, and high school level. Each elementary school and the middle school have pull-out resource replacement classes for math and language arts. 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. Life Skills are taught in the self-contained Multiply Disabled class at Lewis F. Cole Middle School for students in grades 5-8 and the Autism Spectrum Disorder class at Fort Lee High School.</p>
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