



**Fort Lee High School**  
**2016-2017**  
**Grade Span 09-12**

03-1550-050  
**BERGEN**  
Fort Lee School District  
3000 LEMOINE AVE  
FORT LEE, NJ 07024

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

### Navigating through the reports:

- Download this report to a PDF by clicking the Export icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

### Other Resources:

- Review the Parent Summary Report or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov)



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### **Footnotes**

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	236	236	224
10	243	228	243
11	246	243	233
12	257	242	257
Ungraded	1	0	0
Total	983	949	957

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	2014-15	2015-16	2016-17
Female	45%	46%	46%
Male	55%	54%	54%
Economically Disadvantaged Students	24%	27%	25%
Students with Disabilities	13%	12%	11%
English Learners	6%	5%	5%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Asian	40.2%
White	30.8%
Hispanic	23.4%
Black or African American	5.0%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	0.1%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17
Full Time Students	957
Shared Time Students	0
Full Time Equivalent	957

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. All other students are included in Other Languages.

Home Language	% of Students
English	43.4%
Korean	20.8%
Spanish	12.4%
Chinese	5.5%
Russian	3.4%
Other	14.1%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	413	96.8	78.20	76.50	54.90	78.2	66.3	Met Target
White	128	92.9	79.70	74.80	63.90	78.9	62	Met Target
Hispanic	90	97.2	60.00	59.50	39.80	60	42.5	Met Target
Black or African American	18	96.0	50.00	57.40	35.20	50	N	N
Asian, Native Hawaiian, or Pacific Islander	176	99.5	89.20	85.30	80.70	89.2	80	Met Goal
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	194	96.3	83.00	81.00	62.20	83		
Male	219	97.2	74.00	72.40	48.10	74		
Economically Disadvantaged Students	97	99.0	73.20	64.00	36.20	73.2	58.3	Met Target
Non-Economically Disadvantaged Students	316	96.1	79.70	79.30	65.80	79.7		
Students with Disabilities	45	95.8	37.80	32.40	20.50	37.8	21.3	Met Target
Students without Disabilities	368	96.9	83.10	83.40	61.90	83.1		
English Learners	27	100.0	29.60	49.50	25.20	29.6	42	Met Target†
Non-English Learners	386	96.5	81.60	79.60	57.40	81.6		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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**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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District 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
<b>Schoolwide</b>	227	769	769	749	*	*	18%	48%	26%	74%	52%
White	68	765	765	757	*	*	16%	54%	21%	75%	62%
Hispanic	51	756	756	733	*	*	26%	37%	*	55%	35%
Black or African American	11	765	765	730	0%	0%	*	*	*	73%	30%
Asian, Native Hawaiian, or Pacific Islander	97	779	779	777	*	*	13%	49%	35%	84%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	96	774	774	756	*	*	14%	46%	34%	80%	60%
Male	131	766	766	741	*	*	21%	50%	20%	70%	43%
Economically Disadvantaged Students	41	760	760	731	*	*	*	44%	*	66%	32%
Non-Economically Disadvantaged Students	186	771	771	758	*	*	*	49%	*	76%	62%
Students with Disabilities	31	731	731	714	*	*	36%	*	*	23%	13%
Students without Disabilities	196	775	775	754	*	*	15%	*	*	82%	58%
English Learners	11	714	714	690	*	*	*	*	*	*	*
Non-English Learners	216	772	772	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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### 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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District 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
<b>Schoolwide</b>	222	780	780	743	*	*	13%	40%	39%	78%	46%
White	63	781	781	749	*	*	*	46%	37%	83%	52%
Hispanic	53	763	763	728	*	*	25%	34%	25%	59%	34%
Black or African American	13	757	757	725	*	*	*	*	*	54%	31%
Asian, Native Hawaiian, or Pacific Islander	92	793	793	774	*	*	*	38%	52%	90%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	114	782	782	752	*	*	10%	39%	41%	80%	54%
Male	108	779	779	734	*	*	16%	41%	36%	77%	39%
Economically Disadvantaged Students	60	774	774	726	*	*	*	42%	33%	75%	32%
Non-Economically Disadvantaged Students	162	783	783	751	*	*	*	39%	41%	80%	54%
Students with Disabilities	15	757	757	704	*	*	*	*	*	67%	12%
Students without Disabilities	207	782	782	749	*	*	*	*	*	79%	52%
English Learners	14	700	700	681	*	*	*	*	*	*	*
Non-English Learners	208	786	786	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District 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
<b>Schoolwide</b>	196	762	762	736	9%	7%	21%	37%	26%	62%	38%
White	57	763	763	738	*	*	26%	46%	18%	63%	40%
Hispanic	40	741	741	731	25%	*	*	28%	*	45%	34%
Black or African American	10	731	731	728	*	*	*	*	*	40%	30%
Asian, Native Hawaiian, or Pacific Islander	89	774	774	756	*	*	19%	36%	36%	72%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	92	772	772	744	*	*	16%	37%	35%	72%	46%
Male	104	753	753	729	*	*	26%	37%	17%	54%	31%
Economically Disadvantaged Students	41	752	752	729	*	*	*	34%	24%	59%	32%
Non-Economically Disadvantaged Students	155	765	765	740	*	*	*	37%	26%	63%	42%
Students with Disabilities	29	721	721	709	*	*	35%	*	0%	21%	12%
Students without Disabilities	167	769	769	741	*	*	19%	*	30%	70%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

\*\*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.

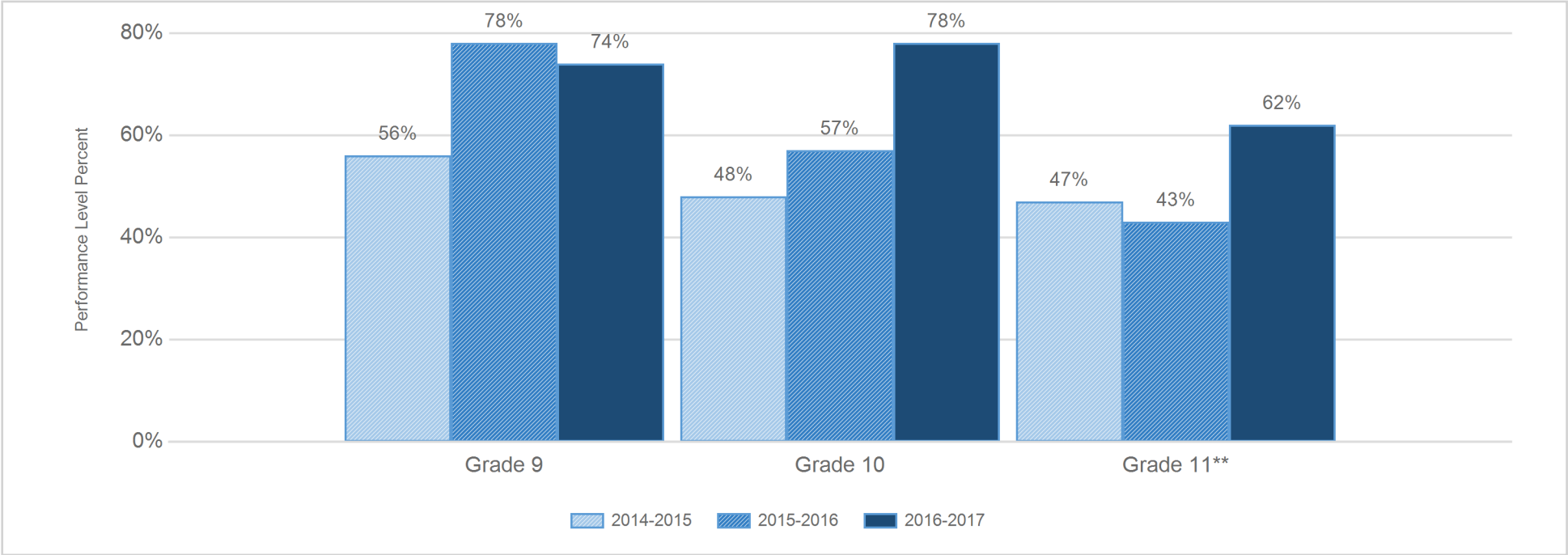


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	409	97.0	41.60	64.30	43.50	41.6	44.5	Met Target†
White	126	93.5	42.10	60.40	52.40	41.9	46	Met Target†
Hispanic	91	97.2	20.90	39.80	27.60	20.9	19.4	Met Target
Black or African American	18	96.0	*	25.30	21.70	*	N	N
Asian, Native Hawaiian, or Pacific Islander	173	99.5	56.70	79.10	75.60	56.7	60.3	Met Target†
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	191	96.7	36.70	62.80	44.10	36.7		
Male	218	97.2	45.90	65.90	42.90	45.9		
Economically Disadvantaged Students	97	99.0	31.00	47.30	25.10	31	29.5	Met Target
Non-Economically Disadvantaged Students	312	96.4	44.80	68.20	54.30	44.8		
Students with Disabilities	44	95.8	*	*	16.50	*	9.8	Met Target†
Students without Disabilities	365	97.1	*	*	48.80	*		
English Learners	27	100.0	25.90	54.90	23.30	25.9	N	N
Non-English Learners	382	96.7	42.70	65.60	45.20	42.7		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District 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
<b>Schoolwide</b>	54	720	762	743	20%	44%	22%	*	*	13%	42%
White	12	722	759	751	*	*	*	*	0%	17%	52%
Hispanic	30	716	732	728	*	50%	*	*	0%	10%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	24	720	762	744	*	50%	*	*	*	13%	43%
Male	30	720	763	741	*	40%	*	*	*	13%	40%
Economically Disadvantaged Students	18	708	744	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	36	726	767	751	*	*	*	*	*	*	52%
Students with Disabilities	17	705	*	714	*	*	*	*	*	*	10%
Students without Disabilities	37	727	*	747	*	*	*	*	*	*	47%
English Learners	14	726	*	708	*	*	*	*	*	14%	*
Non-English Learners	40	718	*	745	*	*	*	*	*	13%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District 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
<b>Schoolwide</b>	349	735	740	734	*	28%	36%	28%	*	30%	30%
White	107	734	*	740	*	31%	31%	31%	*	31%	38%
Hispanic	89	724	724	722	11%	39%	34%	16%	0%	16%	14%
Black or African American	23	725	725	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	129	747	*	758	*	14%	42%	38%	*	43%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	158	733	737	735	*	30%	39%	23%	*	24%	31%
Male	191	738	742	733	*	26%	34%	32%	*	35%	30%
Economically Disadvantaged Students	79	730	*	721	*	35%	34%	20%	*	22%	13%
Non-Economically Disadvantaged Students	270	737	*	740	*	25%	37%	30%	*	32%	39%
Students with Disabilities	50	713	713	711	*	*	*	*	*	*	*
Students without Disabilities	299	739	744	738	*	*	*	*	*	*	*
English Learners	15	738	738	710	*	*	*	*	*	33%	*
Non-English Learners	334	735	740	735	*	*	*	*	*	30%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District 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
<b>Schoolwide</b>	171	753	753	725	17%	13%	14%	47%	9%	57%	28%
White	52	747	747	731	21%	*	*	48%	*	50%	33%
Hispanic	21	724	724	710	*	*	0%	*	*	43%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	81	752	752	725	17%	*	15%	53%	*	58%	27%
Male	90	754	754	725	17%	*	12%	42%	*	56%	29%
Economically Disadvantaged Students	34	747	747	708	*	*	*	38%	*	50%	13%
Non-Economically Disadvantaged Students	137	755	755	733	*	*	*	50%	*	58%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

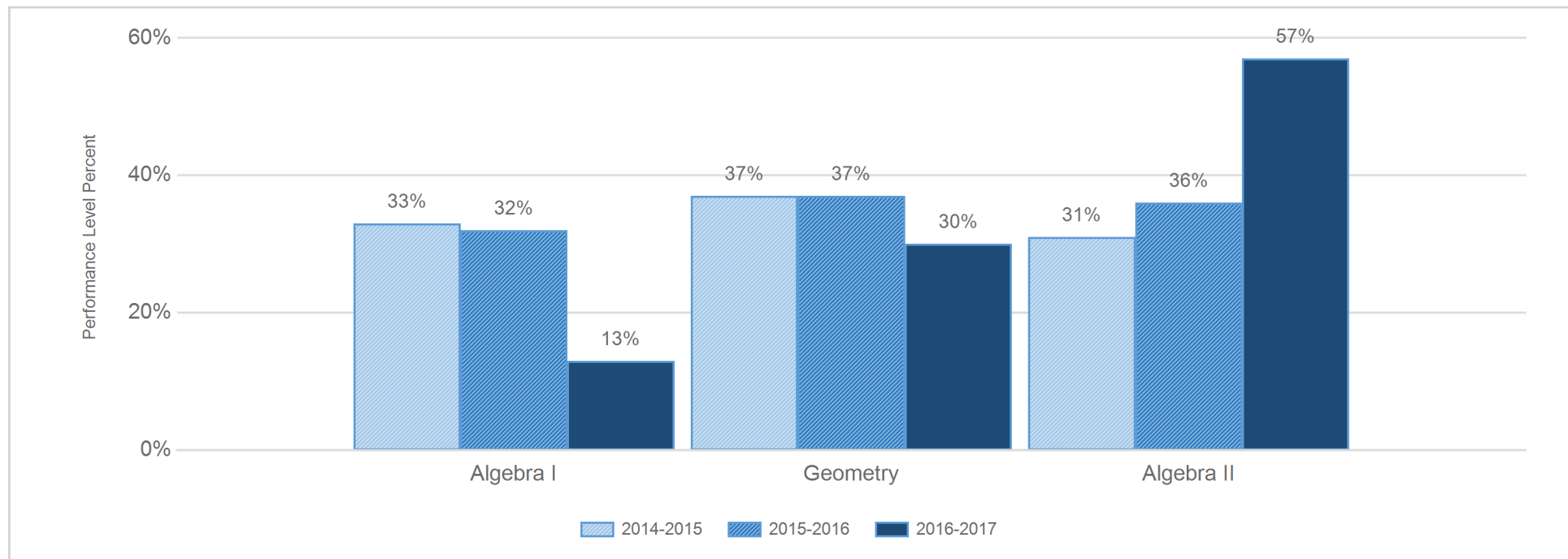


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**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - 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
9	N	N
10	N	N
11	N	N

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows 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
1	18	*	*
2	12	75%	25%
3	*	*	*
4	*	*	*
5+	*	*	*

An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

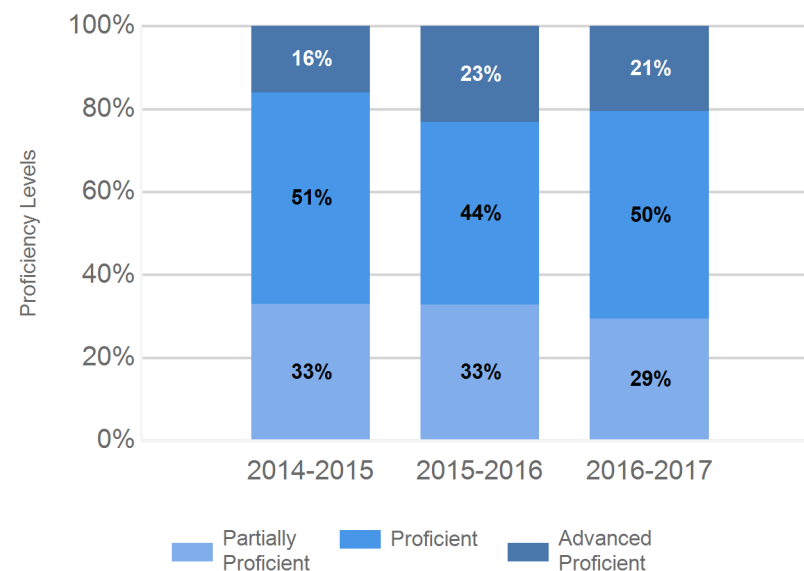
### Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	21%	50%	29%
White	17%	54%	29%
Hispanic	10%	48%	43%
Black or African American	8%	*	39%
Asian, Native Hawaiian, or Pacific Islander	33%	47%	21%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	14%	43%	43%
Students with Disabilities	5%	24%	71%
English Learners	N	N	*

### Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	99.2%	89.4%
Percentage of students taking the SAT	93.4%	70.0%
Percentage of students taking the ACT	26.8%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	520	481	Varies By Grade	81%	67%
PSAT - Math	519	483	Varies By Grade	62%	49%
SAT - Reading and Writing	589	551	480	85%	77%
SAT - Math	588	552	530	72%	58%
ACT - Reading	25	24	22	71%	65%
ACT - English	26	24	18	90%	79%
ACT - Math	26	24	22	70%	65%
ACT - Science	24	23	23	58%	54%





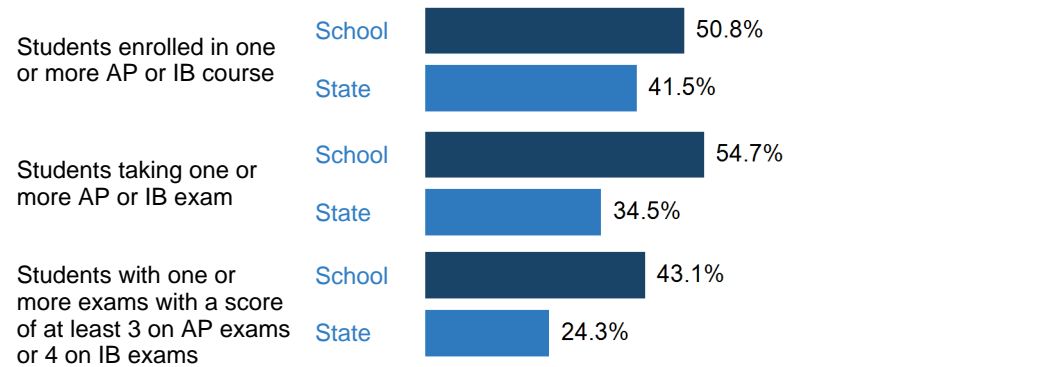
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

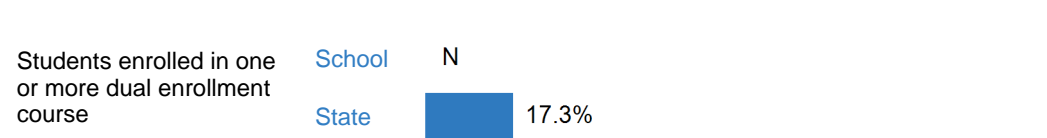
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **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 students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	26	25
AP Calculus AB	11	10
AP Calculus BC	15	17
AP Chemistry	19	16
AP Chinese Language and Culture	0	2
AP Computer Science A	18	16
AP Computer Science Principles	0	2
AP English Language and Composition	15	15
AP English Literature and Composition	18	59
AP Japanese Language and Culture	0	2
AP Macroeconomics	0	13
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	1
AP Psychology	85	0
AP Spanish Language	8	7
AP U.S. Government and Politics	48	46
AP U.S. History	31	31
AP World History	39	52
IB Economics	15	0
IB Film	0	18



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AP/IB Course	Students Enrolled	Students Tested
IB Further Mathematics—SL	4	0
IB History	21	8
IB Language A (English)	93	48
IB Language B—Spanish	21	7
IB Mathematics	2	20
IB Mathematics and Computing—SL	12	0
IB Physics	20	20
IB Theory of Knowledge	32	7
Total Exams Taken		443
Exams with scores of at least 3 on AP exams or 4 on IB exams		346



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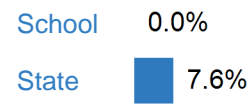
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

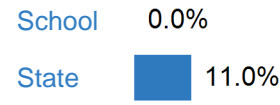
Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

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



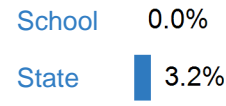
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

\*\*Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

### Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	42	181	10	0	0	0	0
10	15	137	96	4	0	0	0
11	5	54	105	62	9	0	12
12	0	5	61	59	77	12	35
Schoolwide	62	377	272	125	86	12	47
Enrolled in AP/IB Course					26	0	18

### Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	43	0	0	190	0	0
10	146	80	0	26	0	9
11	19	169	0	6	37	25
12	16	24	0	4	43	142
Schoolwide	224	273	0	226	80	176
Enrolled in AP/IB Course	26	19		0	20	0



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### Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	8	225	0	0	0	0
10	2	247	13	0	0	0
11	206	36	0	3	10	17
12	18	21	2	82	83	72
Schoolwide	234	529	15	85	93	89
Enrolled in AP/IB Course	60	31	15	85	0	73

### World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	143	0	40	0	0	12	25
10	167	0	54	0	0	3	4
11	152	0	32	0	0	1	12
12	55	0	31	0	0	2	6
Schoolwide	517	0	157	0	0	18	47
Enrolled in AP/IB Course	29	0	0	0	0	0	0
Enrolled in Level 3 or Higher	162	0	47	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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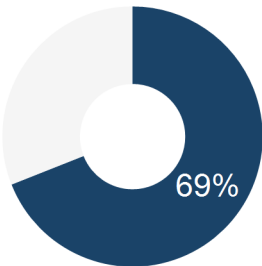
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Visual and Performing Arts – Course Participation

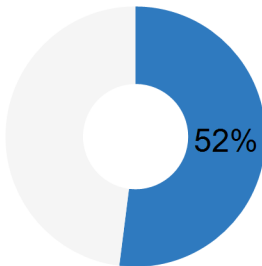
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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

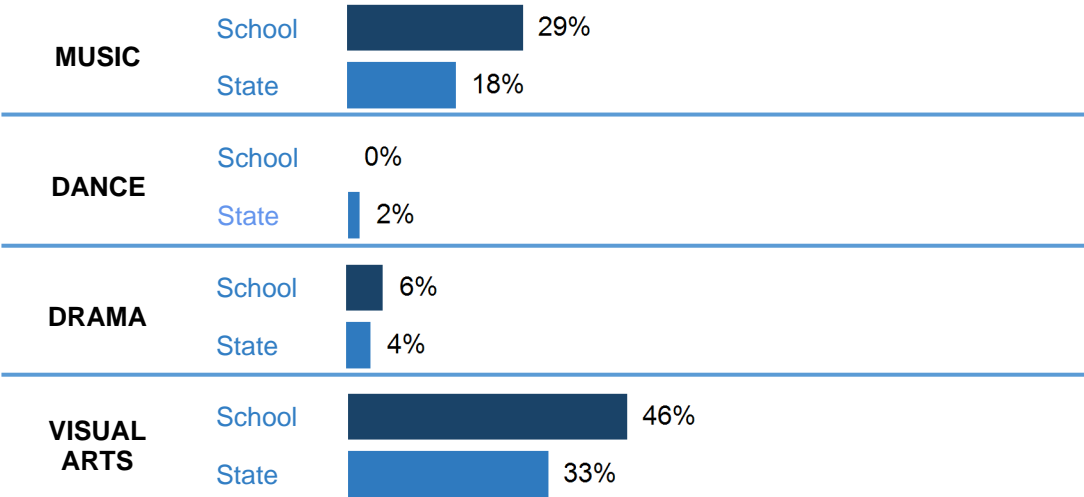


School



State

Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	97.3%	*	98.4%	*	97.2%	N	Met Goal	97.0%	N	Met Goal
White	96.5%	94.5%	100.0%	95.1%	98.8%	N	Met Goal	96.0%	N	Met Goal
Hispanic	95.2%	84.3%	*	86.3%	*	95.0%	Not Met	97.7%	N	Met Goal
Black or African American	*	83.4%	*	85.3%	*	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.6%	99.1%	97.5%	98.1%	N	Met Goal	97.3%	N	Met Goal
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	97.2%	83.9%	97.1%	85.6%	95.6%	N	Met Goal	96.7%	N	Met Goal
Students with Disabilities	87.8%	78.8%	94.7%	82.1%	92.1%	91.4%	Met Target	88.9%	90.6%	Not Met
English Learners	96.4%	76.1%	100.0%	79.7%	100.0%	**	**	93.8%	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

\*\* ESSA accountability targets are only included if data is available for at least 20 students

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
2017	97.3%	-
2016	97.2%	98.4%
2015	97.3%	97.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.2%	1.1%
2015-2016	0.1%	1.1%
2014-2015	0.2%	1.1%



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information 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 the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	82.9%	21.5%	78.5%
White	80%	18.8%	81.3%
Hispanic	81%	34%	66%
Black or African American	66.7%	37.5%	62.5%
Asian, Native Hawaiian, or Pacific Islander	88.2%	15.6%	84.4%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	89%	30.8%	69.2%
Students with Disabilities	76.5%	57.7%	42.3%
English Learners	30%	33.3%	66.7%

**Postsecondary Enrollment Rates: 16 month**

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	83.1%	19.4%	80.6%	67.7%	32.3%	58.2%	41.8%
White	87.3%	26.1%	73.9%	72.5%	27.5%	62.3%	37.7%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	82.5%	11.8%	88.2%	65.9%	34.1%	51.8%	48.2%
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	80.7%	18%	82%	64%	36%	72%	28%
Students with Disabilities	78.1%	48%	52%	88%	12%	92%	8%
English Learners	*	*	*	*	*	*	*





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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

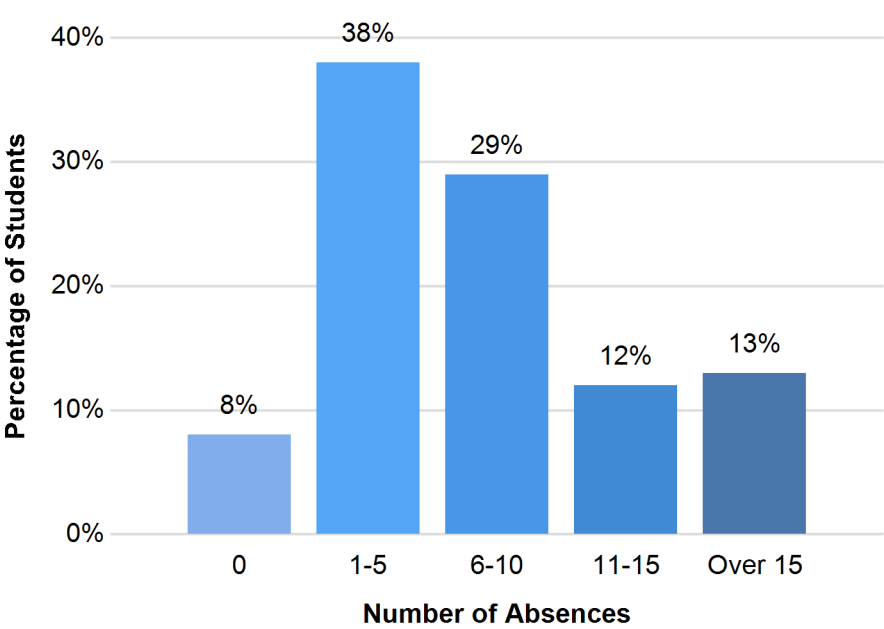
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.60	14.30	Met Target
White	9.20	14.30	Met Target
Hispanic	12.10	14.30	Met Target
Black or African American	14.30	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	5.50	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.50	14.30	Met Target
Students with Disabilities	15.10	14.30	Not Met
English Learners	17.00	14.30	Not Met

\*\* ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



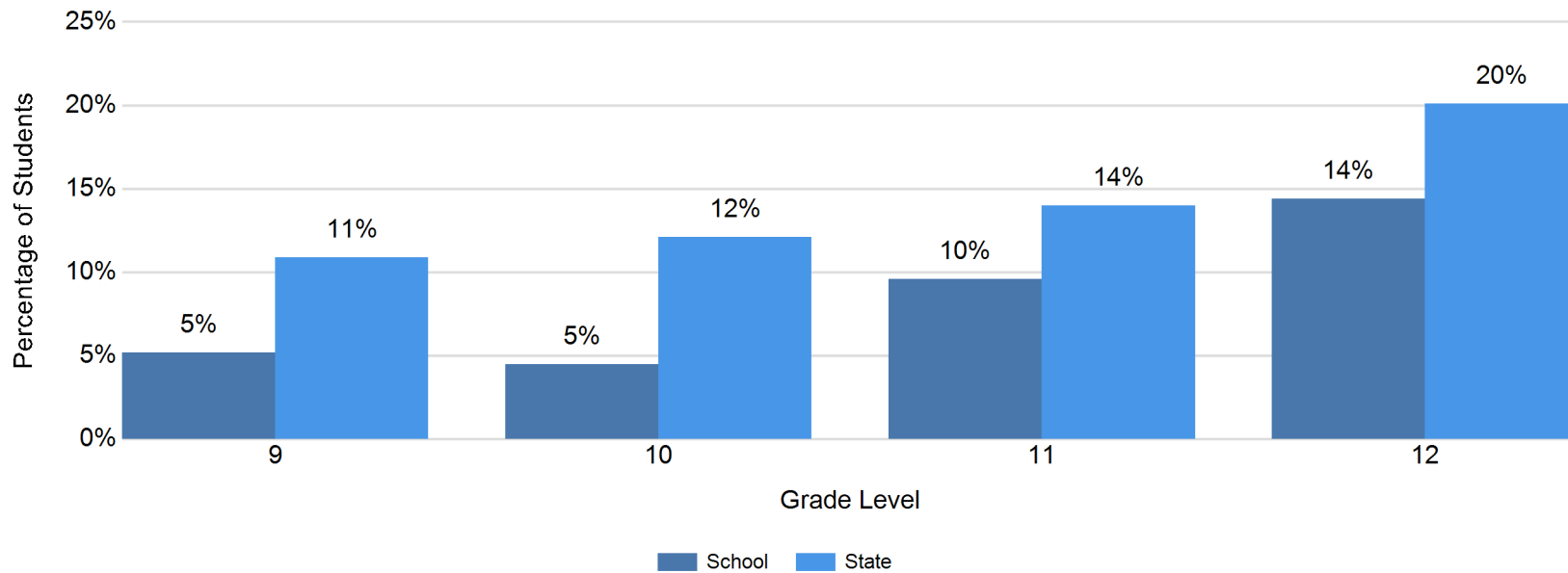


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:45AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 44 Mins.
Shared Time - Instructional Time	2 Hrs. 52 Mins.

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	18
Vandalism	1
Weapons	1
Substances	13
Harassment, Intimidation, Bullying (HIB)	16
Total Unique Incidents	47
Incidents Per 100 Students Enrolled	4.91

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	3.1%
Out-of-School Suspensions	6.2%
Any Suspension	7.4%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	207.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$459	\$14,270	\$14,729



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	76	120,724
Average years experience in public schools	10.6	11.8
Average years experience in district	9.1	10.5
Teachers in district for 4 or more years	75%	74%

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	9,506
Average years experience in public schools	13.2	15.9
Average years experience in district	7.4	11.6
Administrators in district for 4 or more years	48%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	13:1
Administrators	191:1	184:1
Librarian/Media Specialists		644:1
Nurses		644:1
Counselors		322:1
Child Study Team		258:1



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	79%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	92.90	17.5%
Mathematics Proficiency	69.30	17.5%
Graduation - 4-Year	79.70	25.0%
Graduation - 5-Year	71.20	25.0%
Chronic Absenteeism	62.40	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		75.5
Summative Rating: Percentile rank of Summative Score		83.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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### Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	75.5	6.2	No	Met Target	Met Target†	Met Target	Met Goal	Met Goal	No
White	71.8	6.2	No	Met Target	Met Target†	Met Target	Met Goal	Met Goal	No
Hispanic	76.6	6.2	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
Black or African American	**	**	No	N	N	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	50.0	6.2	No	Met Goal	Met Target†	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	N	N	No
Economically Disadvantaged Students	89.6	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Students with Disabilities	77.5	6.2	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
English Learners	**	**	No	Met Target†	N	Not Met	**	**	No

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† Target was met within a confidence interval.





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### School General Info

<b>Principal:</b>	Ms. Glynn	<b>Email Address:</b>	<a href="mailto:lglynn@flboe.com">lglynn@flboe.com</a>
<b>Address:</b>	3000 LEMOINE AVE FORT LEE, NJ 07024	<b>Website:</b>	<a href="http://www.flboe.com">www.flboe.com</a>
<b>Phone:</b>	(201)585-4675		

### School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Fort Lee High School's Class of 2017 had 10 Ivy League acceptances.</li> <li>• We offer many 21st Century courses such as Robotics, Innovation &amp; Invention, Athletic Coaching and Forensic Science.</li> <li>• During the 2016-2017 school year, our athletic programs earned 8 league championships and 3 state championships.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>The mission of the Fort Lee Public Schools is to prepare our students to be life-long learners and to ensure that all achieve the New Jersey Student Learning Standards and global skills through a safe, comprehensive learning environment that meets the unique needs of each individual, to foster strong parent-community-school partnerships, and connections to the real world.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Fort Lee High School is ranked 58 out of 424 New Jersey Public High Schools by U.S. News and were given a designation of Silver. Our Class of 2017 had 10 Ivy League acceptances. The NMSC continues to identify our Commended Students and Semifinalists. Our Science Research Program has produced winners in national competitions, including Siemens and Intel. Our Award Winning Band and Music Program continues to excel, winning numerous awards in choir, band and orchestra competitions.</p>



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## School Narrative

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### Courses, Curriculum, Instruction:

Fort Lee High School offers an extensive program of studies which includes our Academy of Finance, Academy of Theatre Arts and International Baccalaureate (IB) Program. We currently offer sixteen IB courses that span across all disciplines. We also offer fourteen Advanced Placement courses. In addition, we continue to create 21st Century elective courses to enhance our program of studies, the most recent including Robotics, Innovation and Invention, Athletic Coaching and Forensic Science.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Football (Boys), Golf (Co-ed), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)

Students at Fort Lee High School are able to choose from 17 athletic teams that boost our school pride and contribute to our positive school climate. During the 2016-2017 school year, our athletic programs earned 8 league championships and 3 state championships in Boys Bowling, Boys Tennis, and Boys Spring Track.



### Clubs and Activities:

Students at Fort Lee High School are able to choose from over 40 extra-curricular activities. These extra-curricular activities give students the opportunity to explore a variety of interests outside of the classroom and also understand their role as valuable citizens of the Fort Lee community.



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Staff and Professional Learning:

The staff at Fort Lee High School continues to improve teaching practice and the academic performance of our students. This is achieved through professional development, professional learning communities, department meetings and linking curriculum to state, school and district wide goals.



Postsecondary Information:

In 2017, Fort Lee High School graduated ninety-nine percent (99%) of our students. More than ninety-five percent (95%) of Fort Lee graduates went on to pursue higher education.



Parent and Community Involvement:

All of the achievements at Fort Lee High School have been made possible with the support of our community members and families. Fort Lee High School will continue its legacy of pride, opportunity and excellence, enhancing each students' ability to reach his or her greatest potential.



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Other Information:

• More than \$3.9 million in scholarships were awarded to our graduating class of 2017. • Last year, 196 students sat for 313 AP examinations. Students have earned the designation of AP scholars in recognition of their exceptional achievement on AP examinations as well as National Merit Scholarship Semi-Finalists. • Fort Lee High School produced 34 AP scholars. • 1 of 6 schools in New Jersey that offer the Academy of Finance Program endorsed by NAF. • Fort Lee High School has offered the IB Diploma Program to students in grades 11 & 12 since September of 2010. 1 of 17 schools in New Jersey that offer the International Baccalaureate Program. • Our IB courses are small and rigorous and are not limited to those students seeking an IB Diploma. The first class of IB Diploma Candidates earned diplomas in June of 2012. Seven of the seven candidates received the IB Diploma in 2017. • The district has initiated a 1:1 technology program. All high school students are given a chromebook computer for their daily use.