



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



School No. 1
2016-2017
Grade Span KG-06

03-1550-060
BERGEN
Fort Lee School District
250 HOYM STREET
FORT LEE, NJ 07024

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
KG	96	102	96
1	103	84	114
2	114	96	93
3	86	106	98
4	99	83	106
5	91	95	88
6	74	90	95
Ungraded	1	0	0
Total	664	656	690

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	48%	49%	49%
Male	52%	51%	51%
Economically Disadvantaged Students	16%	16%	16%
Students with Disabilities	15%	11%	13%
English Learners	13%	15%	16%
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	53.3%
White	25.4%
Hispanic	17.5%
Black or African American	2.6%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	1.0%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	93	102	96

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	48.4%
Korean	24.2%
Spanish	7.2%
Chinese	4.6%
Japanese	4.6%
Other	10.5%



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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	352	98.7	83.80	76.50	54.90	83.8	79.9	Met Goal
White	100	95.5	77.00	74.80	63.90	77	75.7	Met Target
Hispanic	64	100.0	70.30	59.50	39.80	70.3	69.6	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	173	100.0	91.90	85.30	80.70	91.9	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	171	99.5	88.90	81.00	62.20	88.9		
Male	181	97.9	79.00	72.40	48.10	79		
Economically Disadvantaged Students	58	100.0	68.90	64.00	36.20	68.9	69.9	Met Target†
Non-Economically Disadvantaged Students	294	98.4	86.70	79.30	65.80	86.7		
Students with Disabilities	57	93.8	50.90	32.40	20.50	50	57.1	Met Target†
Students without Disabilities	295	99.7	90.20	83.40	61.90	90.2		
English Learners	45	100.0	68.90	49.50	25.20	68.9	40.7	Met Target
Non-English Learners	307	98.5	86.00	79.60	57.40	86		
Homeless Students	N	N	N	50.00	26.40	N		
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		

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† 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 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
Schoolwide	87	783	768	749	*	*	*	56%	25%	82%	50%
White	20	762	761	759	*	*	*	65%	*	70%	61%
Hispanic	14	756	755	734	*	*	*	*	*	57%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	51	798	775	775	*	*	*	57%	35%	92%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	49	786	773	754	*	*	*	57%	*	86%	55%
Male	38	779	763	745	*	*	*	55%	*	76%	46%
Economically Disadvantaged Students	17	750	744	731	*	*	*	*	*	53%	31%
Non-Economically Disadvantaged Students	70	791	773	762	*	*	*	*	*	89%	63%
Students with Disabilities	13	748	*	720	*	*	*	*	0%	46%	24%
Students without Disabilities	74	789	*	755	*	*	*	*	30%	88%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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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 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
Schoolwide	103	783	776	753	*	*	*	37%	48%	85%	56%
White	28	774	772	762	*	*	*	50%	*	82%	67%
Hispanic	14	779	768	740	0%	*	*	*	*	71%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	56	790	782	777	0%	*	*	34%	55%	89%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	50	790	779	758	*	*	*	34%	54%	88%	61%
Male	53	777	773	749	*	*	*	40%	42%	81%	51%
Economically Disadvantaged Students	10	776	*	737	*	*	*	*	*	80%	36%
Non-Economically Disadvantaged Students	93	784	*	764	*	*	*	*	*	85%	69%
Students with Disabilities	20	754	*	725	*	*	*	*	*	55%	25%
Students without Disabilities	83	791	*	759	*	*	*	*	*	92%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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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 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
Schoolwide	86	776	772	756	*	12%	*	47%	30%	77%	59%
White	32	765	766	763	*	*	*	38%	*	63%	69%
Hispanic	18	768	763	743	0%	*	*	*	*	72%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	32	785	780	779	*	*	*	56%	34%	91%	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	42	782	779	761	*	*	*	43%	*	83%	66%
Male	44	769	765	750	*	*	*	50%	*	71%	53%
Economically Disadvantaged Students	14	746	*	740	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	72	781	*	765	*	*	*	*	*	82%	71%
Students with Disabilities	13	722	730	725	*	*	*	*	0%	23%	22%
Students without Disabilities	73	785	778	762	*	*	*	*	36%	86%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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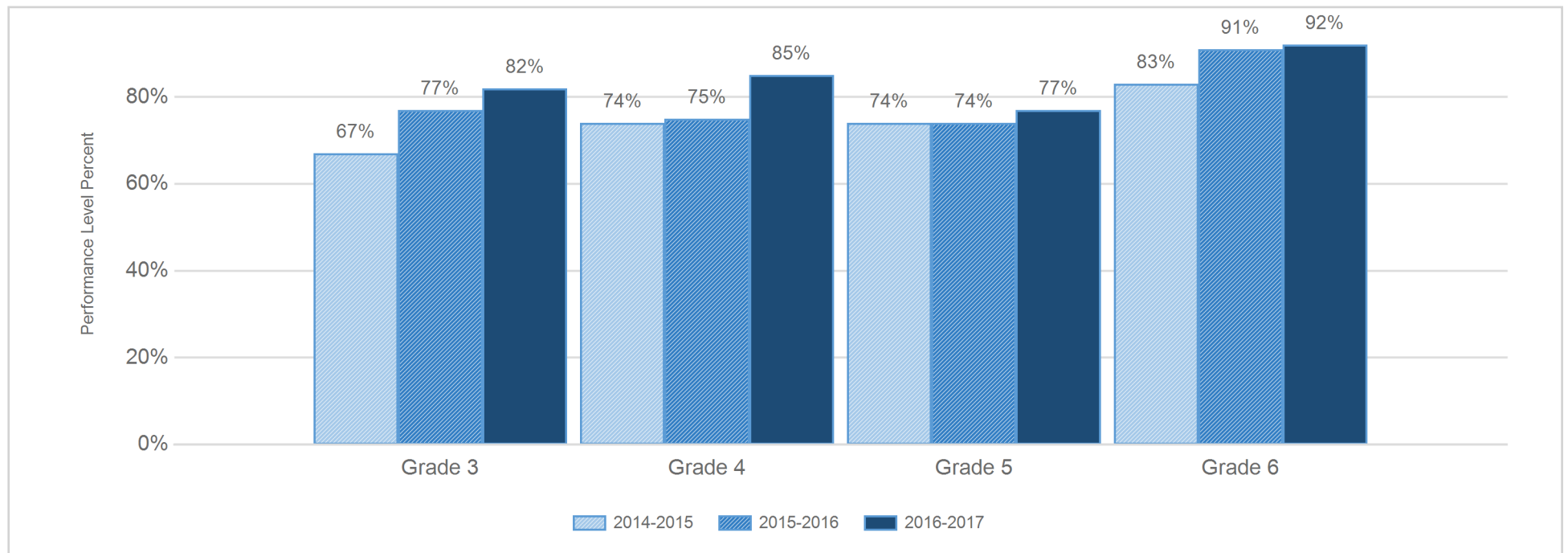
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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 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
Schoolwide	95	782	775	752	*	0%	*	51%	41%	92%	54%
White	27	777	769	758	0%	0%	*	56%	*	89%	63%
Hispanic	20	770	757	740	*	0%	*	55%	*	80%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	44	793	790	776	*	*	*	41%	57%	98%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	45	788	779	758	*	*	*	51%	44%	96%	61%
Male	50	777	771	746	*	*	*	50%	38%	88%	46%
Economically Disadvantaged Students	18	776	*	737	*	0%	*	72%	*	94%	34%
Non-Economically Disadvantaged Students	77	784	*	761	*	0%	*	46%	*	91%	65%
Students with Disabilities	12	758	737	722	*	*	*	*	*	75%	17%
Students without Disabilities	83	786	782	758	*	*	*	*	*	94%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

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	366	98.8	79.80	64.30	43.50	79.8	80	Met Target†
White	101	95.7	73.30	60.40	52.40	73.3	76.7	Met Target†
Hispanic	67	100.0	58.20	39.80	27.60	58.2	61.3	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	183	100.0	91.80	79.10	75.60	91.8	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	179	99.5	79.90	62.80	44.10	79.9		
Male	187	98.0	79.70	65.90	42.90	79.7		
Economically Disadvantaged Students	58	100.0	65.50	47.30	25.10	65.5	66	Met Target†
Non-Economically Disadvantaged Students	308	98.5	82.40	68.20	54.30	82.4		
Students with Disabilities	57	93.8	49.20	*	16.50	48.3	61.2	Not Met
Students without Disabilities	309	99.7	85.50	*	48.80	85.5		
English Learners	59	100.0	69.50	54.90	23.30	69.5	64	Met Target
Non-English Learners	307	98.5	81.80	65.60	45.20	81.8		
Homeless Students	N	N	N	28.60	16.40	N		
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 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 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
Schoolwide	101	774	766	751	*	*	11%	44%	36%	79%	53%
White	21	757	758	759	*	*	*	52%	*	67%	63%
Hispanic	15	744	*	738	*	*	*	*	*	47%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	63	787	776	779	0%	*	*	41%	49%	91%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	55	770	765	751	*	*	*	46%	31%	76%	52%
Male	46	779	768	751	*	*	*	41%	41%	83%	53%
Economically Disadvantaged Students	17	752	747	736	*	*	*	*	*	53%	34%
Non-Economically Disadvantaged Students	84	779	770	761	*	*	*	*	*	85%	65%
Students with Disabilities	13	749	*	729	*	*	*	*	*	54%	29%
Students without Disabilities	88	778	*	755	*	*	*	*	*	83%	57%
English Learners	21	762	748	724	*	*	*	*	*	57%	21%
Non-English Learners	80	777	769	753	*	*	*	*	*	85%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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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 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
Schoolwide	108	774	766	747	*	*	11%	62%	20%	82%	47%
White	29	769	760	755	0%	*	*	52%	*	76%	59%
Hispanic	15	758	748	734	*	*	*	*	*	67%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	59	781	776	774	0%	*	*	68%	20%	88%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	53	773	763	747	*	*	*	59%	*	83%	47%
Male	55	774	768	747	*	*	*	66%	*	82%	48%
Economically Disadvantaged Students	10	770	*	732	*	*	*	*	*	80%	27%
Non-Economically Disadvantaged Students	98	774	*	757	*	*	*	*	*	83%	61%
Students with Disabilities	20	759	*	724	*	*	*	55%	*	65%	22%
Students without Disabilities	88	777	*	751	*	*	*	64%	*	86%	52%
English Learners	10	742	758	716	*	*	*	*	0%	50%	12%
Non-English Learners	98	777	766	749	*	*	*	*	22%	86%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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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 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
Schoolwide	88	769	765	747	*	*	18%	52%	21%	73%	46%
White	33	762	758	754	*	*	*	46%	*	64%	57%
Hispanic	18	758	750	735	0%	*	*	*	*	56%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	33	781	778	774	0%	*	*	64%	*	91%	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	43	770	766	747	*	*	*	54%	*	72%	47%
Male	45	768	765	746	*	*	*	51%	*	73%	46%
Economically Disadvantaged Students	14	747	752	732	*	*	*	*	0%	57%	27%
Non-Economically Disadvantaged Students	74	773	768	756	*	*	*	*	24%	76%	59%
Students with Disabilities	13	726	729	725	*	*	*	*	0%	23%	19%
Students without Disabilities	75	776	770	751	*	*	*	*	24%	81%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

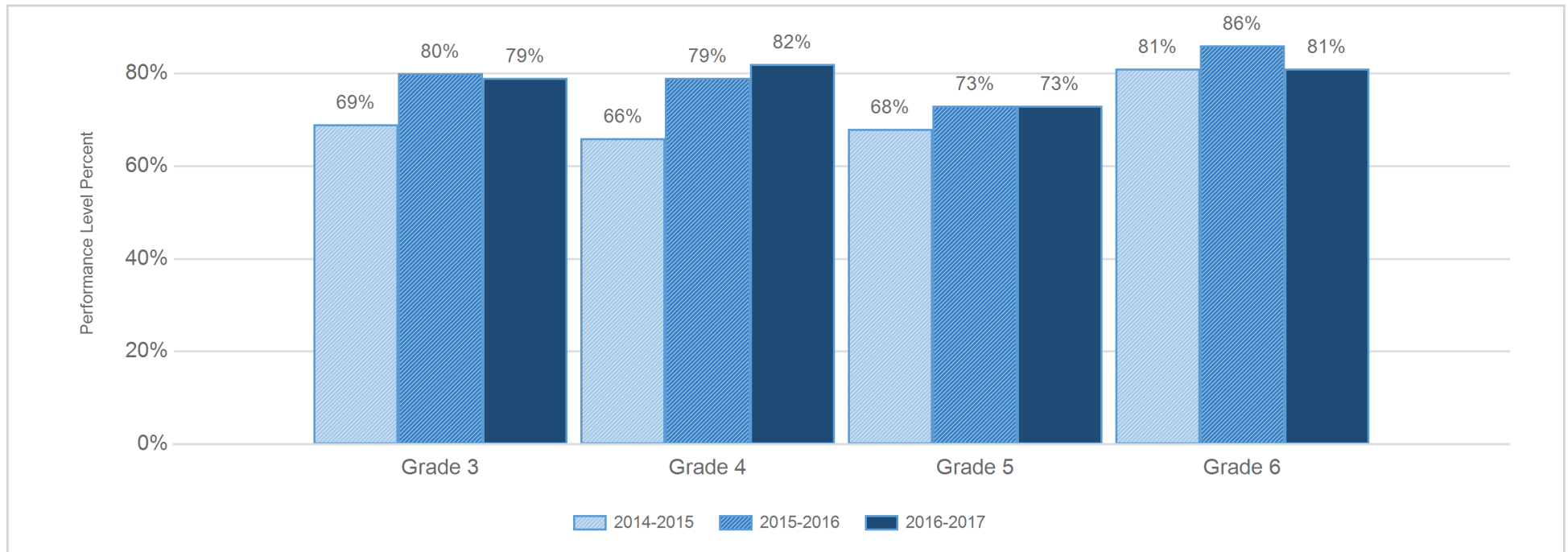
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, 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
Schoolwide	99	775	765	743	*	*	11%	46%	35%	81%	44%
White	28	768	760	751	0%	*	*	50%	*	71%	54%
Hispanic	21	756	*	731	*	*	*	48%	*	67%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	46	791	782	771	*	*	*	41%	54%	96%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	47	774	766	745	*	*	*	49%	34%	83%	45%
Male	52	775	763	742	*	*	*	42%	37%	79%	43%
Economically Disadvantaged Students	19	762	*	728	*	*	*	53%	*	74%	24%
Non-Economically Disadvantaged Students	80	778	*	752	*	*	*	44%	*	83%	56%
Students with Disabilities	12	751	722	717	*	*	*	*	*	50%	13%
Students without Disabilities	87	778	772	748	*	*	*	*	*	85%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

Mathematics Assessment – Performance Trends

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



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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
3	*	*
4	*	*
5	N	N
6	*	*

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	71	83.1%	16.9%
2	22	45.5%	54.5%
3	*	*	*
4	*	*	*
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

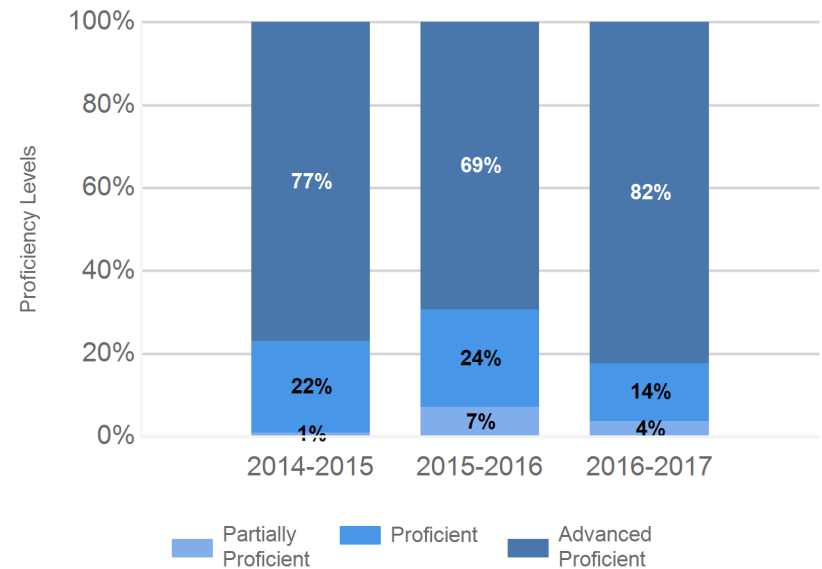
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	82%	14%	4%
White	81%	13%	7%
Hispanic	64%	29%	7%
Black or African American	*	N	N
Asian, Native Hawaiian, or Pacific Islander	86%	12%	2%
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	80%	20%	N
Students with Disabilities	63%	32%	5%
English Learners	*	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





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This section of the performance report shows information on student growth which measures 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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	73	*	*	Exceeds Standard	74	*	*	Exceeds Standard
White	71	57	50	Exceeds Standard	75	63	52	Exceeds Standard
Hispanic	72	50	49	Exceeds Standard	68	54	47	Exceeds Standard
Black or African American	*	43.5	45	**	*	53.5	43	**
Asian, Native Hawaiian, or Pacific Islander	75	64	60	Exceeds Standard	80	68	59	Exceeds Standard
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	72.5	50	47	Exceeds Standard	73	62	46	Exceeds Standard
Students with Disabilities	57	39	41	Met Standard	61	45	43	Exceeds Standard
English Learners	87	80	53	Exceeds Standard	89	81.5	51	Exceeds Standard

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

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



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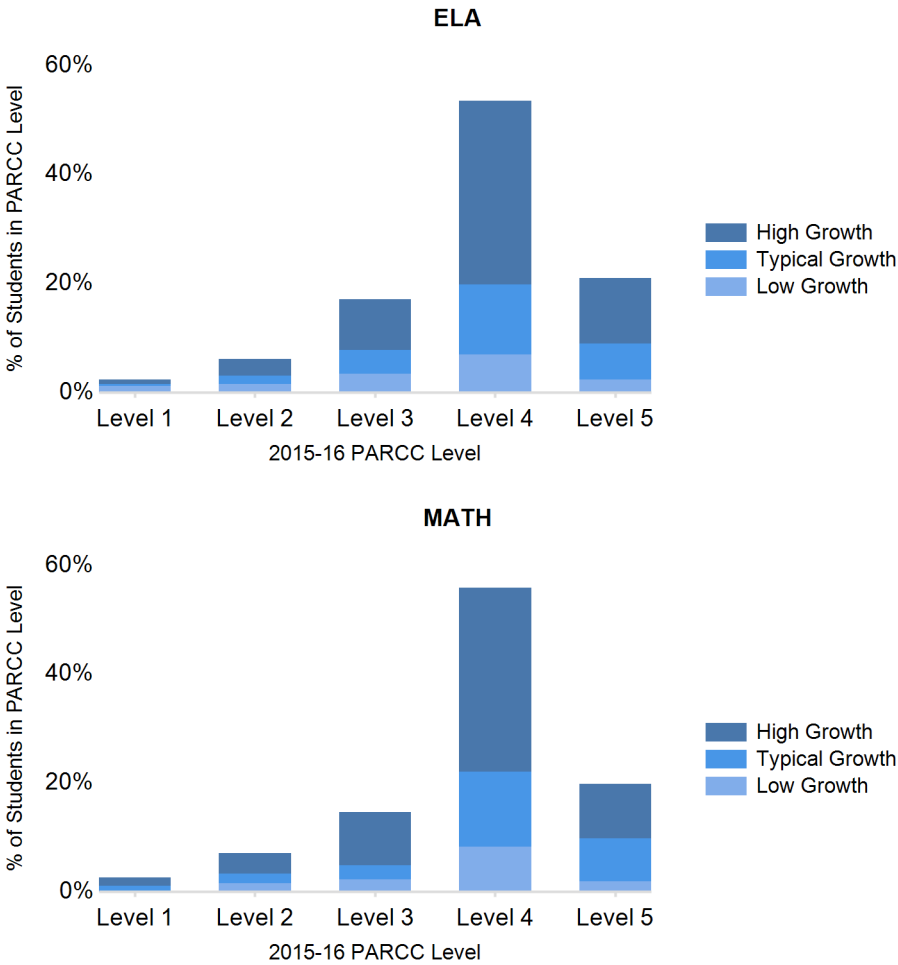
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

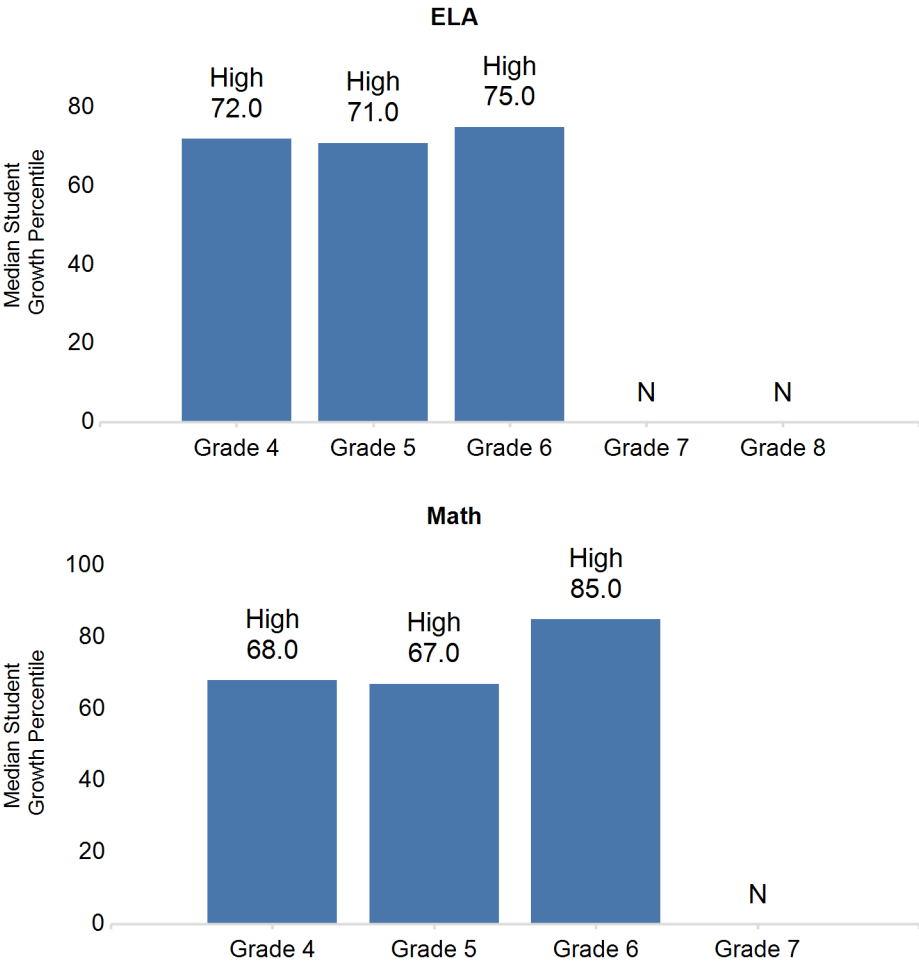
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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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

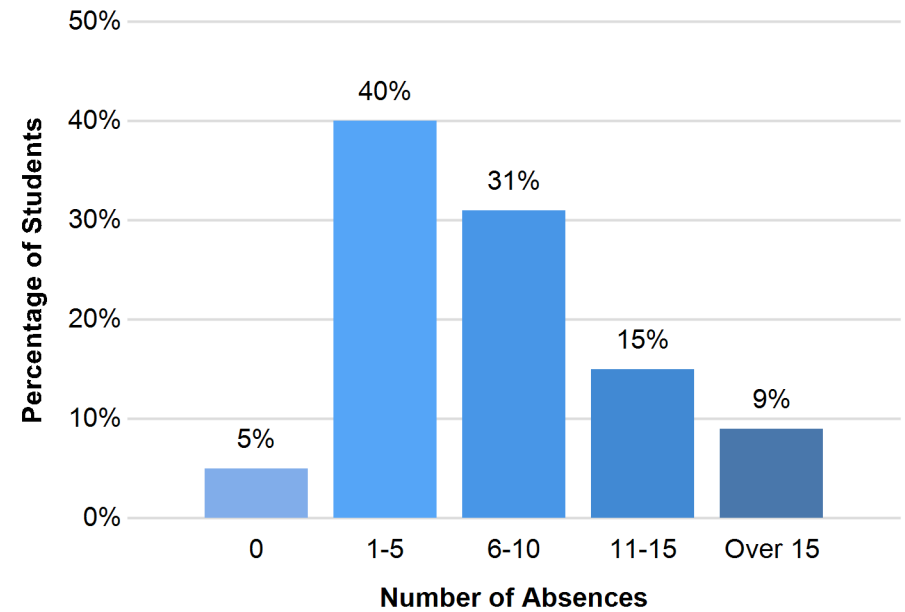
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.20	8.30	Met Target
White	4.50	8.30	Met Target
Hispanic	12.40	8.30	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	4.60	8.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	14.50	8.30	Not Met
Students with Disabilities	6.50	8.30	Met Target
English Learners	14.80	8.30	Not Met

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

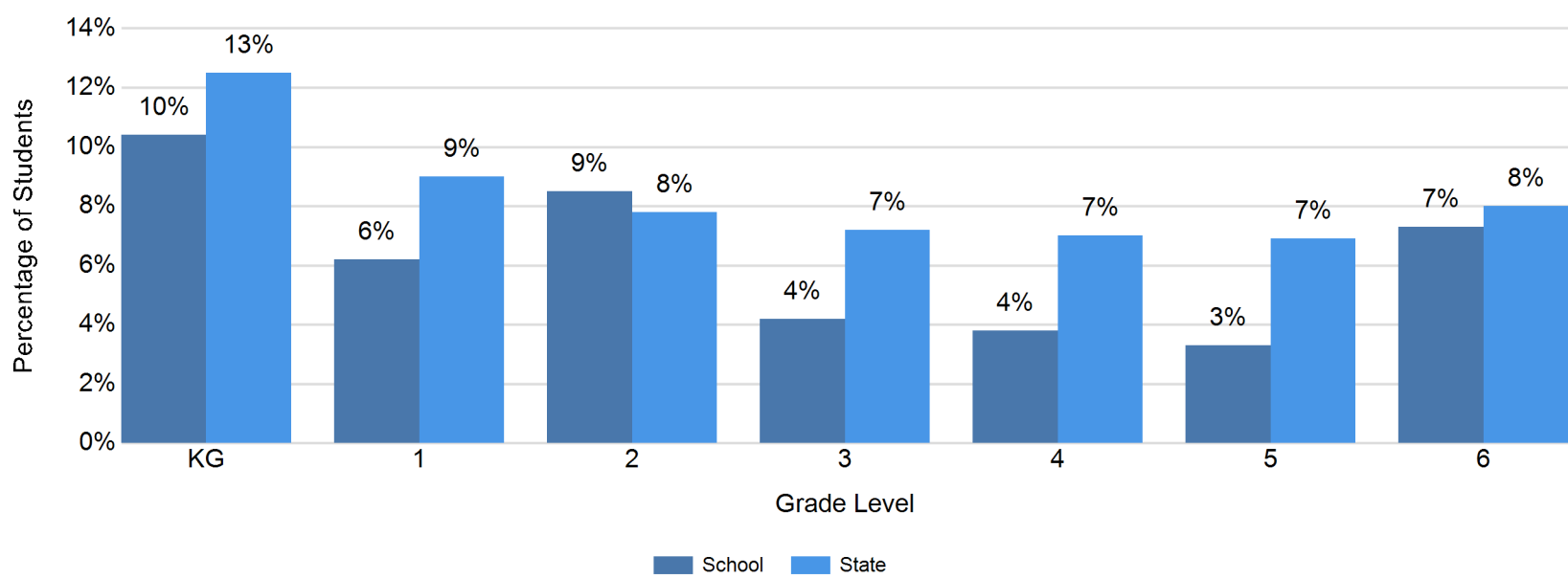
Days Absent

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.



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.





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	8:40AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	6 Hrs. 20 Mins.
Shared Time - Instructional Time	*

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	0.4%
Out-of-School Suspensions	0.3%
Any Suspension	0.7%

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	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	2.9:1	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	54	120,724
Average years experience in public schools	13.4	11.8
Average years experience in district	12.4	10.5
Teachers in district for 4 or more years	91%	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	63:1	184:1
Librarian/Media Specialists		644:1
Nurses		644:1
Counselors		322:1
Child Study Team		258:1



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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 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.

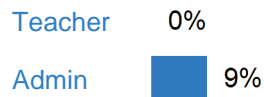
Bachelor's Degree



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	95.20	17.5%
Mathematics Proficiency	96.70	17.5%
English Language Arts Growth	97.90	25.0%
Mathematics Growth	98.10	25.0%
Chronic Absenteeism	42.80	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		89.0
Summative Rating: Percentile rank of Summative Score		98.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		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	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	89.0	11.9	No	Met Goal	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
White	87.7	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	84.8	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Exceeds Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	81.0	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	88.1	11.9	No	Met Target†	Met Target†	Not Met	Exceeds Target	Exceeds Target	No
Students with Disabilities	90.7	11.9	No	Met Target†	Not Met	Met Target	Met Target	Exceeds Target	No
English Learners	85.4	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Giacomelli	Email Address:	rgiacomelli@flboe.com
Address:	250 HOYM STREET FORT LEE, NJ 07024	Website:	www.flboe.com
Phone:	(201)585-4620		

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.

 <div>Highlights:</div>	<ul style="list-style-type: none">• School 1 enjoys an outstanding reputation for the quality of our instructional programs.• Data analysis drives instruction where all student's progress is tracked to ensure that individual needs are being met.• Our constructivist approach to education best addresses the needs of our diverse student population.
 <div>Mission, Vision, Theme:</div>	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.
 <div>Awards, Recognition, Accomplishments:</div>	Our students have been acknowledged through Presidential Physical Fitness Challenges, our diversity is honored through bilingual and world language classes, and the varied needs of students are addressed through before, during and after school tutoring as well as a well-developed Gifted and Talented program. NJ Classroom Close-Up also produced a televised program on the listening to Opera as a gateway to learning for our special population.






School No. 1
2016-2017
Grade Span KG-06

03-1550-060
BERGEN
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FORT LEE, NJ 07024

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 <p>Courses, Curriculum, Instruction:</p>	<p>Our Envision Math and Interactive Science curriculum address the importance of developing our students'capacity to think. Content and process is learned through hands-on investigations. our students learn through authentic, real life situations, developing their skills to produce results that support their development of work-place readiness.</p>
 <p>Clubs and Activities:</p>	<p>The concern for the development of the whole student is also shown in programs such as SADD (students against destructive decisions), the Buddy program, Safety Patrol, Peer Mediators and Environmental club. Academic and social development is recognized and developed through multiple means and curriculum areas. Critical to our success is our excellent relationship with the community.</p>
 <p>Before and After School Programs:</p>	<p>Before school starts, students are involved in the BOKS (Reebok) program which provides fitness through exercises which stimulate both the body and mind. After-school enrichment programs continue to provide students the opportunity to explore a variety of interests including; math, science, robotics, art, drama, technology, keyboarding, Zumba, Lego construction and chess. We believe that great instruction comes from authentic experiences.</p>







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 Staff and Professional Learning:	Teachers and staff are exposed to professional development in safety courses, balanced literacy, data collection, math and science curriculum updates, and Sheltered Instruction for our ESL population, all to enhance the already outstanding qualities the teacher's possess.
 Student Supports and Services:	School 1 has a dedicated CST that is available at all times. Their focus is following and providing each student with the necessary supplemental programs, activities and an individualized educational plan (IEP) that will foster success. Our Basic Skills program meets the needs of our struggling students in both math and language arts. The guidance counselor lends expertise in child psychology, maintains the RTI model and I&RS program.
 Student Health and Wellness:	Our school nurse provides a Family Life health program to our 4th, 5th, and 6th grade students. School 1 offers a breakfast program open to all students. Our Physical Education program offers early morning exercises as well as shared information in nutrition, stress relief and life long activities for healthy living.
 Parent and Community Involvement:	Our veterans have graciously shared their first hand experiences with our students, who in turn, at various events, students have honored them. Our parents have provided a myriad of educational opportunities including cultural events, personal safety courses, and social opportunities. A parent portal provides access to all educational information as well as connections with the staff. A strong PTA, KPAC and SEPAG exist at school 1.




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<div>Other Information:</div>	<p>>In addition to our District's highlights, School 1 has integrated the "FISH" philosophy ; we choose the attitude to come to school with, to make every day fun, filled with learning, positive energy and support those around us. >We maintain open communication for parents, teachers and administration offering the best possible social, emotional and academic environment. >School 1 practices "Thoughtful Thursday's" where students are given 5-10 minutes of complete quiet a "mindfulness" activity. >K-6 students are exposed to technology through chromebook activities daily/weekly. >After all, School 1 is where teachers are respected and our "Students Come First".</p>
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