



FORT LEE BORO
2016-2017

Grade Span PK-12

03-1550
BERGEN
FORT LEE BORO
2175 LEMOINE AVENUE, 6TH FL.
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 district'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 for this district.
- 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



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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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Schools in this District

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	47	22	12
KG	324	343	313
1	358	313	348
2	327	330	320
3	309	316	339
4	280	299	320
5	308	267	291
6	264	289	272
7	254	256	316
8	279	246	255
9	236	236	224
10	243	228	243
11	246	243	233
12	257	242	257
Ungraded	3	83	121
Total	3735	3714	3864

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%	47%	48%
Male	52%	53%	52%
Economically Disadvantaged Students	20%	20%	19%
Students with Disabilities	13%	13%	13%
English Learners	10%	10%	12%
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	46.1%
White	28.5%
Hispanic	20.0%
Black or African American	4.1%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.1%
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
PK - Half Day	17	4	7
PK - Full Day	20	18	5
KG - Half Day	0	0	0
KG - Full Day	314	343	313

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	3864
Shared Time Students	0
Full Time Equivalent	3864

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	44.3%
Korean	22.6%
Spanish	9.2%
Chinese	5.6%
Japanese	4.4%
Other	13.8%



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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 district 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 district and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the district 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	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
Districtwide	2062	98.2	76.50	54.90	76.5	72.1	Met Target
White	609	96.6	74.80	63.90	74.8	69.6	Met Target
Hispanic	376	97.9	59.50	39.80	59.5	51.8	Met Target
Black or African American	75	95.8	57.40	35.20	57.4	52.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	977	99.5	85.30	80.70	85.3	80	Met Goal
American Indian or Alaska Native	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	54.90	77.3	N	N
Female	992	98.2	81.00	62.20	81		
Male	1070	98.1	72.40	48.10	72.4		
Economically Disadvantaged Students	377	99.0	64.00	36.20	64	60.9	Met Target
Non-Economically Disadvantaged Students	1685	98.0	79.30	65.80	79.3		
Students with Disabilities	281	94.0	32.40	20.50	32	31.9	Met Target
Students without Disabilities	1781	98.9	83.40	61.90	83.4		
English Learners	212	99.6	49.50	25.20	49.5	39.7	Met Target
Non-English Learners	1850	98.0	79.60	57.40	79.6		
Homeless Students	*	*	*	26.40	*		
Students In Foster Care	N	N	N	24.80	N		
Military-Connected Students	N	N	N	53.50	N		
Migrant Students	*	*	*	23.00	*		

** 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 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 student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	322	768	749	7%	9%	14%	55%	15%	70%	50%
White	79	761	759	*	13%	17%	56%	*	65%	61%
Hispanic	52	755	734	*	*	*	46%	*	60%	35%
Black or African American	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	177	775	775	*	*	12%	58%	19%	77%	76%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	751	*	*	*	*	*	*	52%
Female	160	773	754	*	*	15%	54%	19%	74%	55%
Male	162	763	745	*	*	14%	56%	11%	67%	46%
Economically Disadvantaged Students	58	744	731	*	17%	*	47%	*	52%	31%
Non-Economically Disadvantaged Students	264	773	762	*	7%	*	57%	*	74%	63%
Students with Disabilities	49	*	720	22%	20%	*	37%	*	39%	24%
Students without Disabilities	273	*	755	4%	7%	*	58%	*	76%	55%
English Learners	27	720	709	*	*	*	*	0%	15%	11%
Non-English Learners	295	772	752	*	*	*	*	17%	75%	53%
Homeless Students	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	750	N	N	N	N	N	N	49%
Migrant Students	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 student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	312	776	753	*	*	14%	43%	36%	79%	56%
White	88	772	762	*	*	13%	52%	27%	80%	67%
Hispanic	58	768	740	*	*	21%	36%	31%	67%	40%
Black or African American	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	151	782	777	*	*	11%	40%	44%	84%	82%
American Indian or Alaska Native	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	755	*	*	*	*	*	*	56%
Female	147	779	758	*	*	16%	38%	41%	79%	61%
Male	165	773	749	*	*	11%	47%	32%	79%	51%
Economically Disadvantaged Students	44	*	737	*	*	25%	41%	*	61%	36%
Non-Economically Disadvantaged Students	268	*	764	*	*	12%	43%	*	82%	69%
Students with Disabilities	52	*	725	*	*	21%	33%	*	50%	25%
Students without Disabilities	260	*	759	*	*	12%	45%	*	85%	62%
English Learners	21	752	711	*	*	*	*	*	48%	10%
Non-English Learners	291	777	755	*	*	*	*	*	81%	58%
Homeless Students	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	755	N	N	N	N	N	N	60%
Migrant Students	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 student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	289	772	756	*	*	14%	53%	23%	76%	59%
White	90	766	763	*	*	19%	50%	17%	67%	69%
Hispanic	47	763	743	*	*	*	49%	*	66%	44%
Black or African American	13	756	740	*	*	*	*	*	62%	39%
Asian, Native Hawaiian, or Pacific Islander	135	780	779	*	*	10%	59%	28%	87%	84%
American Indian or Alaska Native	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	757	*	*	*	*	*	*	60%
Female	143	779	761	*	*	12%	50%	32%	81%	66%
Male	146	765	750	*	*	16%	56%	14%	71%	53%
Economically Disadvantaged Students	52	*	740	*	*	21%	44%	*	62%	40%
Non-Economically Disadvantaged Students	237	*	765	*	*	12%	55%	*	79%	71%
Students with Disabilities	36	730	725	*	*	*	*	*	25%	22%
Students without Disabilities	253	778	762	*	*	*	*	*	83%	66%
English Learners	12	737	710	*	*	*	*	0%	50%	12%
Non-English Learners	277	773	757	*	*	*	*	24%	77%	60%
Homeless Students	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	757	N	N	N	N	N	N	62%
Migrant Students	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 student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	264	775	752	*	*	13%	44%	36%	80%	54%
White	82	769	758	*	*	17%	44%	31%	74%	63%
Hispanic	51	757	740	*	*	20%	47%	*	65%	38%
Black or African American	15	749	736	*	*	*	*	*	67%	32%
Asian, Native Hawaiian, or Pacific Islander	115	790	776	*	0%	*	42%	51%	93%	81%
American Indian or Alaska Native	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	753	*	*	*	*	*	*	56%
Female	132	779	758	*	*	*	45%	40%	85%	61%
Male	132	771	746	*	*	*	44%	32%	76%	46%
Economically Disadvantaged Students	46	*	737	*	*	*	59%	*	74%	34%
Non-Economically Disadvantaged Students	218	*	761	*	*	*	41%	*	82%	65%
Students with Disabilities	40	737	722	*	*	35%	30%	*	35%	17%
Students without Disabilities	224	782	758	*	*	9%	47%	*	88%	61%
English Learners	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	751	N	N	N	N	N	N	55%
Migrant Students	*	*	722	*	*	*	*	*	*	20%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	303	772	756	5%	7%	11%	38%	40%	78%	59%
White	105	771	764	*	*	10%	50%	31%	81%	69%
Hispanic	48	750	742	*	*	27%	38%	*	52%	44%
Black or African American	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	140	781	784	*	*	*	32%	52%	84%	85%
American Indian or Alaska Native	*	*	755	*	*	*	*	*	*	59%
Two or More Races	*	*	757	*	*	*	*	*	*	59%
Female	148	779	764	*	*	12%	37%	44%	81%	68%
Male	155	765	749	*	*	9%	39%	36%	74%	51%
Economically Disadvantaged Students	55	761	739	*	*	*	42%	27%	69%	40%
Non-Economically Disadvantaged Students	248	774	766	*	*	*	37%	42%	79%	70%
Students with Disabilities	34	722	719	*	*	32%	*	0%	15%	19%
Students without Disabilities	269	778	763	*	*	8%	*	45%	86%	67%
English Learners	10	712	701	*	*	*	*	0%	10%	*
Non-English Learners	293	774	758	*	*	*	*	41%	80%	*
Homeless Students	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	708	N	N	N	N	N	N	15%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	257	773	757	7%	5%	14%	41%	34%	74%	59%
White	72	774	764	*	*	14%	42%	33%	75%	68%
Hispanic	52	740	742	*	*	25%	35%	*	44%	44%
Black or African American	13	*	738	*	*	*	*	*	46%	39%
Asian, Native Hawaiian, or Pacific Islander	116	791	786	*	*	*	42%	47%	90%	86%
American Indian or Alaska Native	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	758	*	*	*	*	*	*	60%
Female	125	781	766	*	*	13%	39%	41%	80%	68%
Male	132	766	749	*	*	14%	42%	27%	69%	50%
Economically Disadvantaged Students	38	755	739	*	*	26%	50%	*	61%	40%
Non-Economically Disadvantaged Students	219	776	766	*	*	11%	39%	*	77%	69%
Students with Disabilities	27	700	718	*	*	*	*	*	*	18%
Students without Disabilities	230	782	764	*	*	*	*	*	*	67%
English Learners	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	721	N	N	N	N	N	N	21%



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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 student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	227	769	749	*	*	18%	48%	26%	74%	52%
White	68	765	757	*	*	16%	54%	21%	75%	62%
Hispanic	51	756	733	*	*	26%	37%	*	55%	35%
Black or African American	11	765	730	0%	0%	*	*	*	73%	30%
Asian, Native Hawaiian, or Pacific Islander	97	779	777	*	*	13%	49%	35%	84%	80%
American Indian or Alaska Native	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	746	N	N	N	N	N	N	48%
Female	96	774	756	*	*	14%	46%	34%	80%	60%
Male	131	766	741	*	*	21%	50%	20%	70%	43%
Economically Disadvantaged Students	41	760	731	*	*	*	44%	*	66%	32%
Non-Economically Disadvantaged Students	186	771	758	*	*	*	49%	*	76%	62%
Students with Disabilities	31	731	714	*	*	36%	*	*	23%	13%
Students without Disabilities	196	775	754	*	*	15%	*	*	82%	58%
English Learners	11	714	690	*	*	*	*	*	*	*
Non-English Learners	216	772	752	*	*	*	*	*	*	*
Homeless Students	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	705	N	N	N	N	N	N	*

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



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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 student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	222	780	743	*	*	13%	40%	39%	78%	46%
White	63	781	749	*	*	*	46%	37%	83%	52%
Hispanic	53	763	728	*	*	25%	34%	25%	59%	34%
Black or African American	13	757	725	*	*	*	*	*	54%	31%
Asian, Native Hawaiian, or Pacific Islander	92	793	774	*	*	*	38%	52%	90%	74%
American Indian or Alaska Native	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	737	*	*	*	*	*	*	42%
Female	114	782	752	*	*	10%	39%	41%	80%	54%
Male	108	779	734	*	*	16%	41%	36%	77%	39%
Economically Disadvantaged Students	60	774	726	*	*	*	42%	33%	75%	32%
Non-Economically Disadvantaged Students	162	783	751	*	*	*	39%	41%	80%	54%
Students with Disabilities	15	757	704	*	*	*	*	*	67%	12%
Students without Disabilities	207	782	749	*	*	*	*	*	79%	52%
English Learners	14	700	681	*	*	*	*	*	*	*
Non-English Learners	208	786	745	*	*	*	*	*	*	*
Homeless Students	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	694	N	N	N	N	N	N	*

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

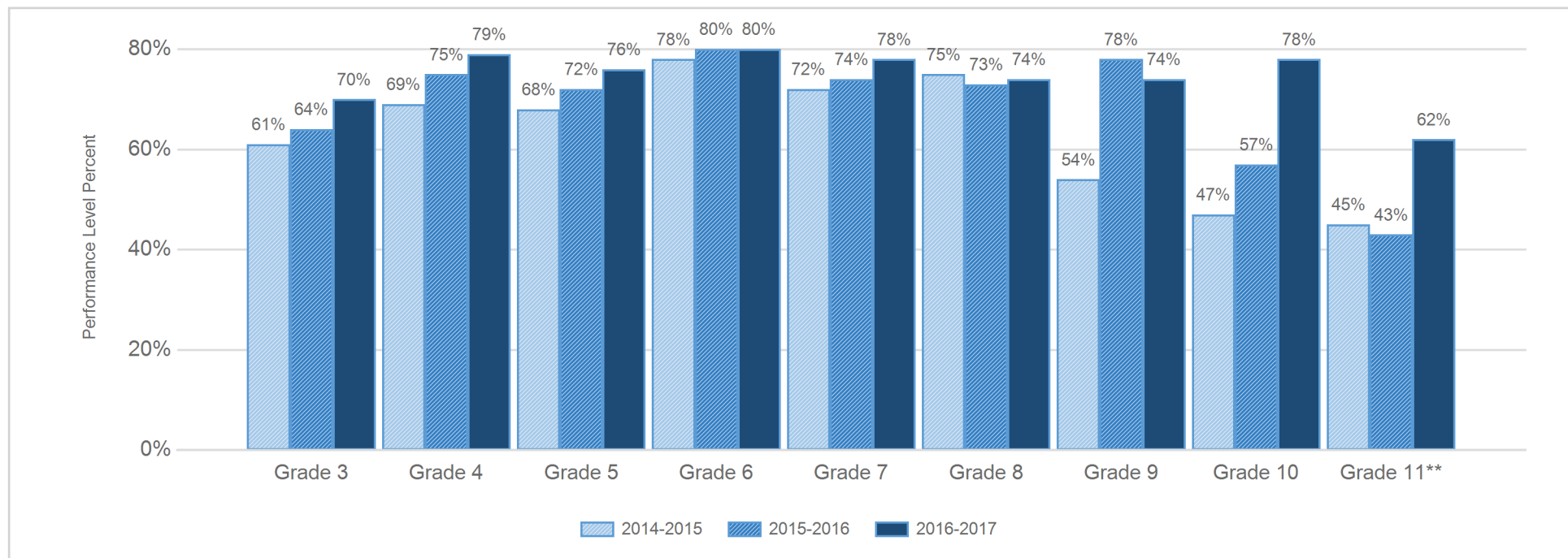
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	196	762	736	9%	7%	21%	37%	26%	62%	38%
White	57	763	738	*	*	26%	46%	18%	63%	40%
Hispanic	40	741	731	25%	*	*	28%	*	45%	34%
Black or African American	10	731	728	*	*	*	*	*	40%	30%
Asian, Native Hawaiian, or Pacific Islander	89	774	756	*	*	19%	36%	36%	72%	58%
American Indian or Alaska Native	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	731	N	N	N	N	N	N	36%
Female	92	772	744	*	*	16%	37%	35%	72%	46%
Male	104	753	729	*	*	26%	37%	17%	54%	31%
Economically Disadvantaged Students	41	752	729	*	*	*	34%	24%	59%	32%
Non-Economically Disadvantaged Students	155	765	740	*	*	*	37%	26%	63%	42%
Students with Disabilities	29	721	709	*	*	35%	*	0%	21%	12%
Students without Disabilities	167	769	741	*	*	19%	*	30%	70%	43%
English Learners	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	723	N	N	N	N	N	N	24%
Migrant Students	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.

English Language Arts/Literacy Assessment - Performance Trends

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



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



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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 district 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 district and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the district 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	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
Districtwide	2083	98.2	64.30	43.50	64.3	64.8	Met Target†
White	613	96.8	60.40	52.40	60.4	61.1	Met Target†
Hispanic	382	97.9	39.80	27.60	39.8	36.5	Met Target
Black or African American	75	95.8	25.30	21.70	25.3	32.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	988	99.4	79.10	75.60	79.1	78.8	Met Target
American Indian or Alaska Native	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	44.90	68.2	N	N
Female	1001	98.2	62.80	44.10	62.8		
Male	1082	98.2	65.90	42.90	65.9		
Economically Disadvantaged Students	377	99.0	47.30	25.10	47.3	44.8	Met Target
Non-Economically Disadvantaged Students	1706	98.0	68.20	54.30	68.2		
Students with Disabilities	280	94.0	26.50	16.50	26.1	28	Met Target†
Students without Disabilities	1803	98.8	70.30	48.80	70.3		
English Learners	237	99.3	54.90	23.30	54.9	60.2	Met Target†
Non-English Learners	1846	98.0	65.60	45.20	65.6		
Homeless Students	*	*	*	16.40	*		
Students In Foster Care	N	N	N	15.10	N		
Military-Connected Students	N	N	N	39.90	N		
Migrant Students	*	*	*	18.20	*		

** 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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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 student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	347	766	751	3%	7%	19%	45%	26%	71%	53%
White	82	758	759	*	*	24%	48%	16%	63%	63%
Hispanic	56	*	738	*	18%	29%	34%	*	45%	37%
Black or African American	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	195	776	779	*	*	12%	47%	36%	83%	82%
American Indian or Alaska Native	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	751	*	*	*	*	*	*	53%
Female	173	765	751	*	*	19%	46%	25%	71%	52%
Male	174	768	751	*	*	19%	44%	26%	71%	53%
Economically Disadvantaged Students	59	747	736	*	*	20%	39%	*	51%	34%
Non-Economically Disadvantaged Students	288	770	761	*	*	18%	46%	*	75%	65%
Students with Disabilities	50	*	729	*	*	26%	32%	*	44%	29%
Students without Disabilities	297	*	755	*	*	18%	47%	*	75%	57%
English Learners	52	748	724	*	*	31%	25%	19%	44%	21%
Non-English Learners	295	769	753	*	*	17%	49%	27%	76%	55%
Homeless Students	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	726	N	N	N	N	N	N	35%



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2016-2017

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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 student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	323	766	747	*	*	17%	57%	16%	72%	47%
White	90	760	755	*	*	22%	57%	11%	68%	59%
Hispanic	59	748	734	*	22%	19%	46%	*	53%	30%
Black or African American	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	159	776	774	*	*	13%	62%	22%	84%	79%
American Indian or Alaska Native	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	747	*	*	*	*	*	*	48%
Female	154	763	747	*	*	17%	56%	16%	71%	47%
Male	169	768	747	*	*	17%	57%	15%	73%	48%
Economically Disadvantaged Students	44	*	732	*	*	25%	43%	*	50%	27%
Non-Economically Disadvantaged Students	279	*	757	*	*	15%	59%	*	76%	61%
Students with Disabilities	52	*	724	*	*	23%	31%	*	42%	22%
Students without Disabilities	271	*	751	*	*	16%	62%	*	78%	52%
English Learners	31	758	716	*	*	*	52%	*	68%	12%
Non-English Learners	292	766	749	*	*	*	57%	*	73%	49%
Homeless Students	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	713	N	N	N	N	N	N	22%



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2016-2017

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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 student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	295	765	747	*	*	19%	50%	21%	71%	46%
White	93	758	754	*	*	22%	47%	14%	61%	57%
Hispanic	47	750	735	*	*	28%	45%	*	55%	30%
Black or African American	13	747	729	0%	*	*	*	0%	46%	22%
Asian, Native Hawaiian, or Pacific Islander	138	778	774	*	*	12%	54%	30%	85%	79%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	747	*	*	*	*	*	*	47%
Female	145	766	747	*	*	23%	49%	20%	69%	47%
Male	150	765	746	*	*	15%	51%	21%	72%	46%
Economically Disadvantaged Students	53	752	732	*	*	26%	51%	*	59%	27%
Non-Economically Disadvantaged Students	242	768	756	*	*	17%	50%	*	73%	59%
Students with Disabilities	36	729	725	*	*	*	*	*	28%	19%
Students without Disabilities	259	770	751	*	*	*	*	*	76%	52%
English Learners	18	747	717	*	*	56%	*	*	39%	12%
Non-English Learners	277	767	748	*	*	17%	*	*	73%	48%
Homeless Students	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	748	N	N	N	N	N	N	48%
Migrant Students	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 student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	281	765	743	8%	6%	16%	41%	29%	70%	44%
White	88	760	751	*	*	22%	46%	21%	66%	54%
Hispanic	55	*	731	22%	*	22%	38%	*	47%	27%
Black or African American	15	728	724	*	*	*	*	*	27%	20%
Asian, Native Hawaiian, or Pacific Islander	122	782	771	*	*	9%	43%	46%	89%	77%
American Indian or Alaska Native	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	745	*	*	*	*	*	*	46%
Female	139	766	745	*	*	17%	40%	31%	71%	45%
Male	142	763	742	*	*	15%	42%	27%	69%	43%
Economically Disadvantaged Students	47	*	728	*	*	*	43%	*	55%	24%
Non-Economically Disadvantaged Students	234	*	752	*	*	*	41%	*	73%	56%
Students with Disabilities	40	722	717	*	*	*	*	*	25%	13%
Students without Disabilities	241	772	748	*	*	*	*	*	78%	50%
English Learners	25	733	710	*	*	*	*	*	40%	*
Non-English Learners	256	768	745	*	*	*	*	*	73%	*
Homeless Students	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	743	N	N	N	N	N	N	40%
Migrant Students	*	*	708	*	*	*	*	*	*	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	282	756	741	*	*	26%	46%	15%	60%	40%
White	103	754	748	*	*	29%	51%	10%	60%	49%
Hispanic	48	733	730	*	29%	44%	21%	*	23%	23%
Black or African American	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	121	768	764	*	*	18%	50%	25%	74%	72%
American Indian or Alaska Native	*	*	741	*	*	*	*	*	*	45%
Two or More Races	*	*	740	*	*	*	*	*	*	39%
Female	133	754	743	*	*	31%	40%	14%	54%	41%
Male	149	758	740	*	*	22%	51%	15%	66%	38%
Economically Disadvantaged Students	50	742	729	*	*	36%	30%	*	38%	22%
Non-Economically Disadvantaged Students	232	759	749	*	*	24%	49%	*	65%	50%
Students with Disabilities	34	719	716	*	38%	32%	*	0%	12%	11%
Students without Disabilities	248	761	746	*	8%	25%	*	17%	67%	45%
English Learners	16	738	712	*	*	*	*	*	31%	*
Non-English Learners	266	757	742	*	*	*	*	*	62%	*
Homeless Students	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	41	713	728	34%	34%	*	*	0%	20%	28%
White	11	*	736	*	*	*	*	0%	36%	35%
Hispanic	19	714	721	*	*	*	*	0%	16%	21%
Black or African American	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	726	N	N	N	N	N	N	28%
Female	15	707	730	*	*	*	*	0%	13%	30%
Male	26	717	725	*	*	*	*	0%	23%	26%
Economically Disadvantaged Students	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	22	701	705	*	*	*	*	*	*	*
Students without Disabilities	19	728	734	*	*	*	*	*	*	*
English Learners	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	272	762	743	5%	14%	17%	49%	15%	64%	42%
White	73	759	751	*	*	23%	49%	*	62%	52%
Hispanic	65	732	728	*	35%	20%	28%	*	31%	24%
Black or African American	10	736	724	*	*	*	*	0%	30%	19%
Asian, Native Hawaiian, or Pacific Islander	120	*	774	*	*	10%	62%	23%	85%	76%
American Indian or Alaska Native	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	741	*	*	*	*	*	*	41%
Female	142	762	744	*	*	*	47%	16%	62%	43%
Male	130	763	741	*	*	*	52%	15%	66%	40%
Economically Disadvantaged Students	51	744	727	*	*	*	37%	*	45%	23%
Non-Economically Disadvantaged Students	221	767	751	*	*	*	52%	*	68%	52%
Students with Disabilities	22	*	714	*	*	*	*	*	*	10%
Students without Disabilities	250	*	747	*	*	*	*	*	*	47%
English Learners	18	*	708	*	*	*	*	*	28%	*
Non-English Learners	254	*	745	*	*	*	*	*	67%	*
Homeless Students	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	715	N	N	N	N	N	N	21%



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2016-2017

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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 student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	377	740	734	6%	26%	33%	28%	7%	35%	30%
White	112	*	740	*	30%	30%	31%	*	34%	38%
Hispanic	89	724	722	11%	39%	34%	16%	0%	16%	14%
Black or African American	23	725	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	152	*	758	*	*	36%	36%	16%	51%	65%
American Indian or Alaska Native	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	733	*	*	*	*	*	*	32%
Female	169	737	735	7%	28%	36%	23%	6%	29%	31%
Male	208	742	733	5%	24%	31%	31%	9%	40%	30%
Economically Disadvantaged Students	80	*	721	*	35%	34%	20%	*	23%	13%
Non-Economically Disadvantaged Students	297	*	740	*	23%	33%	30%	*	38%	39%
Students with Disabilities	50	713	711	*	*	*	*	*	*	*
Students without Disabilities	327	744	738	*	*	*	*	*	*	*
English Learners	15	738	710	0%	*	*	*	0%	33%	*
Non-English Learners	362	740	735	6%	*	*	*	8%	35%	*
Homeless Students	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	704	N	N	N	N	N	N	*



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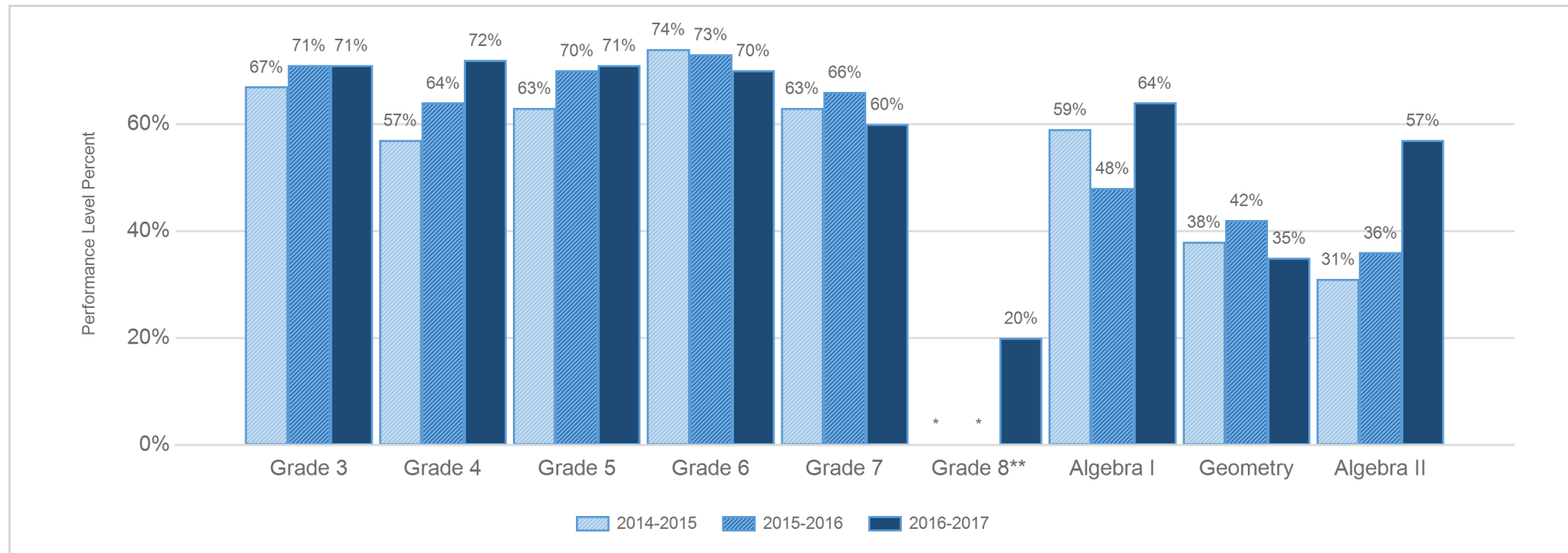
Mathematics Assessment - Performance by Test: Algebra II

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 student group the number of valid test scores and the mean scale score for the 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 district and the state.

Student Group	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Districtwide	171	753	725	17%	13%	14%	47%	9%	57%	28%
White	52	747	731	21%	*	*	48%	*	50%	33%
Hispanic	21	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	715	N	N	N	N	N	N	20%
Two or More Races	N	N	718	N	N	N	N	N	N	25%
Female	81	752	725	17%	*	15%	53%	*	58%	27%
Male	90	754	725	17%	*	12%	42%	*	56%	29%
Economically Disadvantaged Students	34	747	708	*	*	*	38%	*	50%	13%
Non-Economically Disadvantaged Students	137	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	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	702	N	N	N	N	N	N	14%

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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2016-2017
Grade Span PK-12

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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	*	*
6	*	*
7	*	*
8	*	*
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	210	84.3%	15.7%
2	102	60.8%	39.2%
3	43	72.1%	27.9%
4	14	*	*
5+	*	*	*



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2016-2017
Grade Span PK-12

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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.

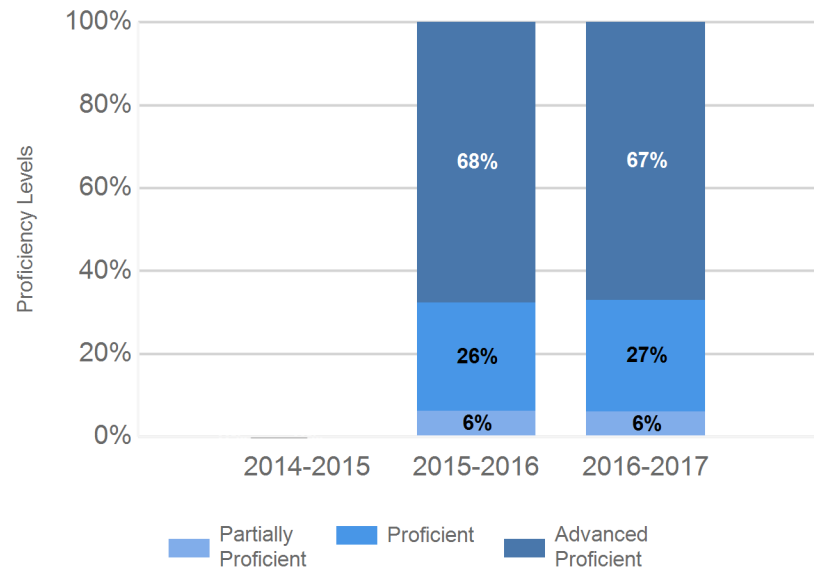
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Districtwide	67%	27%	6%
White	63%	30%	7%
Hispanic	54%	34%	12%
Black or African American	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	76%	22%	3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	56%	32%	12%
Students with Disabilities	44%	37%	20%
English Learners	46%	39%	15%

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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2016-2017
Grade Span PK-12

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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.

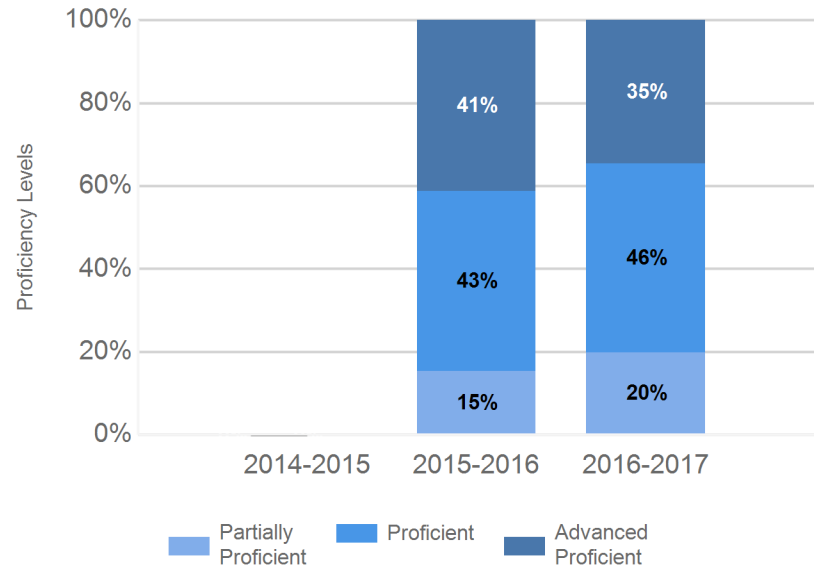
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Districtwide	35%	46%	20%
White	34%	49%	17%
Hispanic	6%	55%	40%
Black or African American	*	39%	*
Asian, Native Hawaiian, or Pacific Islander	49%	42%	9%
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	*
Economically Disadvantaged Students	13%	59%	29%
Students with Disabilities	N	18%	82%
English Learners	*	*	*

NJASK Science Assessment Performance Trends: Grade 8

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





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2016-2017

Grade Span PK-12

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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.

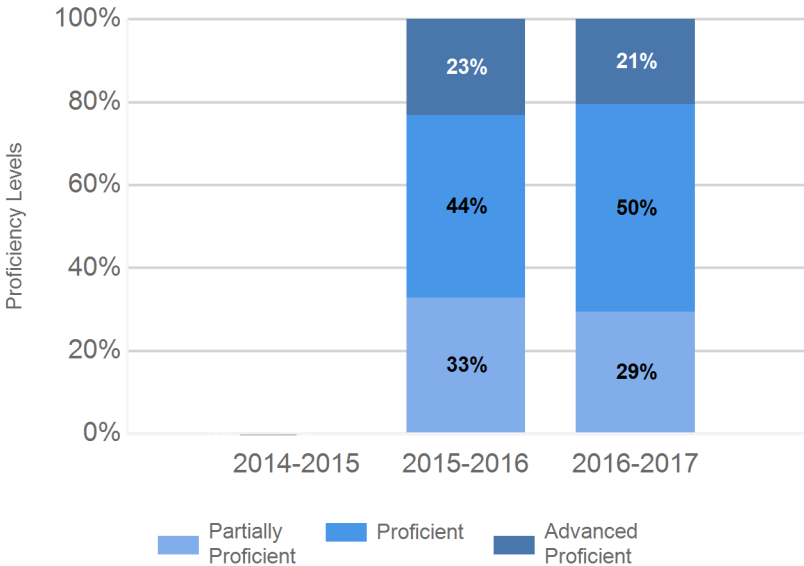
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Districtwide	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 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 district 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 district and each student group with comparisons to the state. This table also shows whether the district and each student group met the **ESSA** accountability target of 40 for the 2016-17 school year.

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Districtwide	N	N	N	N	N	N
White	57	50	Met Standard	63	52	Exceeds Standard
Hispanic	50	49	Met Standard	54	47	Met Standard
Black or African American	43.5	45	Met Standard	53.5	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	64	60	Exceeds Standard	68	59	Exceeds Standard
American Indian or Alaska Native	*	51	**	*	51	**
Two or More Races	*	51	**	*	52	**
Economically Disadvantaged	50	47	Met Standard	62	46	Exceeds Standard
Students with Disabilities	39	41	Not Met	45	43	Met Standard
English Learners	80	53	Exceeds Standard	81.5	51	Exceeds Standard

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



FORT LEE BORO
2016-2017

03-1550
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Grade Span PK-12

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

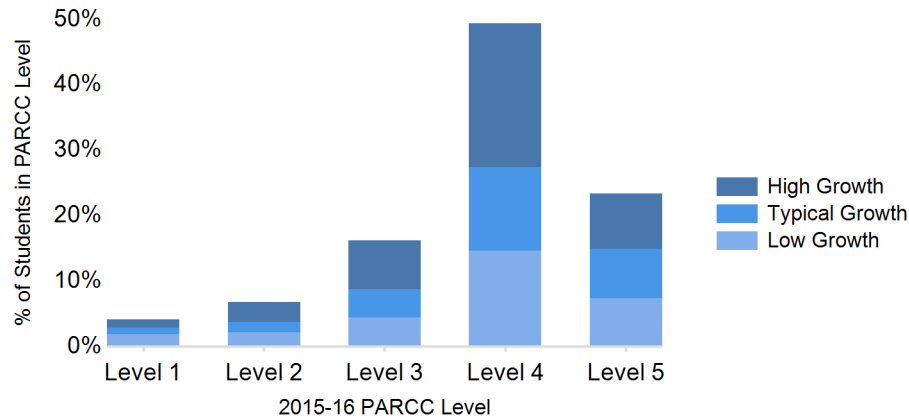
Typical Growth: Between 35 and 65

High Growth: Greater than 65

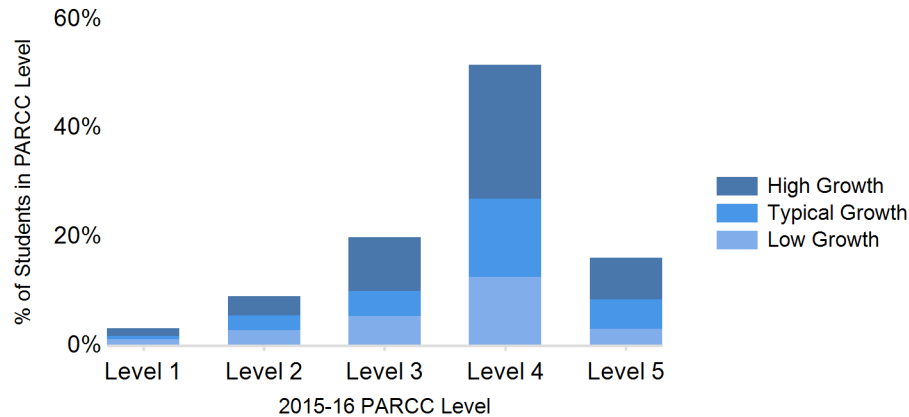
Student Growth by Performance Level

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.

ELA



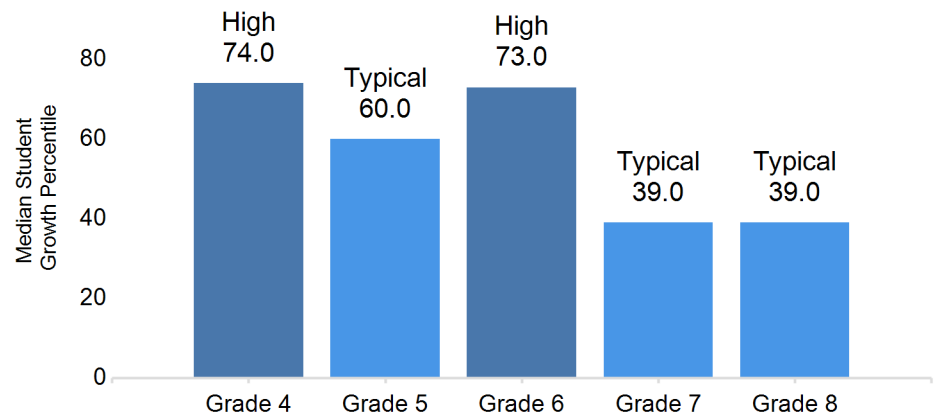
MATH



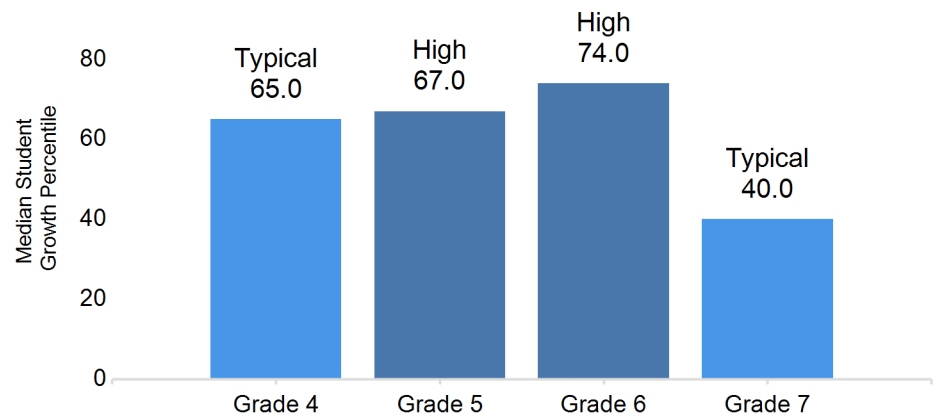
Student Growth by Grade

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

ELA



Math





**FORT LEE BORO
2016-2017**

Grade Span PK-12

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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 in 2016-17. 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 District	% 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 district 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	District Average Score	State Average Score	College Readiness Benchmarks	District - % 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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2016-2017

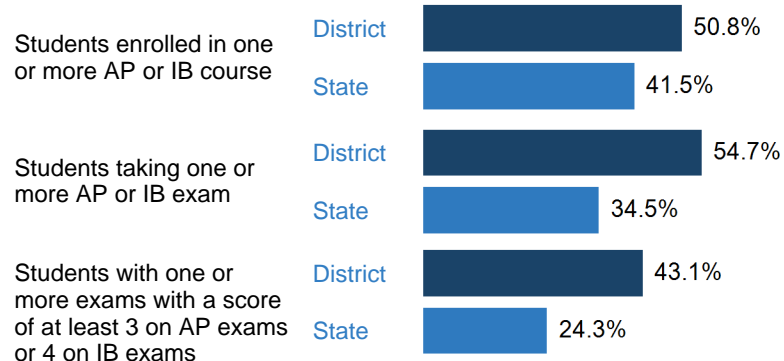
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

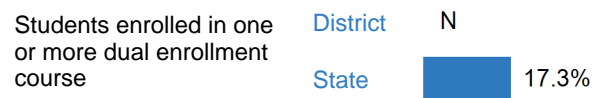
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the district 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 district 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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2016-2017
Grade Span PK-12

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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



FORT LEE BORO
2016-2017

Grade Span PK-12

03-1550
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FORT LEE, NJ 07024

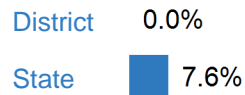
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the district 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 district and their sending district.

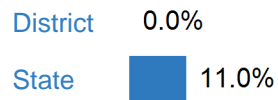
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

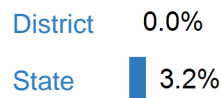
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the district 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



FORT LEE BORO
2016-2017

Grade Span PK-12

03-1550
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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
6	0	0	0	0	0	0	294
7	27	0	0	0	0	0	298
8	199	29	0	0	0	0	49
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
Districtwide	288	406	272	125	86	12	688
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
Districtwide	224	273	0	226	80	176
Enrolled in AP/IB Course	26	19		0	20	0



FORT LEE BORO
2016-2017

03-1550
BERGEN
FORT LEE BORO
2175 LEMOINE AVENUE, 6TH FL.
FORT LEE, NJ 07024

Grade Span PK-12

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.

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
Districtwide	234	529	15	85	93	89
Enrolled in AP/IB Course	60	31	15	85	0	73



FORT LEE BORO
2016-2017

Grade Span PK-12

03-1550
BERGEN
FORT LEE BORO
2175 LEMOINE AVENUE, 6TH FL.
FORT LEE, NJ 07024

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
6	290	0	0	0	0	0	0
7	241	0	0	0	0	0	0
8	214	0	0	0	0	0	0
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
Districtwide	1262	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

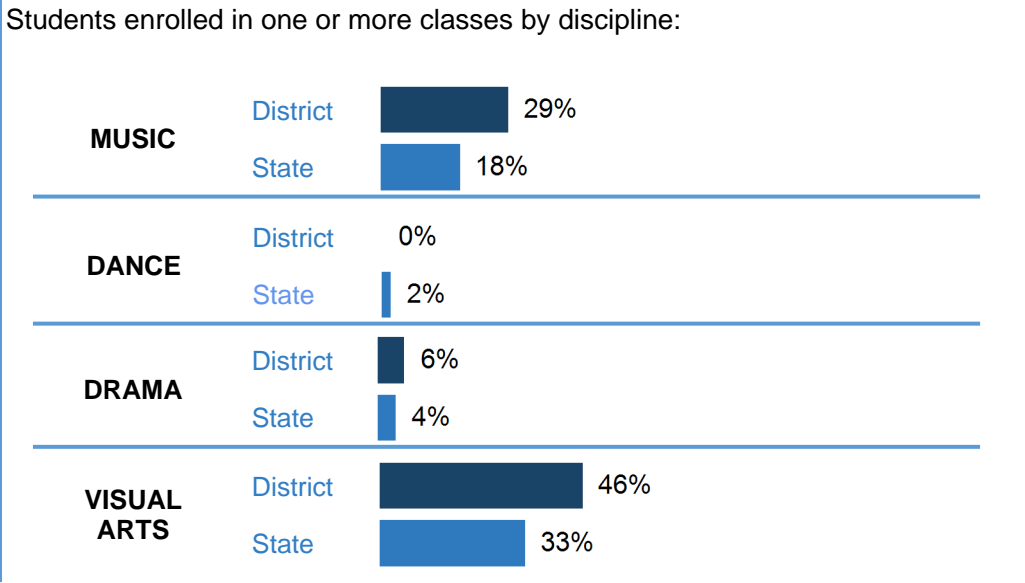
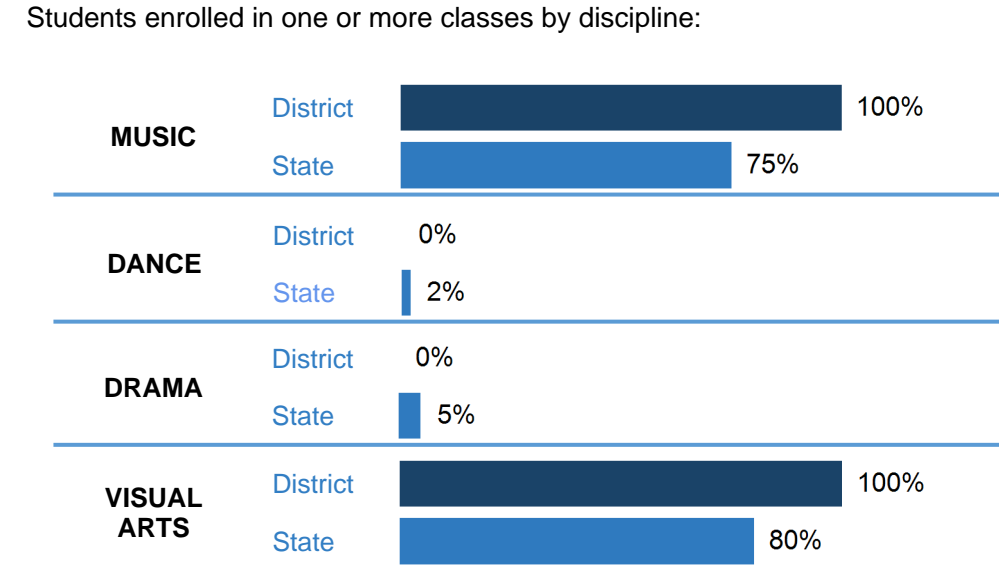
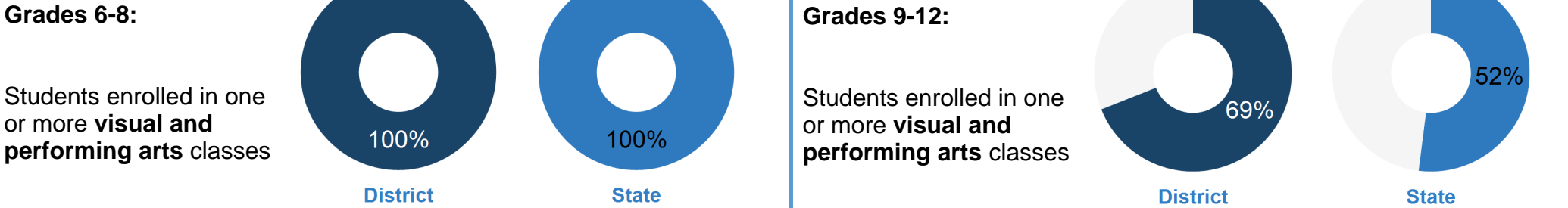


FORT LEE BORO
2016-2017
Grade Span PK-12

03-1550
BERGEN
FORT LEE BORO
2175 LEMOINE AVENUE, 6TH FL.
FORT LEE, NJ 07024

Visual and Performing Arts – Course Participation

This chart shows the percentages of students in the district and across the state that were enrolled in one or more **Visual and Performing Arts** classes with separate rates for grades 6-8 and grades 9-12. The chart also shows the percentage of students in the district and across the state that were enrolled in one or more courses within each of the four arts disciplines.





FORT LEE BORO
2016-2017

Grade Span PK-12

03-1550
BERGEN
FORT LEE BORO
2175 LEMOINE AVENUE, 6TH FL.
FORT LEE, NJ 07024

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 district 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 district and each student group met those targets.

Student Group	District - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	District - 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?
Districtwide	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	97.2%	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		

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 district and the state.

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

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



FORT LEE BORO
2016-2017

Grade Span PK-12

03-1550
BERGEN
FORT LEE BORO
2175 LEMOINE AVENUE, 6TH FL.
FORT LEE, NJ 07024

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%
Districtwide	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 district 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%
Districtwide	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	*	*	*	*	*	*	*



FORT LEE BORO
2016-2017

Grade Span PK-12

03-1550
BERGEN
FORT LEE BORO
2175 LEMOINE AVENUE, 6TH FL.
FORT LEE, NJ 07024

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

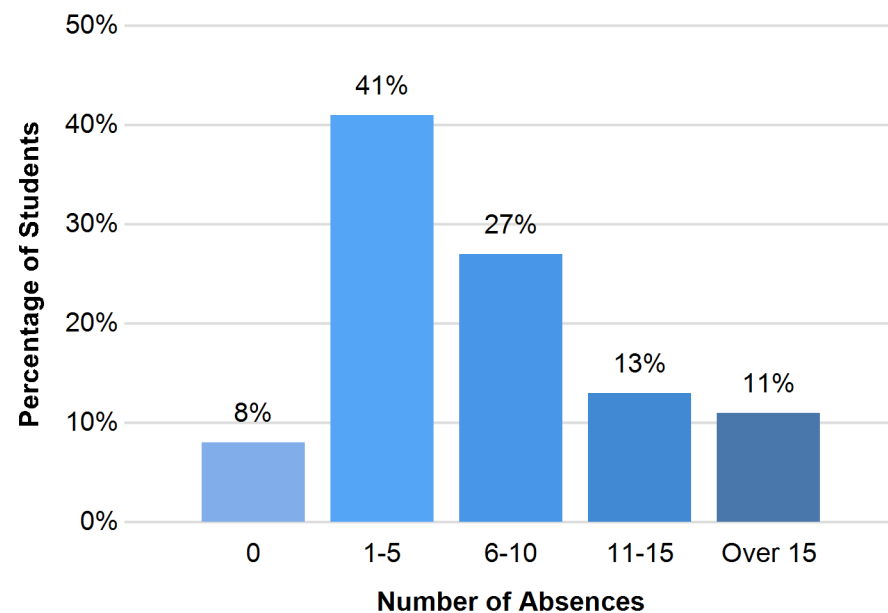
This table shows the percentage of students in grades K-12 in the district and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Districtwide	7.00	10.30	Met Target
White	8.90	10.30	Met Target
Hispanic	11.40	10.30	Not Met
Black or African American	9.80	10.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.80	10.30	Met Target
American Indian or Alaska Native	0	**	**
Two or More Races	2.60	10.30	Met Target
Economically Disadvantaged Students	10.30	10.30	Met Target
Students with Disabilities	15.10	10.30	Not Met
English Learners	9.80	10.30	Met Target

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

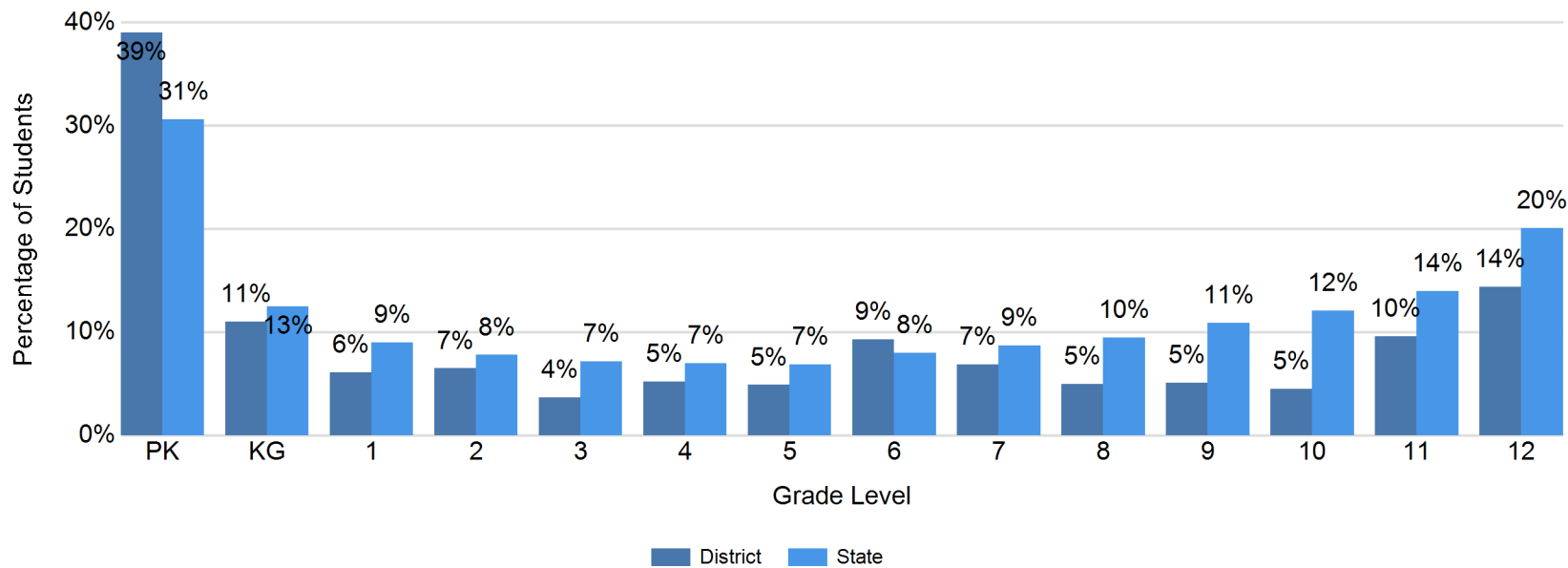
Days Absent

The graph displays the percentage of K-12 students districtwide 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 district 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.





FORT LEE BORO
2016-2017

Grade Span PK-12

03-1550
BERGEN
FORT LEE BORO
2175 LEMOINE AVENUE, 6TH FL.
FORT LEE, NJ 07024

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 district.

Incident Type	Number of Incidents
Violence	25
Vandalism	1
Weapons	1
Substances	14
Harassment, Intimidation, Bullying (HIB)	43
Total Unique Incidents	82
Incidents Per 100 Students Enrolled	2.12

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	0.9%
Out-of-School Suspensions	2.1%
Any Suspension	2.5%

Student Expulsions

This table shows the number of students who were expelled from the a school in the district 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



FORT LEE BORO
2016-2017
Grade Span PK-12

03-1550
BERGEN
FORT LEE BORO
2175 LEMOINE AVENUE, 6TH FL.
FORT LEE, NJ 07024

Per-Pupil Expenditures

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



FORT LEE BORO
2016-2017

Grade Span PK-12

03-1550
BERGEN
FORT LEE BORO
2175 LEMOINE AVENUE, 6TH FL.
FORT LEE, NJ 07024

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 district and across the state.

Category	Teachers in District	Teachers in State
Total Number of teachers	323	120,724
Average years experience in public schools	11.8	11.8
Average years experience in district	10.3	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience

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 district and state.

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



FORT LEE BORO
2016-2017
Grade Span PK-12

03-1550
BERGEN
FORT LEE BORO
2175 LEMOINE AVENUE, 6TH FL.
FORT LEE, NJ 07024

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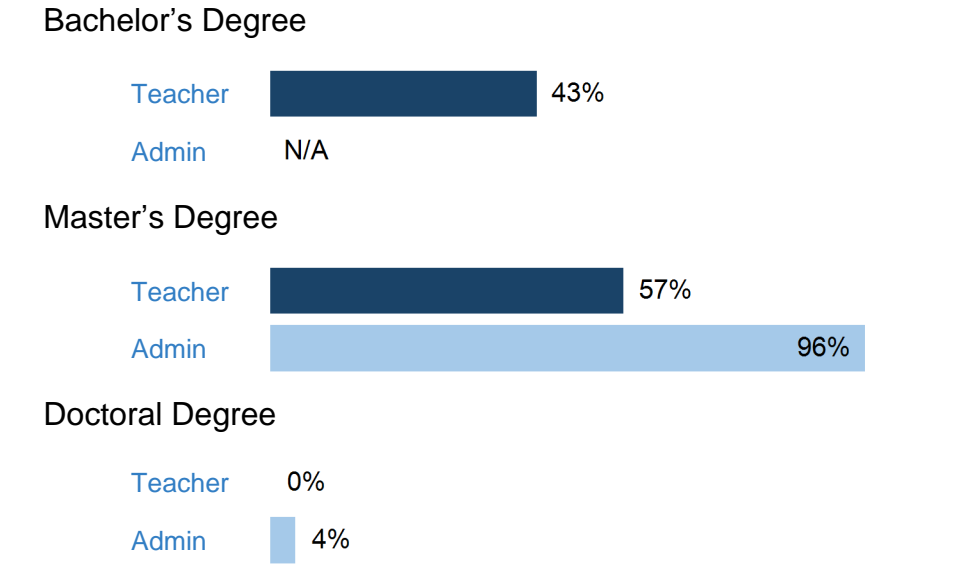
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Teachers and Administrators - Level of Education

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



Teachers and Administrators - One-Year Retention

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%



FORT LEE BORO
2016-2017

Grade Span PK-12

03-1550
BERGEN
FORT LEE BORO
2175 LEMOINE AVENUE, 6TH FL.
FORT LEE, NJ 07024

Accountability Summary by Student Group

New Jersey has developed an accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support. Any school with a student group where the summative rating would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. The table below shows the number of schools in the district identified for Targeted Support for a Low-Performing Student Group out of the total accountable schools. District performance is monitored using annual targets. For more details on accountability targets, see these [accountability resources](#).

Student Group	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	English Language Arts Student Growth	Mathematics Student Growth
Districtwide	No	Met Target	Met Target†	Met Target	Met Goal	Met Goal	Met Target	Exceeds Target
White	0 out of 6 schools	Met Target	Met Target†	Met Target	Met Goal	Met Goal	Met Target	Exceeds Target
Hispanic	0 out of 6 schools	Met Target	Met Target	Not Met	Not Met	Met Goal	Met Target	Met Target
Black or African American	**	Met Target	Met Target†	Met Target	**	**	Met Target	Met Target
Asian, Native Hawaiian, or Pacific Islander	0 out of 6 schools	Met Goal	Met Target	Met Target	Met Goal	Met Goal	Exceeds Target	Exceeds Target
American Indian or Alaska Native	**	**	**	**	**	N	**	**
Two or More Races	**	N	N	Met Target	**	N	**	**
Economically Disadvantaged Students	0 out of 6 schools	Met Target	Met Target	Met Target	Met Goal	Met Goal	Met Target	Exceeds Target
Students with Disabilities	0 out of 5 schools	Met Target	Met Target†	Not Met	Met Target	Not Met	Not Met	Met Target
English Learners	0 out of 4 schools	Met Target	Met Target†	Met Target	**	**	Exceeds Target	Exceeds Target

** 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.



FORT LEE BORO
2016-2017

Grade Span PK-12

03-1550
BERGEN
FORT LEE BORO
2175 LEMOINE AVENUE, 6TH FL.
FORT LEE, NJ 07024

District General Info

Superintendent:	Mr. Rota	Email Address:	krota@flboe.com
Address:	2175 LEMOINE AVENUE, 6TH FL. FORT LEE, NJ 07024	Website:	www.flboe.com
Phone:	(201)585-4612 EXT. 7501		

District Narrative

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

	Mission, Vision, Theme:	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.
	Awards, Recognition, Accomplishments:	Fort Lee Public Schools is proud of the success of its students and the recognition they have received. Among others, those accomplishments include a 2017 graduating class that earned more than \$3.9 million in scholarships and boasted a 99 percent graduation rate. Of those students graduating, 96 percent have gone on to pursue higher education, many attending Ivy League schools and other prestigious institutions.







**FORT LEE BORO
2016-2017**

Grade Span PK-12

**03-1550
BERGEN
FORT LEE BORO
2175 LEMOINE AVENUE, 6TH FL.
FORT LEE, NJ 07024**

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 Courses, Curriculum, Instruction:	<p>The Fort Lee Public Schools have a long tradition of success in the classroom. The district remains committed to providing challenging instruction for each student that is differentiated to address his or her intellectual, social, and emotional needs; to following best instructional practices that engage all students in relevant learning activities; and to developing students who are prepared to be 21st Century global citizens.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Football (Boys), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>Students at Fort Lee High School have the opportunity to play on 17 different teams at the freshman, junior varsity and varsity levels. The district is proud of the athletic program which boasted a highly successful 2016-2017 school year including 8 league championships and 3 state championships in boys bowling, boys tennis and boys spring track.</p>
 Clubs and Activities:	<p>Fort Lee Public Schools is committed to offering students the opportunity to explore interests outside of the classroom by offering over 40 extra-curricular activities and clubs. Students at all grade levels can participate in these activities that range from STEAM to creative writing. The District takes care to promote civic engagement and volunteer opportunities. All students graduating from the district have completed a minimum of 50 hours of community service that benefits the community.</p>
 Before and After School Programs:	<p>The district offers a number of before and after school programs designed for both academic and social development. The Club Ed program operates at all four elementary schools for up to four hours after the traditional school day. The program not only offers prolonged supervision, but also academic enrichment and structured recreation and sports. After-school tutoring is offered at both the middle and high schools.</p>







FORT LEE BORO
2016-2017

Grade Span PK-12

03-1550
BERGEN
FORT LEE BORO
2175 LEMOINE AVENUE, 6TH FL.
FORT LEE, NJ 07024

District Narrative

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 Staff and Professional Learning:	<p>The teachers and staff in the Fort Lee Public Schools are involved in extensive and rigorous professional development. Teachers are afforded the opportunity to attend district led courses in balanced literacy, curricular technology infusion, and many others. Many teachers also attend local colleges and universities to pursue higher learning in their fields of instruction. Teachers are actively engaged in their professional learning community to share their talents and skills with one another.</p>
 Student Supports and Services:	<p>Fort Lee Public Schools recognizes its responsibility to educate all students, regardless of background or ability. Supports are offered for English language learners through both the ESL and bilingual instructional programs. The district has worked to expand special education services through a comprehensive review including program analysis, restructure and staff training. The intervention and referral processes were overhauled to ensure streamlined access to services for our at-risk students.</p>
 Student Health and Wellness:	<p>Our district places a high priority on the health and wellness of our students. Well-rounded meals are available through each school's cafeteria for both breakfast and lunch. Students in grades kindergarten through six participate in recess every day, giving them the opportunity to engage in physical activity. Students at all grade levels are enrolled in physical education which implements a curriculum focused on developing life-long good habits with regards to nutrition and exercise.</p>
 Parent and Community Involvement:	<p>Our district builds and maintains authentic community connections and parent school relationships. Parental involvement and the home school connection are acclaimed to be critical parts of student learning. We empower parents by supporting them and providing them not only information, but also strategies that they may use to help their children reach their highest potential. Parental involvement is not only the responsibility of the parent; it is the responsibility of the school.</p>




FORT LEE BORO
2016-2017
Grade Span PK-12

03-1550
BERGEN
FORT LEE BORO
2175 LEMOINE AVENUE, 6TH FL.
FORT LEE, NJ 07024

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<div>  <div>Facilities:</div> </div>	<p>The district is committed to providing students and staff with a high-quality and safe instructional environment. Notably, in September 2017 a brand-new wing was opened at Elementary School Number 2 to house the district’s pre-K program as well as the school’s kindergarten and 1st grade classes. Construction is underway on a 93,000 square foot addition to the Lewis F. Cole Middle School that will provide a state-of-the-art learning environment for all of the districts’ 5th and 6th graders.</p>
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FORT LEE BORO
2016-2017
Grade Span PK-12

03-1550
 BERGEN
 FORT LEE BORO
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 FORT LEE, NJ 07024

District Narrative

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



Other Information:

• The Class of 2017 had 10 Ivy League Acceptances. • 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 this year. • The Science Research Honors Program has produced winners in national competitions, including Siemens and Intel. • U.S. News ranked Fort Lee High School 58 out of 424 New Jersey public high schools with a designation of Silver. • The district has initiated a 1:1 technology program. All 7-12th grade students are given a Chromebook computer for their use. • Fort Lee High School added additional 21st Century elective courses including Robotics, Innovation and Invention, Athletic Coaching and Forensic Science. • Our Athletic teams won eight league championships and three state championships. • Our students continue to score significantly higher than the state average, at all grade levels, on the PARCC exam.