



Fort Lee School District (03-1550)


2019-2020


County: Bergen

Superintendent: Mr. Kenneth Rota

District: Fort Lee School District

[District Website](#)

 231 Main Street, 3Fl.
Fort Lee, NJ 07024

 201-585-4612 x7501



4,123
Total Students



PK-12
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Notes for 2019-2020: The ongoing COVID-19 pandemic has had a significant impact on the way the NJDOE was able to measure school performance and student achievement for the 2019-2020 School Performance Reports. Some data is not available at all and other data, while available, may not look the same as it did in prior years. The NJDOE also recognizes that our existing data can't begin to measure the hard work and perseverance of the students, families, educators and community members during this difficult year. This past year has been unlike any other, and the NJDOE believes that it is critical to use the available data in the reports, along with other information collected directly within districts and communities, to start conversations, identify gaps in information, and begin to find ways to address the impacts of COVID-19 and ensure all students receive the support that they need.

The 2019-2020 School Performance Reports will not include the following data elements:

- Statewide assessment participation and performance (NJSLA, DLM, ACCESS for ELLs)
- Student growth Data
- Chronic absenteeism rates
- Progress toward English language proficiency
- ESSA Summative ratings or indicator scores
- Status in meeting annual targets or standards for ESSA indicators

A new "[Impact of COVID-19 on Data Availability](#)" resource summarizes which data is available, which data is not available, and which data may have been impacted. Notes are included throughout the School Performance Reports and the Reference Guide to explain where data is missing or impacted by COVID-19. Look for "Important Note for 2019-2020" sections.

School Performance Report Resources:

The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- New [Impact of COVID-19 on Data Availability](#)
- One-page guides to help start conversations for [administrators](#), [educators](#), [elementary](#), and [middle and high school families](#)
- [Reference Guide](#) with details on all the data in these reports
- [Frequently Asked Questions](#)
- [Understanding Adjusted Cohort Graduation Rates](#)
- [Understanding Student Growth Percentiles](#)
- [Data Privacy Rules](#) (why you see *'s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our [feedback survey](#). Contact reportcard@doe.nj.gov with any questions about the reports.

Report Key:

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- ** Accountability calculations require 20 or more students
- N** No Data is available to display
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Overview & Resources

District Contact Information

This table contains contact information including superintendent name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Bergen
District	Fort Lee School District
Superintendent Name	Mr. Kenneth Rota
Address	231 Main Street, 3Fl., Fort Lee, NJ 07024
Phone Number	201-585-4612 x7501
Email Address	krota@flboe.com
Website	www.flboe.com
Facebook	https://www.facebook.com/Fort-Lee-Public-Schools-203180137084857/



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Overview & Resources

Schools in this District

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

School Name	Grades Offered
Fort Lee High School	09-12
Lewis F. Cole Middle School	05-08
School No. 1	KG-04
School No. 2	PK-04
School No. 3	KG-04
School No. 4	KG-04

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Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2017-18	2018-19	2019-20
PK	65	65	61
KG	347	348	347
1	351	342	346
2	365	339	343
3	312	367	327
4	346	312	354
5	329	341	311
6	296	318	339
7	283	292	316
8	324	297	303
9	218	311	279
10	228	235	318
11	242	230	248
12	236	247	231
Total	3,942	4,044	4,123

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 data may not be a true representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5.

Student Group	2017-18	2018-19	2019-20
Female	47.7%	48.3%	48.5%
Male	52.3%	51.7%	51.5%
Non-Binary/Undesignated Gender			<1%
Economically Disadvantaged Students	16.5%	16.0%	14.6%
Students with Disabilities	13.4%	13.7%	14.4%
English Learners	11.0%	10.6%	11.0%
Homeless Students	0.4%	0.2%	0.1%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial And Ethnic Group	2017-18	2018-19	2019-20
White	27.6%	27.8%	28.3%
Hispanic	20.0%	20.0%	19.7%
Black or African American	4.2%	4.1%	4.1%
Asian	46.5%	46.5%	45.9%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.2%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two Or More Races	1.3%	1.3%	1.6%

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Enrollment Trends by Full / Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2017-18	2018-19	2019-20
PK - Half Day	33	35	41
PK - Full Day	32	30	20
KG - Half Day	0	0	0
KG - Full Day	347	348	347

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2017-18	2018-19	2019-20
Full Time Students	3,942	4,044	4,123
Shared Time Students	0	0	0
Full Time Equivalent	3,942	4,044	4,123

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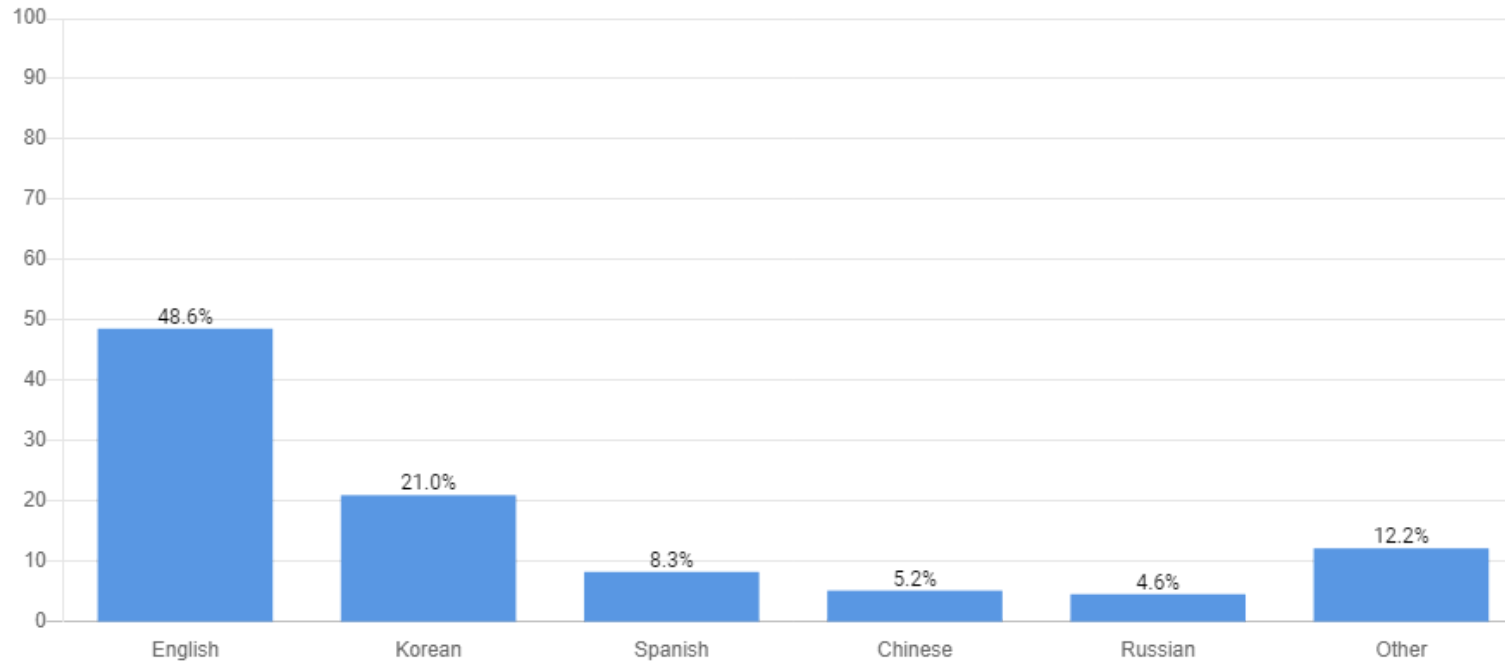
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Enrollment by Home Language

This chart shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total. To see this data in a table, click the Table View option below the chart.





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Student Growth

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Important note for 2019-20: Due to the cancellation of statewide assessments as a result of the COVID-19 pandemic, student growth percentile were not calculated and will not be reported for the 2019-20 school year. Tables showing 2019-20 median student growth percentiles and other measures of student growth will not be included in this report.

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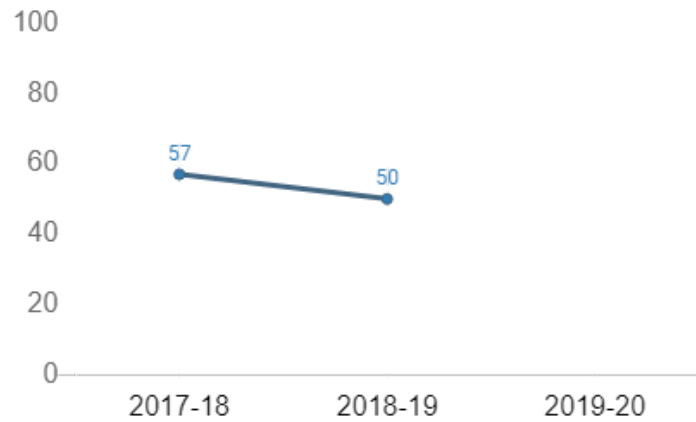
Student Growth

Student Growth Trends and Progress

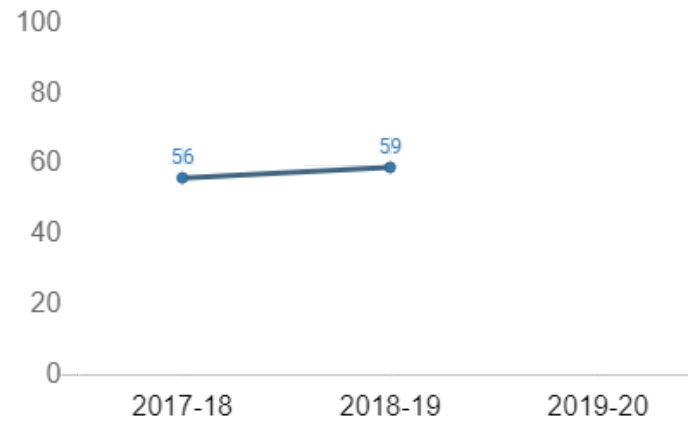
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

Important note for 2019-20: Due to the cancellation of statewide assessments as a result of the COVID-19 pandemic, student growth percentile were not calculated and will not be reported for the 2019-20 school year.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2017-18 ELA	2018-19 ELA	2019-20 ELA	2017-18 Math	2018-19 Math	2019-20 Math
Median Student Growth Percentile	57	50		56	59	
Met Standard (40-59.5)?	Met Standard	Met Standard		Met Standard	Met Standard	
Statewide: Median Student Growth Percentile	50	50		50	50	

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Academic Achievement

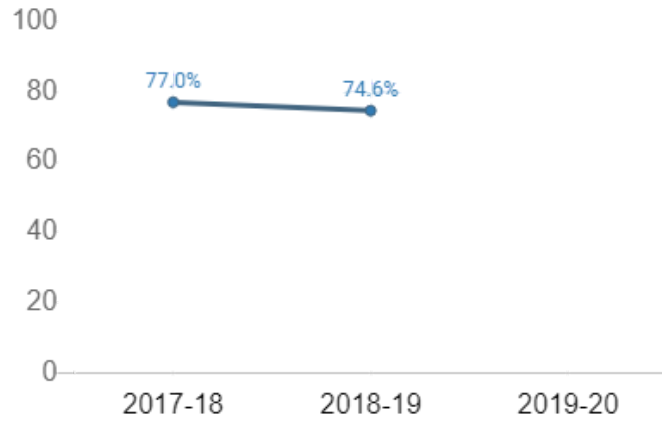
Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results for the New Jersey Student Learning Assessments (NJSLA), Dynamic Learning Maps (DLM), and ACCESS for ELLs assessments and related accountability measures are not available and will not be reported for the 2019-20 school year. Tables showing 2019-20 statewide assessment results and related accountability measures will not be included in this report.

English Language Arts and Mathematics Performance Trends

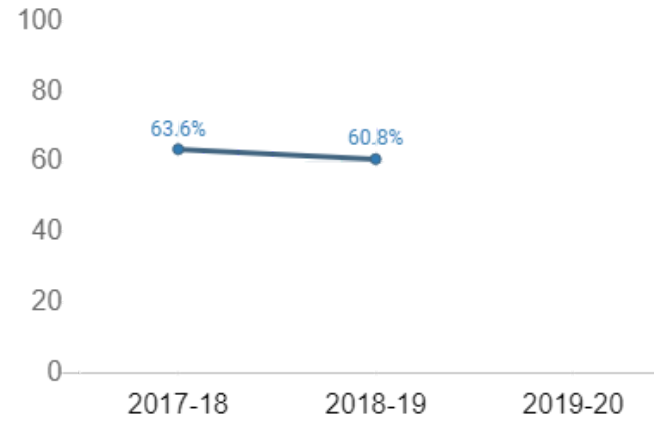
These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability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

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2017-18 ELA	2018-19 ELA	2019-20 ELA	2017-18 Math	2018-19 Math	2019-20 Math
Participation Rate	98.1%	98.6%		98.1%	98.7%	
Proficiency Rate for Federal Accountability	77.0%	74.6%		63.6%	60.8%	
Annual Target	72.5%	72.9%		65.6%	66.4%	
Met Annual Target?	Met Target	Met Target		Not Met	Not Met	
Statewide Proficiency Rate for Federal Accountability	56.7%	57.9%		45.0%	44.5%	

† Target was met within a confidence interval.

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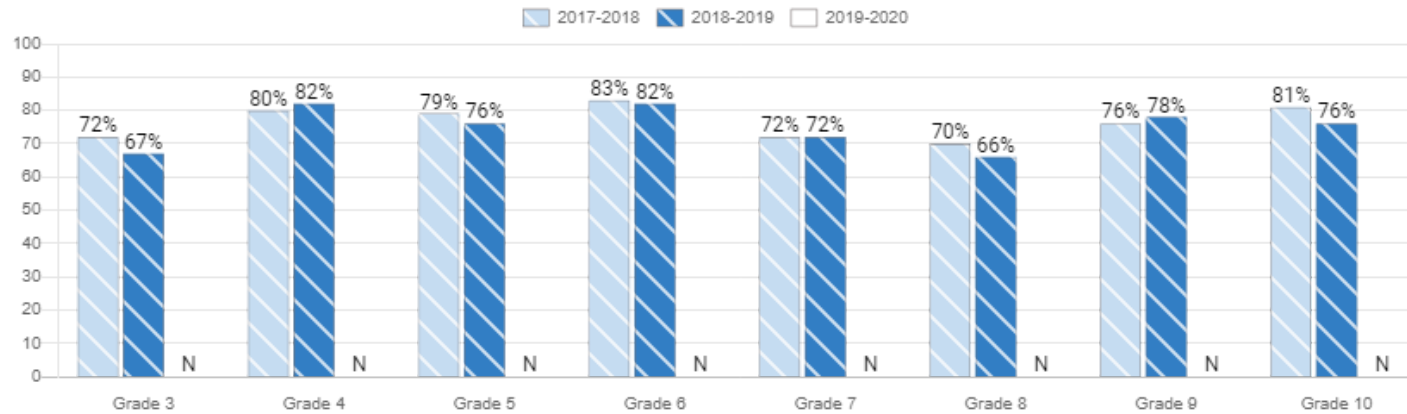
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English Language Arts Assessment - Performance Trends

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

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available.

Percentage of Students Meeting/Exceeding Expectations



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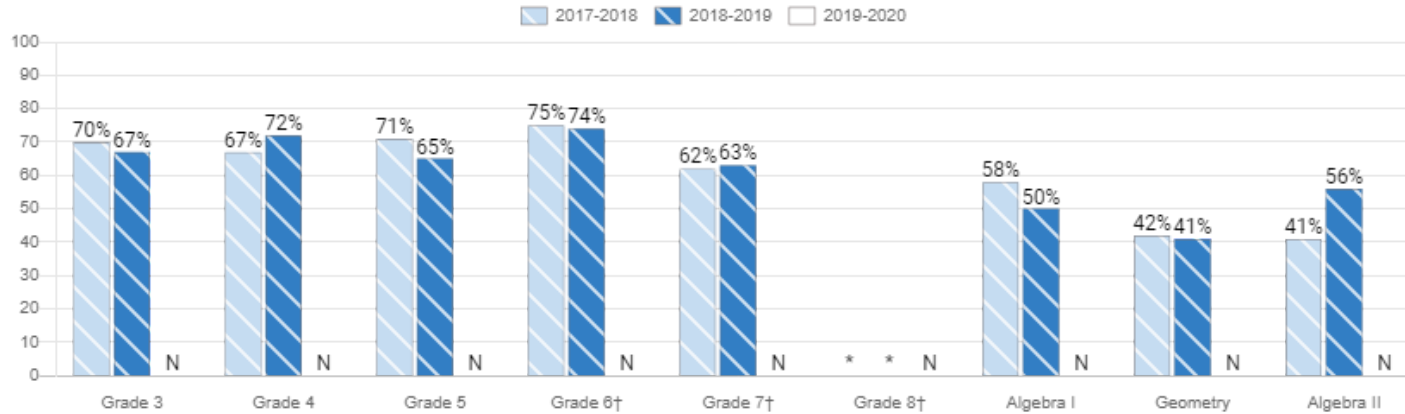
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2017-18 data is from the PARCC assessment.

Note: 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available.

Percentage of Students Meeting/Exceeding Expectations



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

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Academic Achievement

DLM Alternate Assessment - Participation

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

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, DLM participation is not available for 2019-20.

English Language Progress to Proficiency

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

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, English Language Progress to Proficiency is not available for 2019-20.

English Language Proficiency Test - Participation and Performance

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

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, ACCESS for ELLs 2.0 assessment participation and performance are not available for 2019-20.

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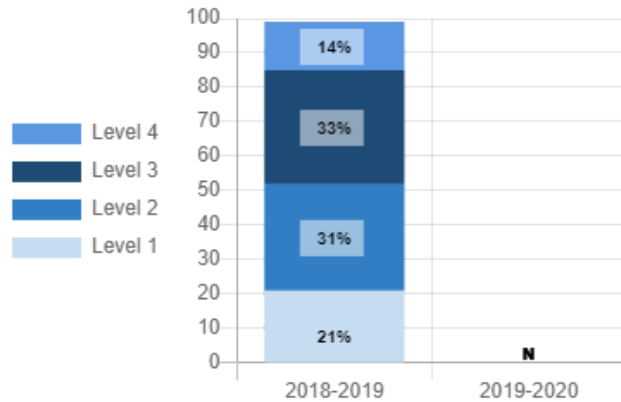
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available for 2019-20. Tables showing 2019-20 NJSLA Science assessment results will not be included in this report.

NJSLA Science Assessment: Grade 5 Summary

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

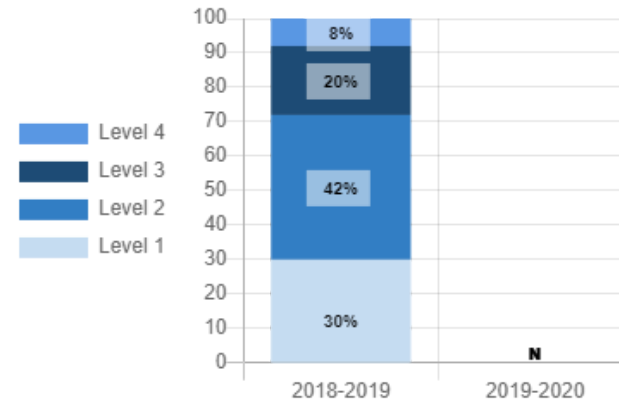
Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results for NJSLA Science are not available for 2019-20.



NJSLA Science Assessment: Grade 8 Summary

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

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results for NJSLA Science are not available for 2019-20.



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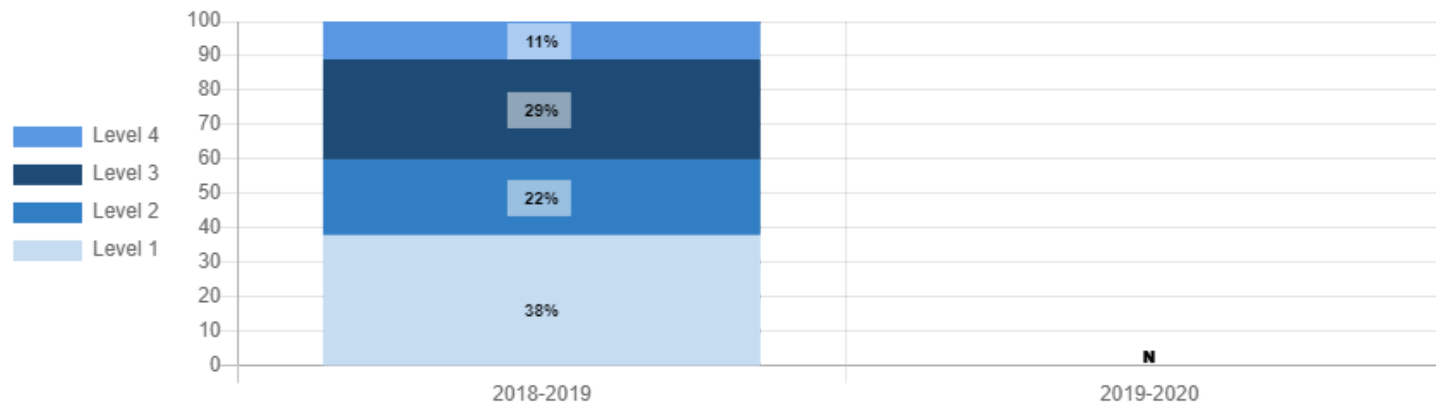
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Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available for 2019-20. Tables showing 2019-20 NJSLA Science assessment results will not be included in this report.

NJSLA Science Assessment: Grade 11 Summary

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

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results for NJSLA Science are not available for 2019-20.



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College and Career Readiness

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

Important note for 2019-20: Due to the COVID-19 pandemic, national administrations of the SAT, PSAT and ACT were cancelled in the spring and summer of 2020. As a result, 2019-20 participation and performance results may have been affected and NJDOE recommends using caution in comparing results for 2019-20 to prior or future years.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2019-20. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2019-2020	99.8%	82.8%
12th graders taking SAT in 2019-2020 or prior years	84.8%	71.1%
12th graders taking ACT in 2019-2020 or prior years	22.9%	17.2%

PSAT, SAT, & ACT - Performance

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

Participation Type	District Average Score	State Average Score	College Readiness Benchmarks	District - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	511	476	Grade 10: 430 Grade 11: 460	73.0%	61.0%
PSAT 10/NMSQT - Math	506	473	Grade 10: 480 Grade 11: 510	53.0%	39.0%
SAT - Reading and Writing	580	536	480	85.0%	69.0%
SAT - Math	595	536	530	73.0%	52.0%
ACT - Reading	27	25	22	79.0%	66.0%
ACT - English	27	24	18	89.0%	81.0%
ACT - Math	26	24	22	70.0%	65.0%
ACT - Science	24	24	23	62.0%	58.0%

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College and Career Readiness

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

Important note for 2019-20: Due to the COVID-19 pandemic, College Board administered AP tests online in spring 2020 and students were able to take assessments from home. Additionally, the written components of the IB assessments were not able to be administered in the 2019-2020 school year, however the IB program developed a reliable and valid score based upon the required assessed work during the two years of the courses to determine a final grade.

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam



Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exam



Dual Enrollment Coursework - Participation

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



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AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	26	25
AP Calculus AB	28	29
AP Calculus BC	11	9
AP Chemistry	16	13
AP Chinese Language and Culture	0	2
AP Computer Science A	9	9
AP Computer Science Principles	4	4
AP English Language and Composition	23	21
AP English Literature and Composition	27	26
AP German Language and Culture	0	1
AP Japanese Language and Culture	0	2
AP Macroeconomics	42	40
AP Microeconomics	0	41
AP Physics 1	0	20
AP Physics B	21	0
AP Spanish Language	10	9
AP Studio Art—Three-Dimensional	5	5
AP U.S. Government and Politics	22	17
AP U.S. History	85	82
AP World History	40	50
IB Film	25	9
IB History	26	7

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College and Career Readiness

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

Important note for 2019-20: Due to the COVID-19 pandemic, College Board administered AP tests online in spring 2020 and students were able to take assessments from home. Additionally, the written components of the IB assessments were not able to be administered in the 2019-2020 school year, however the IB program developed a reliable and valid score based upon the required assessed work during the two years of the courses to determine a final grade.

AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
IB Language A (English)	109	38
IB Language B—Spanish	28	8
IB Mathematics	35	15
IB Music	1	1
IB Physics	6	5
IB Theory of Knowledge	31	3
Total Exams taken		491
Exams with scores of at least 3 on AP exams or 4 on IB exams		407

Report Key:

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College and Career Readiness

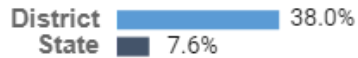
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



Structured Learning Experiences Participation

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

Structured Learning Experiences



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Career and Technical Education Participation by Student Group

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

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	38.0%	3.8%	7.6%	10.7%
White	38.3%	4.8%	5.9%	10.2%
Hispanic	34.3%	2.4%	10.5%	11.4%
Black or African American	38.6%	0.0%	9.1%	11.0%
Asian, Native Hawaiian, or Pacific Islander	40.0%	4.4%	5.7%	10.0%
American Indian or Alaska Native	*	*	8.8%	13.8%
Two or More Races	*	*	6.6%	11.5%
Female	35.0%	3.2%	7.3%	10.9%
Male	40.6%	4.4%	7.9%	10.4%
Non-Binary/Undesignated Gender	*	*	0.0%	5.9%
Economically Disadvantaged Students	37.9%	3.3%	10.6%	11.8%
Students with Disabilities	33.1%	1.5%	6.4%	9.4%
English Learners	40.3%	0.0%	8.5%	3.2%
Homeless Students	*	*	6.7%	7.4%
Students In Foster Care	*	*	5.7%	5.5%
Military-Connected Students	*	*	8.9%	11.1%
Migrant Students	*	*	3.0%	7.4%

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College and Career Readiness

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

Industry-Valued Credentials

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

Important note for 2019-20: Due to school closures related to COVID-19, many high school students were not able to take the Technical Skills Assessment (TSA), which are end-of-program assessments for Career and Technical Education programs, in spring 2020. This may have impacted the number of industry-valued credentials earned during the 2019-2020 school year.

Students Earning Industry-Valued Credentials

District 0.0%
State ■ 0.7%

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College and Career Readiness

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

Industry-Valued Credentials by Career Cluster

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

Important note for 2019-20: Due to school closures related to COVID-19, many high school students were not able to take the Technical Skills Assessment (TSA), which are end-of-program assessments for Career and Technical Education programs, in spring 2020. This may have impacted the number of industry-valued credentials earned during the 2019-2020 school year.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Finance	450	*	*
Total	450	*	*

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† No Data is available to display

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

College and Career Readiness

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre_Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	349
7	29	0	0	0	0	0	306
8	255	26	0	0	0	0	58
9	65	201	29	0	0	0	0
10	9	61	218	21	1	1	19
11	2	10	66	117	16	11	48
12	0	2	7	23	93	46	69
Total	360	300	320	161	110	58	849
Enrolled in AP/IB Course					39	0	35
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	66	1	0	228	0	0
10	257	60	0	7	1	7
11	18	188	0	8	39	17
12	20	13	0	3	103	100
Total	361	262	0	246	143	124
Enrolled in AP/IB Course	26	16		0	27	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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College and Career Readiness

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	22	271	0	0	0	0
10	2	307	25	0	19	0
11	187	59	0	30	12	13
12	15	18	17	81	60	60
Total	226	655	42	111	91	73
Enrolled in AP/IB Course	64	85	42	0		48
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	1	0	0	0	0	0	0
7	253	0	0	0	0	0	0
8	246	0	0	0	0	0	0
9	175	0	47	0	0	0	0
10	203	0	31	0	0	0	0
11	152	0	19	0	0	0	0
12	46	0	13	0	0	0	0
Total	1,076	0	110	0	0	0	0
Enrolled in AP/IB Course	38	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	239	0	21	0	0	0	0

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College and Career Readiness

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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
6	N	N	N	N	N	N
7	N	N	N	N	N	N
8	N	N	N	N	N	N
9	37	0	0	0	0	0
10	15	0	0	0	0	0
11	26	0	0	0	0	0
12	27	0	4	0	0	0
Total	105	0	4	0	0	0
Enrolled in AP/IB Course	9		4			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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College and Career Readiness

Seal of Biliteracy

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

Important Note for 2019-20: Governor Phil Murphy signed [Executive Order 117](#) on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. As a result, the Seal of Biliteracy requirement to demonstrate English language proficiency by meeting the graduation assessment requirements was also waived for any students who had not yet met the requirement by March 18, 2020.

Language	Students Earning a Seal of Biliteracy
Total	0

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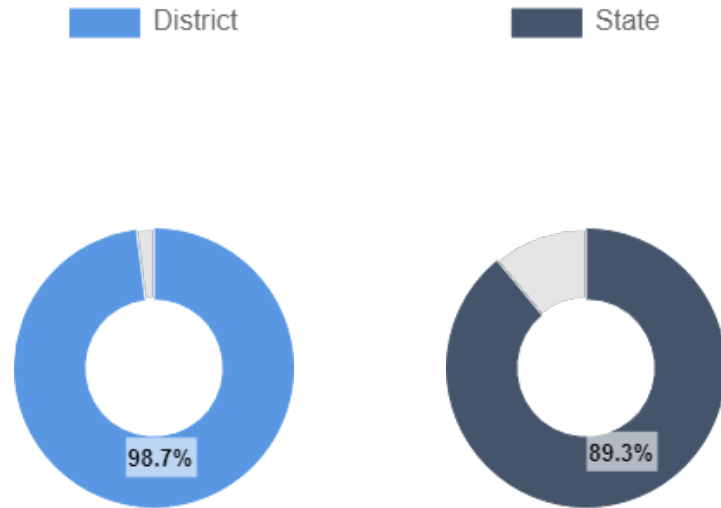
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College and Career Readiness

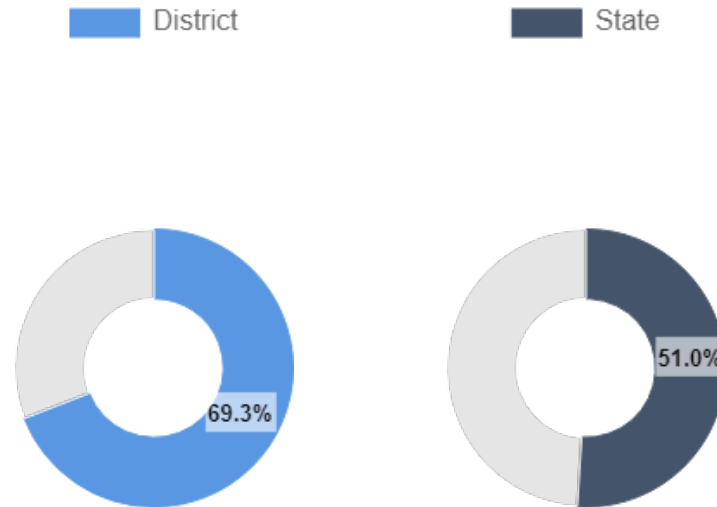
Visual and Performing Arts – Course Participation

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

Grades 6-8: Students enrolled in one or more **visual and performing arts** classes



Grades 9-12: Students enrolled in one or more **visual and performing arts** classes



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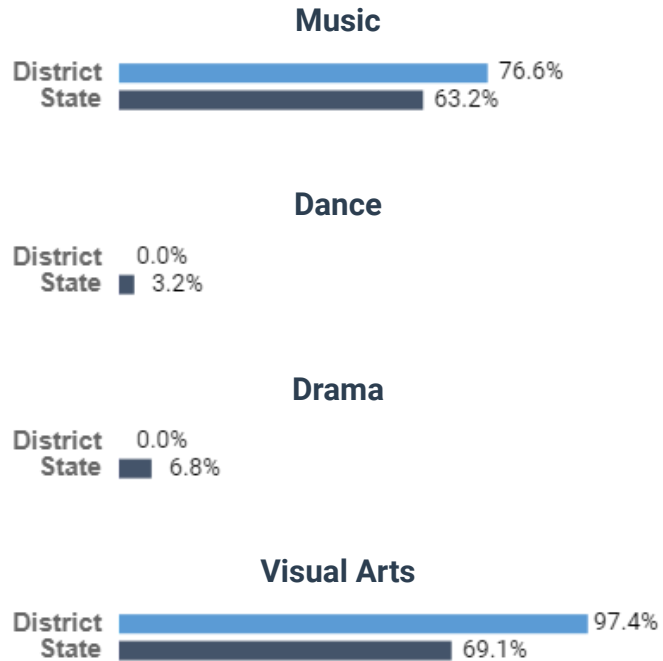
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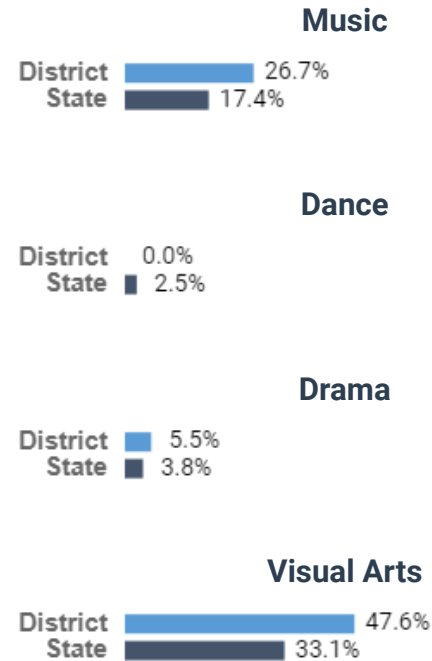
Visual and Performing Arts – Course Participation

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

Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:



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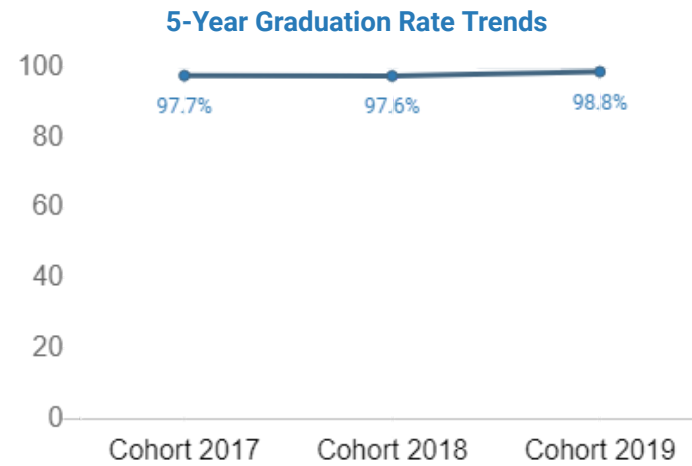
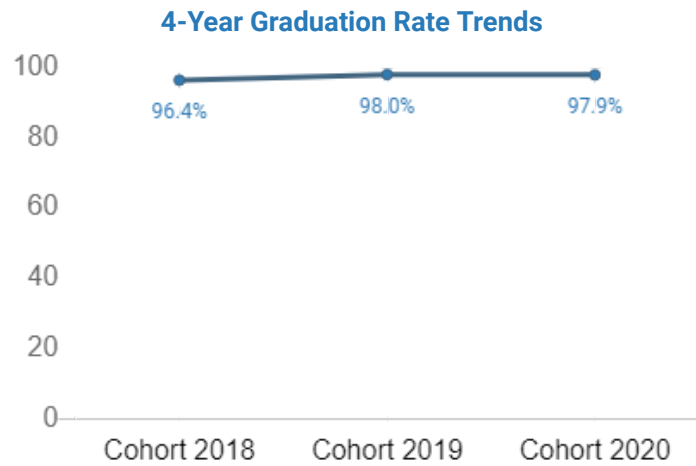
Graduation/ Postsecondary

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

Important note for 2019-20: Governor Phil Murphy signed [Executive Order 117](#) on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Additionally, NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

Graduation Rate Trends and Progress

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



Performance Measure	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2020 4-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate	Cohort 2019 5-Year Rate
Graduation Rate	96.4%	98.0%	97.9%	97.7%	97.6%	98.8%
Annual Target	N			N		
Met Annual Target?	Met Goal			Met Goal		
Statewide Graduation Rate	90.9%	90.6%	91.0%	92.4%	92.5%	92.2%

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Graduation/ Postsecondary

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

Important note for 2019-20: Governor Phil Murphy signed [Executive Order 117](#) on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Additionally, NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

Cohort 2020 4-Year Graduation Cohort Profile

This table shows the percentage of students in the 2020 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within four years of entering high school, both overall and by student group.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	97.9%	2.1%	0.0%	91.0%	4.1%	4.9%
White	97.2%	2.8%	0.0%	95.0%	2.7%	2.3%
Hispanic	96.1%	3.9%	0.0%	84.8%	5.9%	9.3%
Black or African American	*	*	*	85.7%	6.6%	7.8%
Asian, Native Hawaiian, or Pacific Islander	99.1%	0.9%	0.0%	96.8%	2.0%	1.2%
American Indian or Alaska Native	N	N	N	89.4%	3.5%	7.1%
Two or More Races	N	N	N	92.0%	3.2%	4.8%
Female	99.0%	1.0%	0.0%	93.1%	2.9%	3.9%
Male	97.1%	2.9%	0.0%	88.9%	5.2%	5.9%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	97.6%	2.4%	0.0%	85.0%	6.0%	9.1%
Students with Disabilities	85.2%	14.8%	0.0%	80.4%	13.4%	6.1%
English Learners	*	*	*	73.1%	9.6%	17.3%
Homeless Students	N	N	N	73.6%	9.3%	17.2%
Students in Foster Care	N	N	N	55.0%	20.8%	24.3%
Military-Connected Students	N	N	N	95.0%	2.5%	2.5%
Migrant Students	N	N	N	77.1%	8.6%	14.3%

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Graduation/ Postsecondary

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

Important note for 2019-20: Governor Phil Murphy signed [Executive Order 117](#) on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Additionally, NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

Cohort 2019 5-Year Graduation Cohort Profile

This table shows the percentage of students in the 2019 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within five years of entering high school, both overall and by student group.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	98.8%	0.8%	0.4%	92.2%	1.8%	6.0%
White	97.1%	1.4%	1.4%	95.8%	1.5%	2.6%
Hispanic	98.6%	1.4%	0.0%	86.9%	2.0%	11.2%
Black or African American	100.0%	0.0%	0.0%	86.2%	3.0%	10.7%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	97.7%	1.0%	1.3%
American Indian or Alaska Native	*	*	*	93.1%	0.0%	6.9%
Two or More Races	*	*	*	93.1%	1.0%	5.9%
Female	100.0%	0.0%	0.0%	94.0%	1.1%	4.9%
Male	97.6%	1.6%	0.8%	90.5%	2.5%	7.0%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	100.0%	0.0%	0.0%	86.6%	2.2%	11.2%
Students with Disabilities	92.0%	8.0%	0.0%	83.2%	9.0%	7.8%
English Learners	100.0%	0.0%	0.0%	79.5%	1.7%	18.7%
Homeless Students	*	*	*	80.9%	1.7%	17.4%
Students in Foster Care	N	N	N	69.0%	10.8%	20.3%
Military-Connected Students	N	N	N	95.6%	2.7%	1.6%
Migrant Students	N	N	N	85.7%	0.0%	14.3%

Report Key:

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Graduation/ Postsecondary

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

Important note for 2019-20: Governor Phil Murphy signed [Executive Order 117](#) on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Additionally, NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

Accountability Graduation Rates

 This table shows Cohort 2019 4-year and Cohort 2018 5-year graduation rates both overall and by student group. For accountability and annual targets, graduation data from the prior year is used. For more details on New Jersey's accountability system, see these [accountability resources](#).

Important note for 2019-20: NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates.

Student Group	Cohort 2019: 4-Year Graduation Rate	Cohort 2019: Annual Target	Cohort 2019: Met Target	Cohort 2018: 5-Year Graduation Rate	Cohort 2018: Annual Target	Cohort 2018: Met Target
Districtwide	98.0%			97.6%		
White	97.1%			97.4%		
Hispanic	97.1%			98.3%		
Black or African American	100.0%			92.3%		
Asian, Native Hawaiian, or Pacific Islander	99.0%			98.0%		
American Indian or Alaska Native	*			N		
Two or More Races	*			N		
Economically Disadvantaged Students	100.0%			100.0%		
Students with Disabilities	92.0%			87.1%		
English Learners	93.8%			100.0%		

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

Graduation/ Postsecondary

Graduation Pathways

This table shows the percentage of Cohort 2020 graduates who met the [high school graduation assessment requirements](#) through each type of graduation pathway for both English Language Arts (ELA) and Math.

Important note for 2019-20: Governor Phil Murphy signed Executive Order 117 on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. As a result, the pathway option of "Requirements waived under Executive Order 117" has been added to this table for 2019-20 to count these students.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	78.1%	71.7%
Substitute Competency Test	18.0%	24.0%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	3.4%	3.4%
Requirements waived under Executive Order 117	0.4%	0.9%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2019-2020	0.1%	1.0%
2018-2019	0.1%	1.2%
2017-2018	0.3%	1.2%

Report Key:

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Graduation/ Postsecondary

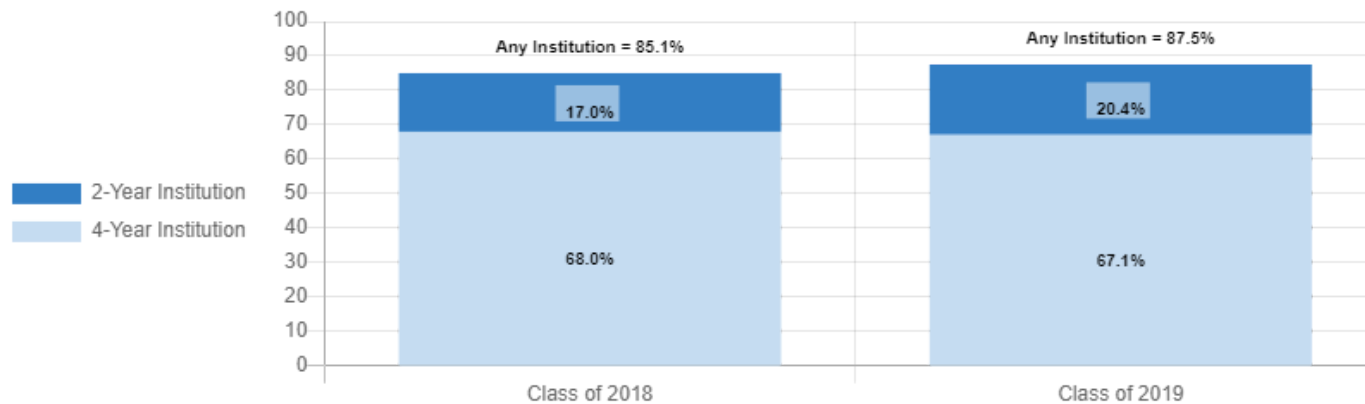
Information about students enrolling in colleges and universities after graduation is collected from the [National Student Clearinghouse](#), which collects data from at least 95% of higher education institutions nationwide.

Important note for 2019-20: The National Student Clearinghouse has reported that undergraduate enrollment is down nationwide compared to the same time last year. As a result, caution should be used in comparing this year's results to prior or future years.

Postsecondary Enrollment Rate Summary

The graph and table below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school for the last two years.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018	Class of 2019
% Enrolled in 2-Year Institution	17.0%	20.4%
% Enrolled in 4-Year Institution	68.0%	67.1%
% Enrolled in Any Postsecondary Institution	85.1%	87.5%

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2020 high school graduates enrolled in postsecondary institutions by the fall of 2020. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students who were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution
Statewide	67.3%	27.9%	72.1%
Districtwide	84.2%	10.7%	89.3%
White	82.1%	12.7%	87.3%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	88.9%	2.1%	97.9%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	89.1%	7.3%	92.7%
Students with Disabilities	70.8%	5.9%	94.1%
English Learners	*	*	*

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Important note for 2019-20: The National Student Clearinghouse has reported that undergraduate enrollment is down nationwide compared to the same time last year. As a result, caution should be used in comparing this year's results to prior or future years.

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2020. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students who were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution	% of Enrolled in Public Institution	% of Enrolled in Private Institution	% of Enrolled in In-State Institution	% of Enrolled in Out-of-State Institution
Statewide	76.3%	30.7%	69.3%	73.3%	26.7%	65.5%	34.5%
Districtwide	87.5%	23.3%	76.7%	75.8%	24.2%	72.2%	27.8%
White	90.3%	18.5%	81.5%	76.9%	23.1%	72.3%	27.7%
Hispanic	82.6%	38.6%	61.4%	80.7%	19.3%	80.7%	19.3%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	90.8%	14.6%	85.4%	69.7%	30.3%	67.4%	32.6%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	89.9%	27.4%	72.6%	85.5%	14.5%	79.0%	21.0%
Students with Disabilities	80.0%	55.0%	45.0%	65.0%	35.0%	70.0%	30.0%
English Learners	40.0%	50.0%	50.0%	100.0%	0.0%	100.0%	0.0%

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Climate and Environment

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Important Note for 2019-20: Due to the COVID-19 pandemic, NJDOE received a federal waiver which removed the requirement to report on chronic absenteeism and related accountability measures for the 2019-20 school year. As a result, NJDOE will not report on chronic absenteeism and other attendance data for 2019-20. Tables showing 2019-20 attendance data will be hidden in this report.

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Climate and Environment

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Important note for 2019-20: Due to school closures as a result of [Executive Order 107](#), discipline data for the 2019-20 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	13
Weapons	0
Vandalism	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	35
Total Unique Incidents	55
Incidents Per 100 Students Enrolled	1.33

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	8
Weapons	0
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	18
Other Incidents Leading to Removal	6

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Important note for 2019-20: Due to school closures as a result of [Executive Order 107](#), discipline data for the 2019-20 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	4	5
Religion	0	2	2
Ancestry	1	1	2
Gender	0	6	6
Sexual Orientation	2	7	9
Disability	0	1	1
Other	2	19	21
No Identified Nature	44		44

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	*	*	
Out-of-School Suspensions	60	1.5%	
Any Suspension	61	1.5%	
Removal to other education program	*	*	
Expulsion	0	0.0%	
Arrest	*	*	

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Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:

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

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Teachers – Experience

This table shows information about the experience of teachers assigned to this district and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. The number of out-of-field teachers is the number of teachers who are potentially teaching outside of their area of certification.

Category	Teachers in District	Teachers in State
Total Number of teachers	311	119,170
Average years experience in public schools	11.3	12.3
Average years experience in district	10.3	11.0
Percentage of Teachers with 4 or more years experience in the district	76.8%	75.8%
Number of out-of-field teachers	0	2,276

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,574
Average years experience in public schools	14.8	16.2
Average years experience in district	9.5	12.3
Percentage of Administrators with 4 or more years experience in the district	76.2%	77.9%

Student and Staff Ratios

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

Ratio	District Ratio
Students to Teachers	13:1
Students to Administrators	196:1
Teachers to Administrators	15:1
Students to Librarians/Media Specialists	687:1
Students to Nurses	589:1
Students to Counselors	317:1
Students to Child Study Team Members	258:1

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 data may not be a true representation of the student or staff population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5.

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	48.5%	79.5%	47.5%	48.5%	77.0%	55.5%
Male	51.5%	20.5%	52.5%	51.5%	23.0%	44.5%
Non-Binary/Undesignated Gender	<1%	<1%	<1%	<1%	<1%	<1%
White	28.3%	80.4%	81.0%	41.4%	83.2%	77.0%
Hispanic	19.7%	9.0%	14.3%	30.5%	7.6%	7.4%
Black or African American	4.1%	0.0%	4.8%	15.1%	6.6%	14.1%
Asian	45.9%	10.6%	0.0%	10.2%	2.1%	1.2%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.6%	0.0%	0.0%	2.4%	0.2%	0.2%

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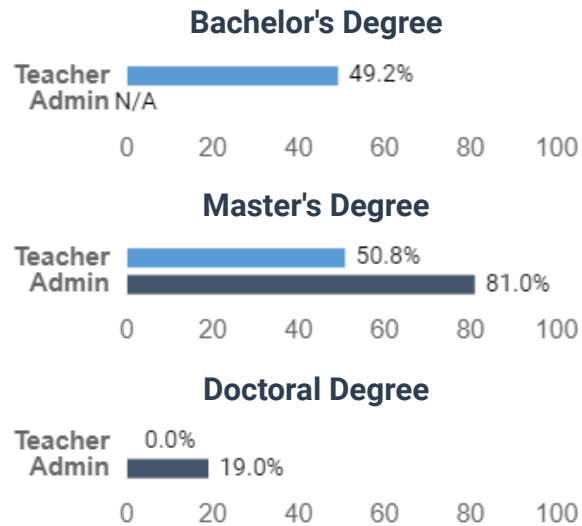
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Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2018-19 that were still assigned to this district in 2019-20. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2018-19 Teachers: Same district 2019-20	95.1%	90.7%
2018-19 Administrators: Same district 2019-20	100.0%	87.8%

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Per-Pupil Expenditures

Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2019-20 School-Level Per Pupil Expenditures by Source.](#)

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

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Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). Based on New Jersey's [approved ESSA state plan](#), NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
 - Schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
 - High schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
 - Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
 - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e. ATSI schools that do not meet exit criteria.
 - The NJDOE has not yet identified schools in this category as no ATSI schools have been in status for three or more years.

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

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

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and [statewide progress toward long-term goals](#), see these [accountability resources](#).

Important Note for 2019-2020: Due to the COVID-19 pandemic, New Jersey received a [waiver from the United States Department of Education \(USED\)](#) in March 2020 to waive statewide assessment, accountability, and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year. This removes the requirement to:

- Calculate indicator scores and summative scores for the 2019-2020 school year;
- Measure progress toward long-term goals and measures of interim progress for accountability indicators for the 2019-2020 school year; and
- Identify schools for comprehensive and targeted support and improvement during the 2020-2021 school year (based on 2019-2020 data).

As a result of the March 2020 waiver, any school that was identified for comprehensive or targeted support and improvement during the 2019-2020 school year for support during the 2020-2021 school year will retain the same status for the 2021-2022 school year and continue to receive support and interventions from the NJDOE.

For the categories that are identified every three years, the last identification occurred in the 2018-2019 school year (based on 2017-2018 data) and the next identification was scheduled for the 2021-2022 school year (based on 2020-2021 data). Due to the COVID-19 pandemic and associated federal waivers, New Jersey has submitted a proposed addendum to New Jersey's consolidated state plan to delay the next identification until the 2022-2023 school year (based on 2021-2022 data) and also delay the exit of all currently identified schools to align with the next identification.

For the annual identification of schools for Targeted Support and Improvement: Consistently Underperforming Student Group, no schools will be identified during the 2020-2021 school year as a result of the March 2020 waiver. New Jersey has submitted a request to USED to waive the next identification in the 2021-2022 school year due to the lack of two consecutive years of data.

Because these requests to adjust exit dates are dependent on approval by USED, exit dates are not included in the 2019-2020 reports. Updated exit dates will be shared directly with districts when they are finalized. Check the [accountability resources](#) page for current information.

The 2019-2020 Accountability Indicator Scores and Summative Ratings and Accountability Summary by Student Group tables will not be included in the report for 2019-2020 as these tables include indicator scores, summative scores, and progress toward long-term goals and those measures were waived under the March 2020 waiver.

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Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

The table below provides the list of schools in the district that have been identified for either comprehensive or targeted support for the 2021-22 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support and improvement](#) with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

There are currently no schools in this district identified as requiring comprehensive or targeted support during the 2021-22 school year.

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Accountability

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2017-18	2018-19	2019-20
ELA Proficiency	77.0%	74.6%	
Math Proficiency	63.6%	60.8%	
ELA Growth	57	50	
Math Growth	56	59	
4-Year Graduation Rate†	96.4%	98.0%	97.9%
5-Year Graduation Rate†	97.7%	97.6%	98.8%
Progress toward English Language Proficiency	75.0%	71.5%	
Chronic Absenteeism	6.8%	7.6%	

† This table shows the most recent graduation rate for reference, but accountability calculations for a given year use the prior year's graduation rate.

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Narrative

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



Mission, Vision, Theme:

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



Courses, Curriculum, Instruction:

The district has a rigorous curriculum in all disciplines. We have small learning communities at the High School, including an Academy of Theater Arts, International Baccalaureate and an Academy of Finance program. In addition to its numerous courses at the AP and IB levels across all content areas, the high school offers innovative courses including Mandarin, Korean, Graphic Design, Robotics, Innovation & Invention, and Botany. The Middle and High School also offer computer technology, engineering, and robust music and art programs. Makerspaces have been developed in all school buildings. At the elementary levels, Makerspace curricula have been implemented. In grades K-4 the reading and writing workshop model as well as the Go Math program have been implemented. Elementary schools also offer a program for gifted and talented students as well as a robust instrumental and chorus program.

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Sports and Athletics:

In the 19-20 school year, the District's athletic department continued becoming a brand presence in the community. For the first time ever, Fort Lee's boys bowling team won the 19-20 Bergen County Group 2 title, missing the county championship by just one pin. Girls basketball completed its best season on record, making it to the NJSIAA North 2 Group II Sectional Final. Boys indoor track won the 2020 Bergen County Small Schools Championship and three Fort Lee head coaches were named "Coach of the Year" in their respective sports. Girls soccer hosted its first home match in postseason play in the first round of the NJSIAA North 2 Group II tournament. Lastly, a freshman girls tennis player won the 2019 NJSIAA Singles crown in the fall season marking the first time a Bridgeman achieved this feat. She was named Athlete of the Week by The Record, Player of the Year by NJ.com, Athlete of the Year by NorthJersey.com, and the Fort Lee girls tennis MVP.



Before and After School Programs:

The Club ED After School Program is provided at all of the district's elementary schools by the Jewish Children's and Family Services of Northern New Jersey, a non-profit organization. They provide snacks and homework help to students. The focus of the program is academic enrichment, and structured, age appropriate activities. The program operates each full day of school from 3:00pm to 6:00pm Monday through Friday.

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Staff and Professional Learning:

The District provides professional development on various topics in large and small group learning communities. We provide training district-wide for integrating mindfulness and other strategies supporting mental health in district programs to improve the lives of students and help them achieve success. Equity in education is a component of the District's professional development plan. Professional learning focused on data-analysis serves to inform instruction and district curriculum. Training is offered to elementary staff to support the Reading and Writing Workshop instructional model. Additional professional learning topics cover CPR, Orton-Gillingham, Sheltered English instruction, AP and IB programs and any other support needed to develop a new or updated curriculum. All new staff members participate in a rigorous orientation and mentoring program. District administrators are provided with training in leadership, curriculum and instruction and staff evaluation.



Postsecondary Information:

The Class of 2020 had a 100% graduation rate. 94% of those graduates attended a two or four year university while the other 6% attended technical schools or entered the workforce. Over the last three years, Fort Lee High School had eight Ivy League college acceptances. Fort Lee offers several college planning resources to students and parents, such as the College Fair, College Panel Night, College Planning Senior Night, the Financial Aid Seminar and grade level parent breakfasts to discuss specific grade level college planning tasks and multiple one to one counselor meetings to meet the needs of our student population.

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Student Supports and Services:

Various support programs and services are made available to our students. Differentiated instruction is embedded in all district curricula. Additional enrichment opportunities are offered through our Gifted Program, Honors, AP and IB courses. After-school tutoring and peer support programs are available for students, as needed. The district utilizes the tiered system of support with classroom interventions and programs such as Smart Readers, Basic Skills and Title 1 programs. Eligible disabled students attend the Extended School Year program, and receive related services. The district has a full-time behaviorist and all schools have guidance counselors that focus on the social and emotional needs of our students and develop anti-bullying and social problem solving programs. A variety of online support programs such as Elevate, Reading A-Z, STAR, Writer's Key, and Newsela are utilized by students to supplement the district curriculum.



Student Health and Wellness:

The district provides a variety of health and wellness programs and resources for staff and students to help them stay healthy, cope better with stress and make the school environment more productive for teaching and learning. Mindfulness training helps staff and students develop positive self-management skills. The district holds an annual Health Fair that highlights preventative health and wellness. Programs such as Students Against Destructive Decisions, Buddy programs, Student Ambassadors, and Peer Mediators lend support to students. The Dept. of Health provides Mental Health workshops and The Center for Alcohol and Drug Resources presents a program on substance abuse prevention, healthy interpersonal relationships, and anti-bullying topics. Counselors provide individual and group counseling services for at-risk students and teach lessons on many health and wellness topics. In addition, The Bergen County Prosecutor's Office presents programs regarding the dangers of opiate abuse.

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Parent and Community Involvement:

The home school connection is a critical component of student learning in the Fort Lee Schools. Teachers and administrators communicate with parents and provide academic, social and emotional guidance and support. We provide information and impart strategies that may be used to help all children reach their highest potential. School administrators exert energy outward by supporting the PTA, Band and Athletic Boosters, Parent Advisory and other parent groups. We offer programs on topics such as mental health, substance abuse, college planning, assessment results, and support parents of specific special populations such as bilingual and special needs students. Central office administration keeps lines of communication open with the outside community by way of coffee hours with the BOE, public presentations, PTA presidents' meetings, district newsletters, email and the school website. Reminders, announcements, curriculum and board of education documents are posted on the district website.



Facilities:

Fort Lee Public Schools consist of seven school buildings; four elementary buildings (K-4), an intermediate school (5-6), middle school (7-8) and high school (9-12). School #1 was built in 1884, with additions in 1910, 1916, 1963 and 1969. In 1976 the original School #2 was replaced and an additional twelve classrooms were added in 2017 to the existing structure. In 1976 the original School #3 was replaced and the new building was enlarged with additions in 1963 and 1968. School #4 was built in 1911 with additions in 1931, 1963 and 1968. Lewis F. Cole Middle School was built in 1958 with an addition in 1967-68 and another addition was completed in 2015. The Lewis F. Cole Intermediate School opened September of 2019. The High School was built in 1928 with additions in 1958 and 1967-68. All of the schools have security vestibules, media centers, art rooms and multi-purpose gymnasiums. The intermediate school, middle school and high school have dedicated science labs and Makerspace.

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The Fort Lee Public School District has a wide range of measures and procedures in place to enhance the safety of the students and staff. All of the school buildings have security vestibules equipped with a visitor management software system. Each school entrance is staffed by private security guards in addition to district security personnel patrolling the buildings. All of the schools have security alarms, panic alarms and surveillance cameras with a direct feed to the local police department. All school staff participate in regular security training and drills. The district staff display/wear photo ID cards with color coded lanyards. The local police department conducts daily walk-throughs/perimeter checks at each school and provides two full time school resource officers (SRO).



Fort Lee Schools have infused technology and the principles of STEM in all classrooms and curriculum areas. All K-6 students have access to Tablets/Chromebooks. Grade 7-12 students are issued 1:1 personal Chromebooks. We are embracing innovation throughout the district with many STEM courses and clubs. There are Makerspaces in all of our elementary schools. In the middle school, STEM courses include Computers 7 & 8 and Tech Education 7 & 8. STEM clubs include Computer Club, Math Team, Robotics Team, Science & Environmental Club, and Science League. In the high school, STEM courses include Robotics, Innovation & Invention, Forensics, Computer Programming and C++ Honors, Graphic Design, Business Tech for a Global Economy, Science Research Honors, Botany & Floral Design, Digital Media Arts, and a 4-year Academy of Finance Program. Students also take college level STEM courses such as: AP Computer Science A, AB Calculus, BC Calculus, IB Math HL, IB Math SL, AP Chem, AP Bio and IB Physics.

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Early Childhood Education:

The Fort Lee School District provides full-day and half-day preschool programs to children who meet the criteria for special education classification under the category of Preschool Child with a Disability. Fort Lee also has two tuition-based general education preschool classrooms into which preschool children with disabilities can be mainstreamed for inclusion with typically developing peers. In addition to language enriched classroom environments, students are provided the opportunity to participate in classes such as music, gym, art, and library. The preschool program is housed at School #2.