Fort Lee School District (03-1550)

2021-2022

County: Bergen
District: Fort Lee School District
231 Main Street
3Fl
Fort Lee, NJ 07024

Superintendent: Mr. Robert Kravitz
District Website
201-585-4612 x7501

4,052
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 2021-22 Reports: The 2021-22 School Performance Reports include nearly all data that was previously reported prior to the COVID-19 pandemic, such assessment results and accountability data. However, the 2021-22 reports will not include student growth as measured by median student growth percentiles (mSGPs) because individual student growth percentiles (SGPs) were not calculated for the 2021-22 school year due to lack of prior test results for the 2019-20 and 2020-21 school years. The student growth section of the reports will include a link to an alternate measure of academic progress that will be used for accountability determinations for the 2021-22 school year. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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:

- 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

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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. Robert Kravitz
Address	231 Main Street, 3Fl , Fort Lee, NJ 07024
Phone Number	201-585-4612 x7501
Email Address	rkravitz@flboe.com
Website	www.flboe.com
Facebook	https://www.facebook.com/fort-lee-public-schools-203180137084857

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District
(03-1550)
2021-2022

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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	PK-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	2019-20	2020-21	2021-22
PK	61	65	70
KG	347	311	313
1	346	322	349
2	343	327	329
3	327	321	310
4	354	313	300
5	311	324	281
6	339	314	309
7	316	343	308
8	303	315	330
9	279	269	287
10	318	276	279
11	248	310	278
12	231	257	309
Total	4,123	4,067	4,052

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. 2019-20 was the first year that data was collected for non-binary/undesignated gender and, as a result, 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 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

Student Group	2019-20	2020-21	2021-22
Female	48.5%	48.0%	49.0%
Male	51.5%	52.0%	51.0%
Non-Binary/Undesignated Gender	<1%	≤1%	≤1%
Economically Disadvantaged Students	14.6%	9.5%	8.0%
Students with Disabilities	14.4%	14.4%	14.3%
English Learners	11.0%	10.7%	11.5%
Homeless Students	0.1%	0.3%	0.2%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.1%	0.1%
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	2019-20	2020-21	2021-22
White	28.3%	26.3%	25.6%
Hispanic	19.7%	20.2%	20.1%
Black or African American	4.1%	4.5%	4.5%
Asian	45.9%	46.4%	46.7%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two Or More Races	1.6%	2.2%	2.7%

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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	2019-20	2020-21	2021-22
PK - Half Day	41	40	22
PK - Full Day	20	25	48
KG - Half Day	0	0	0
KG - Full Day	347	311	313

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	2019-20	2020-21	2021-22
Full Time Students	4,123	4,067	4,052
Shared Time Students	0	0	0
Full Time Equivalent	4,123	4,067	4,052

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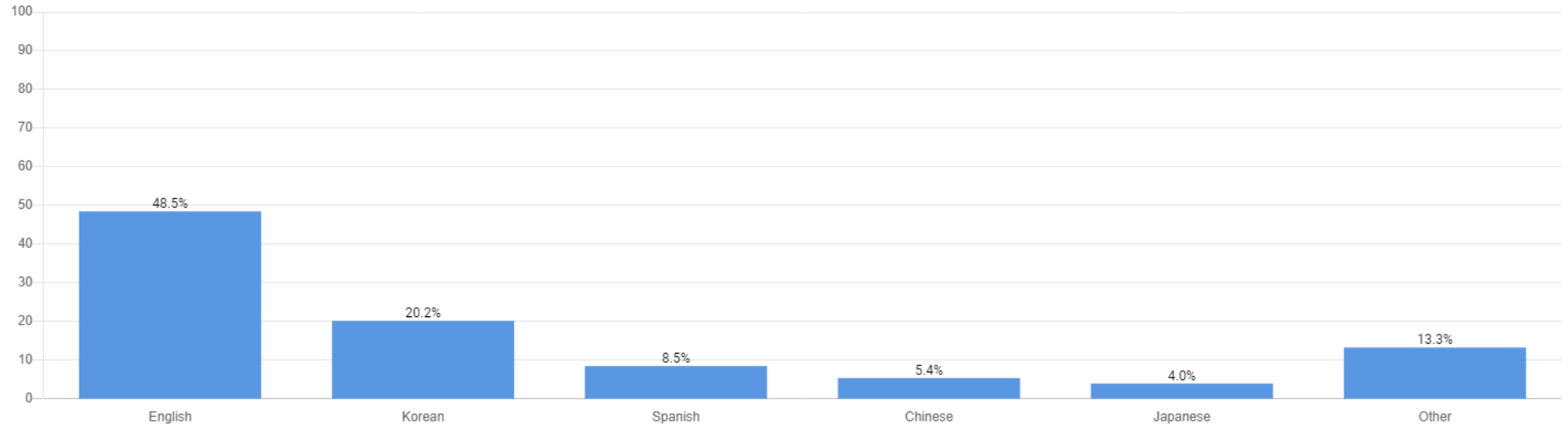
Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total. 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. New Jersey's ESSA state plan outlines that academic progress will be measured with school's median student growth percentile (mSGP) on statewide ELA and mathematics assessments. Each individual 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. The SGP measures their academic progress from one year to the next compared to other students with similar prior test scores (academic peers).

Important Note for 2021-22 Reports: The calculation of mSGPs relies on one to two consecutive years of prior assessment results to calculate individual student growth percentiles. Due to the cancellation of the NJLSA in both 2019-20 and 2020-21, SGPs were not calculated for 2019-2020, 2020-2021, or 2021-2022. The 2021-22 reports will not include any mSGP data.

The NJDOE received approved through the COVID-19 State Plan Addendum, to use an alternative method to calculate academic progress for the 2021-22 school year based on aggregate score improvement on the NJSLA at the schoolwide and student group level between 2018-2019 and 2021-2022. For 2021-22, the NJDOE measured academic progress in ELA and mathematics using Relative School Improvement Measure (RSIM). Results of the RSIM measure are available on the NJDOE's Accountability page under 2022 Accountability Data.

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Academic Achievement

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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 New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. 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 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years.

ELA Proficiency Rate for Federal Accountability

Math Proficiency Rate for Federal Accountability

Performance Measure	2019-20 ELA	2020-21 ELA	2021-22 ELA	2019-20 Math	2020-21 Math	2021-22 Math
Participation Rate			98.6%			98.3%
Proficiency Rate for Federal Accountability			71.7%			58.7%
Annual Target			73.4%			67.2%
Met Annual Target?			Met Target†			Not Met
Statewide Proficiency Rate for Federal Accountability			49.0%			36.0%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts(ELA) both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 9. Students that were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the NJDOE Accountability page. More information and additional data can also be found on the NJDOE Academic Achievement page.

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	Annual Target	Met Annual Target
Districtwide	2,021	98.6%	71.7%	49%	71.7%	73.4%	Met Target†
White	524	98.5%	71%	58.2%	71%	71.2%	Met Target†
Hispanic	422	99.1%	53.6%	35%	53.6%	56.2%	Met Target†
Black or African American	96	98%	49%	30.9%	49%	56.9%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	925	98.6%	83.1%	78%	83.1%	80%	Met Goal
American Indian or Alaska Native	*	*	*	48.7%	*	**	**
Two or More Races	*	94.4%	64.7%	55.4%	64.7%	77.7%	Not Met
Female	*	99.1%	76.3%	55.1%	76.3%		
Male	*	98%	67.4%	43.2%	67.4%		
Non-binary/undesignated gender	*	*	*	63.8%	*		
Economically Disadvantaged Students	267	97.1%	59.9%	30.9%	59.9%	63.9%	Met Target†
Non-Economically Disadvantaged Students	1,754	98.8%	73.5%	57.8%	73.5%		
Students with Disabilities	305	96.3%	27.9%	17.9%	27.9%	39.5%	Not Met
Students without Disabilities	1,716	99%	79.5%	55.7%	79.5%		
English Learners	260	98.2%	53.5%	21.9%	53.5%	46.1%	Met Target
Non-English Learners	1,761	98.6%	74.4%	52%	74.4%		
Homeless Students	*	*	*	20.4%	*		
Students in Foster Care	*	*	*	17.9%	*		
Military-Connected Students	*	*	*	46%	*		
Migrant Students	*	*	*	<10%	*		

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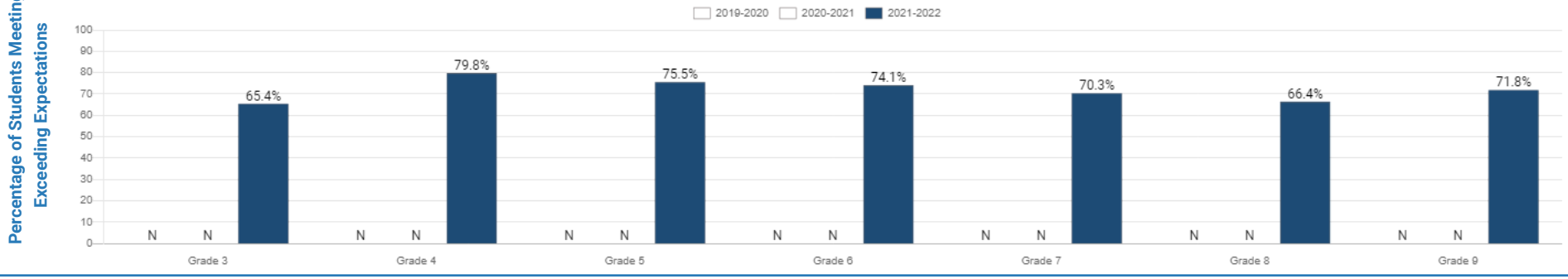
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the New Jersey Student Learning Assessment (NJSLA) for English Language Arts (ELA) for the past three years.

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years.



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English Language Arts Assessment - Performance By Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	295	765	740	4%	9%	21%	53%	13%	65%	42%
White	*	758	750	6%	9%	30%	44%	10%	54%	52%
Hispanic	*	748	724	8%	19%	27%	42%	4%	46%	28%
Black or African American	15	740	722	13%	20%	27%	40%	0%	40%	26%
Asian, Native Hawaiian, or Pacific Islander	143	778	771	1%	5%	12%	63%	19%	82%	71%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	45%
Two or More Races	*	*	748	*	*	*	*	*	*	50%
Female	*	773	745	1%	8%	17%	60%	15%	74%	47%
Male	*	757	735	8%	11%	25%	46%	10%	56%	38%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	32	757	720	6%	16%	22%	44%	13%	56%	24%
Non-Economically Disadvantaged Students	263	766	751	4%	9%	21%	54%	13%	67%	52%
Students with Disabilities	34	727	709	21%	24%	29%	26%	0%	26%	17%
Students without Disabilities	261	770	746	2%	8%	20%	56%	14%	70%	47%
English Learners	33	736	704	15%	24%	21%	33%	6%	39%	13%
Non-English Learners	262	769	744	3%	8%	21%	55%	13%	69%	46%
Homeless Students	*	*	707	*	*	*	*	*	*	18%
Students in Foster Care	*	*	708	*	*	*	*	*	*	16%
Military-Connected Students	*	*	737	*	*	*	*	*	*	40%
Migrant Students	*	*	691	*	*	*	*	*	*	24%

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English Language Arts Assessment - Performance By Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	287	778	746	3%	6%	10%	38%	41%	80%	49%
White	80	777	756	3%	6%	8%	45%	39%	84%	60%
Hispanic	*	756	732	11%	13%	11%	47%	19%	66%	34%
Black or African American	*	*	729	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	142	786	774	2%	2%	11%	35%	50%	85%	77%
American Indian or Alaska Native	*	*	749	*	*	*	*	*	*	53%
Two or More Races	10	777	756	0%	10%	20%	20%	50%	70%	59%
Female	*	779	750	3%	5%	15%	35%	42%	77%	53%
Male	*	777	742	4%	7%	7%	41%	41%	82%	46%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	31	765	728	10%	6%	16%	39%	29%	68%	29%
Non-Economically Disadvantaged Students	256	779	756	3%	6%	10%	38%	43%	81%	60%
Students with Disabilities	52	743	717	17%	21%	19%	19%	23%	42%	21%
Students without Disabilities	235	785	752	0%	3%	9%	43%	46%	88%	55%
English Learners	20	735	713	10%	20%	50%	15%	5%	20%	15%
Non-English Learners	267	781	750	3%	5%	7%	40%	44%	84%	53%
Homeless Students	*	*	717	*	*	*	*	*	*	19%
Students in Foster Care	*	*	717	*	*	*	*	*	*	20%
Military-Connected Students	*	*	746	*	*	*	*	*	*	50%
Migrant Students	*	*	700	*	*	*	*	*	*	21%

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English Language Arts Assessment - Performance By Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	269	774	748	6%	5%	14%	49%	27%	75%	50%
White	60	771	757	5%	3%	18%	53%	20%	73%	60%
Hispanic	57	751	735	14%	7%	23%	49%	7%	56%	35%
Black or African American	13	771	731	0%	8%	15%	46%	31%	77%	31%
Asian, Native Hawaiian, or Pacific Islander	130	785	775	3%	4%	9%	45%	38%	84%	78%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	755	*	*	*	*	*	*	57%
Female	*	777	753	3%	3%	16%	49%	28%	77%	55%
Male	*	771	743	8%	6%	12%	48%	26%	74%	45%
Non-binary/undesignated gender	*	*	767	*	*	*	*	*	*	70%
Economically Disadvantaged Students	42	775	731	5%	2%	12%	55%	26%	81%	30%
Non-Economically Disadvantaged Students	227	773	757	6%	5%	15%	48%	27%	74%	60%
Students with Disabilities	42	735	718	24%	19%	26%	21%	10%	31%	19%
Students without Disabilities	227	781	754	2%	2%	12%	54%	30%	84%	56%
English Learners	16	726	709	25%	13%	44%	19%	0%	19%	*
Non-English Learners	253	777	751	4%	4%	12%	51%	28%	79%	53%
Homeless Students	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	722	*	*	*	*	*	*	17%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	684	*	*	*	*	*	*	*

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English Language Arts Assessment - Performance By Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	301	769	746	2%	8%	16%	46%	28%	74%	48%
White	77	773	754	0%	9%	14%	47%	30%	77%	57%
Hispanic	69	756	734	1%	10%	26%	49%	13%	62%	34%
Black or African American	15	753	731	7%	7%	27%	60%	0%	60%	29%
Asian, Native Hawaiian, or Pacific Islander	132	775	770	4%	6%	10%	43%	37%	80%	77%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	751	*	*	*	*	*	*	52%
Female	*	776	751	1%	5%	14%	49%	31%	80%	54%
Male	*	763	741	4%	10%	17%	43%	26%	69%	42%
Non-binary/undesignated gender	*	*	760	*	*	*	*	*	*	69%
Economically Disadvantaged Students	46	757	731	4%	7%	26%	50%	13%	63%	29%
Non-Economically Disadvantaged Students	255	772	753	2%	8%	14%	45%	31%	76%	56%
Students with Disabilities	48	741	717	4%	19%	46%	29%	2%	31%	14%
Students without Disabilities	253	775	752	2%	6%	10%	49%	33%	82%	54%
English Learners	*	*	707	*	*	*	*	*	*	*
Non-English Learners	*	771	748	1%	8%	16%	46%	29%	75%	50%
Homeless Students	*	*	719	*	*	*	*	*	*	18%
Students in Foster Care	*	*	717	*	*	*	*	*	*	16%
Military-Connected Students	*	*	746	*	*	*	*	*	*	47%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	296	769	751	4%	8%	17%	34%	36%	70%	53%
White	77	771	759	3%	10%	13%	36%	38%	74%	62%
Hispanic	75	752	737	9%	11%	25%	37%	17%	55%	39%
Black or African American	19	749	732	5%	26%	26%	16%	26%	42%	34%
Asian, Native Hawaiian, or Pacific Islander	122	781	782	2%	3%	13%	34%	48%	82%	82%
American Indian or Alaska Native	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	756	*	*	*	*	*	*	57%
Female	*	772	757	4%	8%	15%	34%	39%	73%	60%
Male	*	765	744	5%	9%	19%	35%	33%	67%	46%
Non-binary/undesignated gender	*	*	762	*	*	*	*	*	*	64%
Economically Disadvantaged Students	42	754	733	2%	14%	29%	33%	21%	55%	35%
Non-Economically Disadvantaged Students	254	771	759	5%	7%	15%	34%	39%	73%	61%
Students with Disabilities	39	730	714	21%	33%	13%	21%	13%	33%	17%
Students without Disabilities	257	775	758	2%	5%	18%	36%	40%	76%	60%
English Learners	13	729	699	*	*	*	*	*	*	*
Non-English Learners	283	771	753	4%	8%	15%	35%	38%	73%	55%
Homeless Students	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	717	*	*	*	*	*	*	19%
Military-Connected Students	*	*	747	*	*	*	*	*	*	48%
Migrant Students	*	*	683	*	*	*	*	*	*	*

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Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	318	767	750	10%	9%	15%	37%	29%	66%	51%
White	75	767	758	11%	7%	13%	43%	27%	69%	60%
Hispanic	63	738	736	21%	21%	21%	29%	10%	38%	38%
Black or African American	15	743	730	13%	7%	40%	33%	7%	40%	32%
Asian, Native Hawaiian, or Pacific Islander	154	782	783	5%	5%	10%	38%	42%	80%	82%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	753	756	9%	18%	18%	45%	9%	55%	57%
Female	*	773	757	8%	8%	15%	36%	34%	69%	59%
Male	*	761	742	12%	10%	14%	39%	24%	63%	44%
Non-binary/undesignated gender	*	*	759	*	*	*	*	*	*	60%
Economically Disadvantaged Students	51	739	732	25%	12%	22%	35%	6%	41%	34%
Non-Economically Disadvantaged Students	267	772	758	7%	8%	13%	38%	33%	71%	59%
Students with Disabilities	48	715	712	33%	31%	19%	17%	0%	17%	15%
Students without Disabilities	270	776	757	6%	5%	14%	41%	34%	75%	58%
English Learners	18	693	697	*	*	*	*	*	*	*
Non-English Learners	300	771	752	7%	8%	15%	40%	31%	70%	53%
Homeless Students	*	*	716	*	*	*	*	*	*	22%
Students in Foster Care	*	*	712	*	*	*	*	*	*	14%
Military-Connected Students	*	*	745	*	*	*	*	*	*	47%
Migrant Students	*	*	678	*	*	*	*	*	*	*

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Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	277	769	746	3%	8%	17%	45%	26%	72%	49%
White	77	765	753	1%	10%	18%	52%	18%	70%	57%
Hispanic	70	755	733	7%	14%	30%	30%	19%	49%	35%
Black or African American	13	740	730	15%	15%	23%	38%	8%	46%	30%
Asian, Native Hawaiian, or Pacific Islander	114	783	776	1%	2%	7%	51%	39%	90%	80%
American Indian or Alaska Native	*	*	741	*	*	*	*	*	*	42%
Two or More Races	*	*	752	*	*	*	*	*	*	53%
Female	*	776	753	3%	5%	11%	47%	35%	82%	56%
Male	*	762	739	4%	11%	24%	44%	18%	62%	41%
Non-binary/undesignated gender	*	*	763	*	*	*	*	*	*	68%
Economically Disadvantaged Students	25	754	731	4%	20%	20%	36%	20%	56%	32%
Non-Economically Disadvantaged Students	252	770	752	3%	7%	17%	46%	27%	73%	56%
Students with Disabilities	30	725	712	13%	30%	43%	13%	0%	13%	12%
Students without Disabilities	247	774	752	2%	5%	14%	49%	30%	79%	55%
English Learners	10	718	694	30%	10%	50%	10%	0%	10%	*
Non-English Learners	267	771	748	2%	8%	16%	47%	27%	74%	51%
Homeless Students	*	*	718	*	*	*	*	*	*	20%
Students in Foster Care	*	*	713	*	*	*	*	*	*	16%
Military-Connected Students	*	*	742	*	*	*	*	*	*	42%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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Academic Achievement

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include students taking end-of-grade assessments in grades 3 through 8, as well as end-of-course assessments (Algebra I, Geometry, Algebra II) in middle school and high school. High school mathematics assessment results include all results for Algebra I and Geometry and/or Algebra II results only for students who took Algebra I in middle school and who are enrolled in their first high school mathematics course that corresponds to an end-of-course assessment. Students that were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the NJDOE Accountability page. More information and additional data can also be found on the NJDOE Academic Achievement page.

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	Annual Target	Met Annual Target
Districtwide	2,051	98.3%	58.7%	36%	58.7%	67.2%	Not Met
White	531	98.7%	55.4%	46.2%	55.4%	64.1%	Not Met
Hispanic	426	98.9%	29.6%	19.9%	29.6%	43.4%	Not Met
Black or African American	96	96%	30.2%	15.7%	30.2%	40.1%	Not Met
Asian, Native Hawaiian, or Pacific Islander	944	98.2%	76.7%	71.3%	76.7%	79%	Met Target†
American Indian or Alaska Native	*	*	*	37.3%	*	**	**
Two or More Races	*	94.5%	52.9%	44.1%	52.9%	70%	Not Met
Female	*	98.8%	56.9%	34.5%	56.9%		
Male	*	97.7%	60.4%	37.4%	60.4%		
Non-binary/undesignated gender	*	*	*	35%	*		
Economically Disadvantaged Students	272	97.5%	45.6%	17.3%	45.6%	50.3%	Met Target†
Non-Economically Disadvantaged Students	1,779	98.4%	60.7%	45.2%	60.7%		
Students with Disabilities	306	96%	20.3%	14.7%	20.3%	36.2%	Not Met
Students without Disabilities	1,745	98.7%	65.4%	40.5%	65.4%		
English Learners	288	97.5%	58%	16%	58%	63.4%	Not Met
Non-English Learners	1,763	98.4%	58.8%	38.4%	58.8%		
Homeless Students	*	*	*	<10%	*		
Students in Foster Care	*	*	*	10%	*		
Military-Connected Students	*	*	*	34.5%	*		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District
(03-1550)
2021-2022

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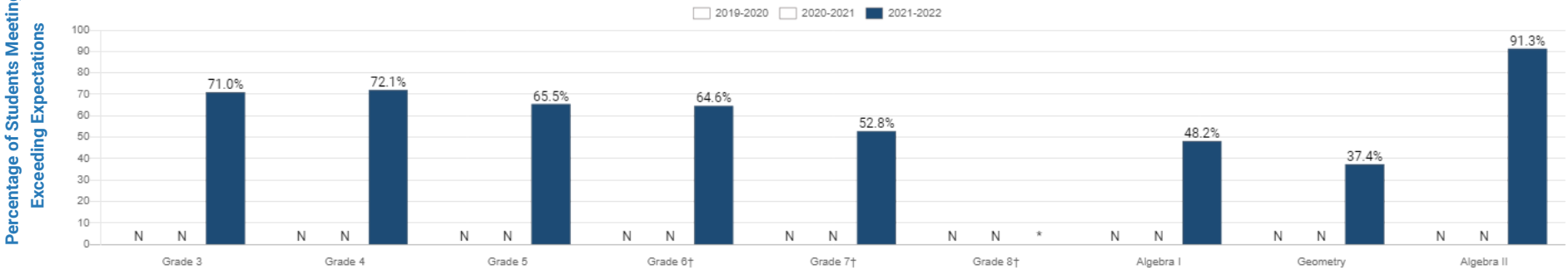
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the New Jersey Student Learning Assessment (NJSLA) for Mathematics for the past three years.

Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years. Additionally, end-of-course assessment results for Geometry and Algebra II for 2018-19 and prior years included all students in middle school and grades 9 and 10. The requirements for high school testing changed in 2021-22 so that students are only required to take the NJSLA once in high school. Therefore, 2021-22 data for Geometry and Algebra II may not be comparable to data from 2018-19.



† Grade level results do 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 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	303	770	745	2%	6%	22%	46%	25%	71%	45%
White	*	770	756	0%	4%	27%	47%	22%	69%	59%
Hispanic	*	749	729	6%	15%	29%	44%	6%	50%	27%
Black or African American	15	743	723	7%	13%	47%	33%	0%	33%	23%
Asian, Native Hawaiian, or Pacific Islander	149	781	777	0%	3%	13%	50%	35%	85%	79%
American Indian or Alaska Native	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	752	*	*	*	*	*	*	53%
Female	*	770	743	1%	7%	19%	49%	24%	73%	43%
Male	*	770	747	3%	4%	25%	44%	25%	69%	48%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	32	760	725	0%	16%	25%	41%	19%	59%	24%
Non-Economically Disadvantaged Students	271	771	755	2%	4%	21%	47%	25%	72%	57%
Students with Disabilities	34	742	724	15%	21%	24%	35%	6%	41%	24%
Students without Disabilities	269	774	749	0%	4%	22%	48%	27%	75%	49%
English Learners	41	759	719	0%	10%	29%	49%	12%	61%	17%
Non-English Learners	262	772	748	2%	5%	21%	46%	27%	73%	49%
Homeless Students	*	*	714	*	*	*	*	*	*	16%
Students in Foster Care	*	*	712	*	*	*	*	*	*	13%
Military-Connected Students	*	*	744	*	*	*	*	*	*	45%
Migrant Students	*	*	714	*	*	*	*	*	*	24%

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Mathematics Assessment - Performance By Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	294	768	740	4%	9%	16%	52%	20%	72%	39%
White	81	762	750	4%	11%	16%	59%	10%	69%	52%
Hispanic	*	740	725	13%	17%	34%	30%	6%	36%	21%
Black or African American	*	*	720	*	*	*	*	*	*	17%
Asian, Native Hawaiian, or Pacific Islander	148	781	770	1%	4%	9%	56%	30%	86%	75%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	46%
Two or More Races	10	766	749	0%	10%	30%	40%	20%	60%	50%
Female	*	764	738	3%	12%	17%	52%	17%	68%	37%
Male	*	771	741	5%	6%	14%	52%	23%	75%	41%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	32	754	721	6%	16%	22%	44%	13%	56%	18%
Non-Economically Disadvantaged Students	262	769	749	3%	8%	15%	53%	21%	74%	51%
Students with Disabilities	52	735	719	21%	29%	17%	23%	10%	33%	18%
Students without Disabilities	242	775	744	0%	4%	15%	58%	22%	81%	44%
English Learners	26	755	714	0%	15%	31%	46%	8%	54%	11%
Non-English Learners	268	769	743	4%	8%	14%	53%	21%	74%	43%
Homeless Students	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	*	*	742	*	*	*	*	*	*	40%
Migrant Students	*	*	711	*	*	*	*	*	*	*

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Mathematics Assessment - Performance By Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	275	761	736	8%	11%	16%	40%	25%	65%	36%
White	64	750	746	9%	19%	16%	41%	16%	56%	47%
Hispanic	58	733	722	19%	22%	28%	26%	5%	31%	18%
Black or African American	13	749	716	8%	15%	15%	62%	0%	62%	14%
Asian, Native Hawaiian, or Pacific Islander	131	779	769	2%	2%	11%	44%	40%	85%	74%
American Indian or Alaska Native	*	*	736	*	*	*	*	*	*	38%
Two or More Races	*	*	744	*	*	*	*	*	*	45%
Female	*	758	736	8%	12%	18%	41%	21%	62%	34%
Male	*	764	737	8%	9%	14%	39%	29%	68%	38%
Non-binary/undesignated gender	*	*	747	*	*	*	*	*	*	55%
Economically Disadvantaged Students	42	759	718	7%	10%	17%	45%	21%	67%	15%
Non-Economically Disadvantaged Students	233	761	746	8%	11%	16%	39%	26%	65%	47%
Students with Disabilities	41	722	714	32%	29%	17%	15%	7%	22%	14%
Students without Disabilities	234	768	741	4%	7%	16%	44%	29%	73%	41%
English Learners	22	722	707	27%	23%	23%	27%	0%	27%	*
Non-English Learners	253	765	739	6%	9%	15%	41%	28%	69%	39%
Homeless Students	*	*	709	*	*	*	*	*	*	*
Students in Foster Care	*	*	710	*	*	*	*	*	*	10%
Military-Connected Students	*	*	737	*	*	*	*	*	*	35%
Migrant Students	*	*	685	*	*	*	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District
(03-1550)
2021-2022

Report Key:
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Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Students in sixth grade who were enrolled in an Algebra I course during the 2021-22 school year were required to take both the Algebra I and Grade 6 mathematics assessment. The results of the Grade 6 mathematics assessment are included in this data.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	305	762	733	4%	11%	21%	42%	23%	65%	31%
White	77	761	742	1%	12%	22%	43%	22%	65%	41%
Hispanic	69	739	720	9%	23%	33%	30%	4%	35%	15%
Black or African American	15	737	714	13%	13%	47%	20%	7%	27%	12%
Asian, Native Hawaiian, or Pacific Islander	136	776	763	1%	3%	12%	49%	35%	84%	68%
American Indian or Alaska Native	*	*	733	*	*	*	*	*	*	30%
Two or More Races	*	*	739	*	*	*	*	*	*	38%
Female	*	760	733	5%	12%	21%	40%	22%	62%	30%
Male	*	763	734	3%	10%	21%	43%	24%	67%	33%
Non-binary/undesignated gender	*	*	734	*	*	*	*	*	*	21%
Economically Disadvantaged Students	47	751	717	6%	15%	28%	36%	15%	51%	13%
Non-Economically Disadvantaged Students	258	764	741	3%	10%	20%	43%	24%	67%	40%
Students with Disabilities	48	725	710	17%	40%	21%	21%	2%	23%	*
Students without Disabilities	257	769	738	1%	5%	21%	46%	27%	72%	36%
English Learners	13	742	703	15%	8%	38%	31%	8%	38%	*
Non-English Learners	292	763	736	3%	11%	20%	42%	24%	66%	33%
Homeless Students	*	*	708	*	*	*	*	*	*	*
Students in Foster Care	*	*	706	*	*	*	*	*	*	*
Military-Connected Students	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	706	*	*	*	*	*	*	20%

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District
(03-1550)
2021-2022

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Academic Achievement

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Mathematics Assessment - Performance By Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Students who took the Algebra I, Geometry, or Algebra II end-of-course assessments are not included in grade level results.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	284	749	737	6%	15%	26%	43%	10%	53%	34%
White	77	752	745	5%	12%	34%	31%	18%	49%	45%
Hispanic	76	731	727	14%	25%	36%	22%	3%	25%	20%
Black or African American	19	736	722	5%	37%	26%	26%	5%	32%	15%
Asian, Native Hawaiian, or Pacific Islander	109	762	761	1%	6%	15%	69%	9%	78%	68%
American Indian or Alaska Native	*	*	733	*	*	*	*	*	*	26%
Two or More Races	*	*	742	*	*	*	*	*	*	40%
Female	*	747	736	8%	14%	29%	38%	10%	49%	32%
Male	*	751	738	4%	16%	23%	48%	9%	57%	36%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	42%
Economically Disadvantaged Students	42	738	725	7%	26%	31%	33%	2%	36%	17%
Non-Economically Disadvantaged Students	242	751	743	6%	13%	25%	45%	11%	56%	43%
Students with Disabilities	39	721	715	21%	44%	23%	8%	5%	13%	10%
Students without Disabilities	245	754	741	4%	11%	27%	49%	11%	59%	39%
English Learners	19	739	712	21%	16%	21%	37%	5%	42%	*
Non-English Learners	265	750	739	5%	15%	26%	43%	10%	54%	36%
Homeless Students	*	*	715	*	*	*	*	*	*	*
Students in Foster Care	*	*	715	*	*	*	*	*	*	10%
Military-Connected Students	*	*	738	*	*	*	*	*	*	32%
Migrant Students	*	*	697	*	*	*	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Fort Lee School District
(03-1550)
2021-2022

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Mathematics Assessment - Performance By Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Students who took the Algebra I, Geometry, or Algebra II end-of-course assessments are not included in grade level results.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	39	689	716	*	*	*	*	*	*	15%
White	*	*	725	*	*	*	*	*	*	21%
Hispanic	18	679	711	*	*	*	*	*	*	11%
Black or African American	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	737	*	*	*	*	*	*	36%
American Indian or Alaska Native	*	*	718	*	*	*	*	*	*	17%
Two or More Races	*	*	718	*	*	*	*	*	*	18%
Female	*	696	716	*	*	*	*	*	*	14%
Male	*	686	716	*	*	*	*	*	*	16%
Non-binary/undesignated gender	*	*	733	*	*	*	*	*	*	26%
Economically Disadvantaged Students	13	683	708	*	*	*	*	*	*	*
Non-Economically Disadvantaged Students	26	693	721	*	*	*	*	*	*	19%
Students with Disabilities	27	687	699	*	*	*	*	*	*	*
Students without Disabilities	12	694	721	*	*	*	*	*	*	18%
English Learners	*	*	698	*	*	*	*	*	*	*
Non-English Learners	*	690	718	*	*	*	*	*	*	16%
Homeless Students	*	*	700	*	*	*	*	*	*	*
Students in Foster Care	*	*	694	*	*	*	*	*	*	*
Military-Connected Students	*	*	716	*	*	*	*	*	*	15%
Migrant Students	*	*	683	*	*	*	*	*	*	*

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Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra I

This table shows performance on the NJSLA Algebra I end-of-course assessment. The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course during the 2021-22 school year were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student in in grade 9.

Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 Algebra I performance to data prior to 2019-20, as the population of students taking this assessment has changed as a result of new high school testing requirements. NJSLA data is not available for the 2020-21 or 2019-20 school years.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	326	747	735	10%	20%	23%	44%	4%	48%	35%
White	81	744	745	11%	16%	26%	44%	2%	47%	45%
Hispanic	72	725	720	18%	35%	26%	19%	1%	21%	19%
Black or African American	*	716	717	*	*	*	*	*	*	16%
Asian, Native Hawaiian, or Pacific Islander	*	764	767	3%	10%	20%	60%	7%	67%	72%
American Indian or Alaska Native	*	*	734	*	*	*	*	*	*	30%
Two or More Races	*	742	742	10%	20%	20%	50%	0%	50%	42%
Female	*	746	735	9%	20%	24%	43%	4%	47%	35%
Male	*	748	735	10%	20%	21%	45%	4%	49%	35%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	33%
Economically Disadvantaged Students	*	738	719	7%	31%	38%	20%	4%	24%	17%
Non-Economically Disadvantaged Students	*	749	742	10%	18%	20%	48%	4%	52%	42%
Students with Disabilities	38	713	708	*	*	*	*	*	*	*
Students without Disabilities	288	752	739	7%	16%	24%	49%	5%	53%	39%
English Learners	*	719	702	38%	25%	21%	17%	0%	17%	*
Non-English Learners	*	749	737	7%	19%	23%	46%	4%	51%	37%
Homeless Students	*	*	708	*	*	*	*	*	*	*
Students in Foster Care	*	*	709	*	*	*	*	*	*	*
Military-Connected Students	*	*	729	*	*	*	*	*	*	28%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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Academic Achievement

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Mathematics Assessment - Performance By Test: Geometry

This table shows performance on the NJSLA Geometry end-of-course assessment. The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 Geometry performance to data prior to 2019-20, as the population of students taking this assessment has changed as a result of new high school testing requirements. NJSLA data is not available for the 2020-21 or 2019-20 school years.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	238	742	748	4%	27%	32%	32%	5%	37%	50%
White	*	736	750	6%	32%	32%	26%	3%	29%	54%
Hispanic	*	730	730	4%	47%	32%	17%	0%	17%	23%
Black or African American	*	*	728	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	114	751	763	2%	17%	31%	43%	8%	51%	74%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	47%
Two or More Races	*	*	752	*	*	*	*	*	*	57%
Female	*	743	746	2%	25%	36%	31%	5%	36%	47%
Male	*	741	749	6%	30%	25%	34%	5%	39%	53%
Non-binary/undesignated gender	*	*	749	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	735	729	10%	35%	20%	35%	0%	35%	22%
Non-Economically Disadvantaged Students	*	743	751	3%	27%	33%	32%	6%	38%	55%
Students with Disabilities	*	717	723	*	*	*	*	*	*	22%
Students without Disabilities	*	744	749	3%	26%	32%	34%	5%	39%	51%
English Learners	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	743	749	3%	27%	31%	33%	5%	38%	51%
Homeless Students	*	*	719	*	*	*	*	*	*	13%
Students in Foster Care	*	*	721	*	*	*	*	*	*	10%
Military-Connected Students	*	*	742	*	*	*	*	*	*	41%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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Mathematics Assessment - Performance By Test: Algebra II

This table shows performance on the NJSLA Algebra II end-of-course assessment. The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 Algebra II performance to data prior to 2019-20, as the population of students taking this assessment has changed as a result of new high school testing requirements. NJSLA data is not available for the 2020-21 or 2019-20 school years.

Student Group	Valid Scores	District Mean Scale Score	State Mean Scale Score	% Level 1: Did not yet meet expectations	% Level 2: Partially met expectations	% Level 3: Approached expectations	% Level 4: Met expectations	% Level 5: Exceeded expectations	% of testers met or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	23	793	764	0%	4%	4%	65%	26%	91%	68%
White	*	*	765	*	*	*	*	*	*	71%
Hispanic	*	*	724	*	*	*	*	*	*	28%
Black or African American	*	*	734	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	19	790	782	0%	5%	5%	63%	26%	89%	85%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	59%
Two or More Races	*	*	763	*	*	*	*	*	*	65%
Female	*	*	758	*	*	*	*	*	*	62%
Male	*	799	769	0%	7%	0%	50%	43%	93%	73%
Non-binary/undesignated gender	*	*	771	*	*	*	*	*	*	64%
Economically Disadvantaged Students	*	*	721	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	793	771	0%	5%	5%	64%	27%	91%	76%
Students with Disabilities	*	*	749	*	*	*	*	*	*	58%
Students without Disabilities	*	793	764	0%	4%	4%	65%	26%	91%	68%
English Learners	*	*	696	*	*	*	*	*	*	10%
Non-English Learners	*	793	764	0%	4%	4%	65%	26%	91%	68%
Homeless Students	*	*	*	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	757	*	*	*	*	*	*	58%
Migrant Students	*	*	*	*	*	*	*	*	*	*

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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 the most significant intellectual disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
7	N	*
8	*	*
9	N	N
10	N	N
11	*	*

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English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score 4.5 or Above
0-2	299	84.9%	15.1%
3-4	94	73.4%	26.6%
5 or more	41	63.4%	36.6%

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.

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/English Learners	56.3%	35.9%	Exceeds Target

† Target was met within one standard deviation.

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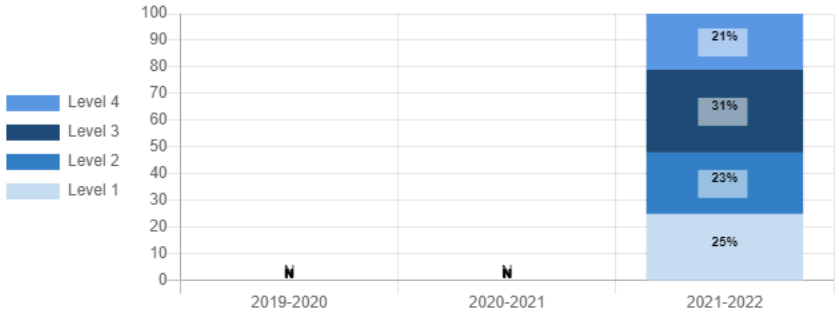
Academic Achievement

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 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.

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.

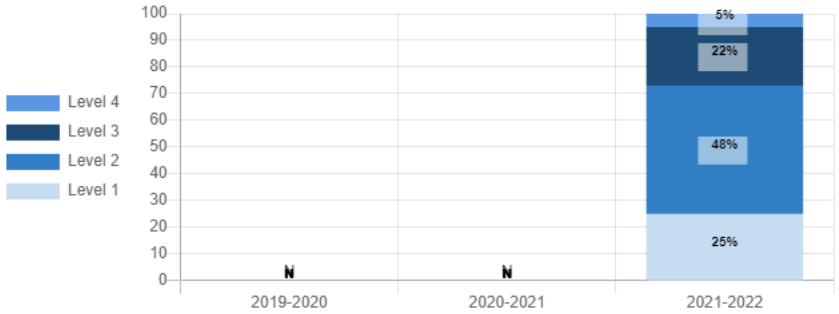
Important note for 2021-22 Reports: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.



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 2021-22 Reports: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.



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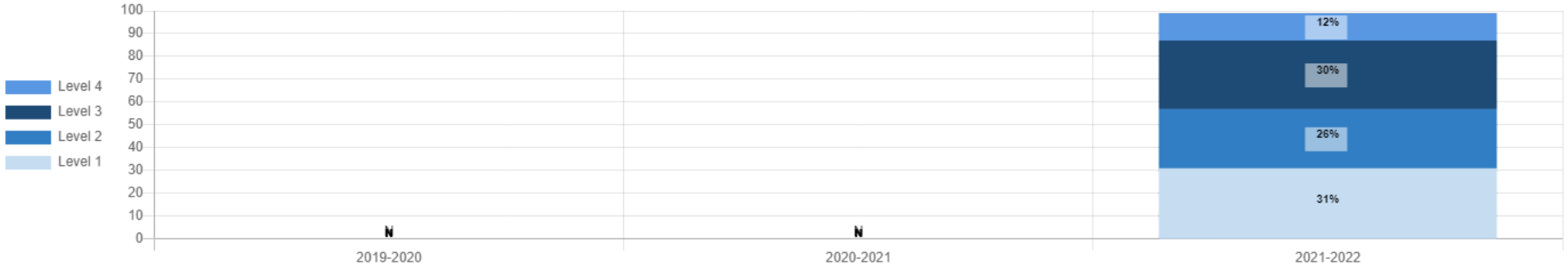
Academic Achievement

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 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.

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 2021-22 Reports: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.



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Academic Achievement

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NJSLA Science Assessment: Grade 5

This table shows how students performed on the NJSLA Science assessment for the school year, both overall and by student group. Students scoring at level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	25%	23%	31%	21%
White	27%	26%	32%	15%
Hispanic	53%	21%	22%	3%
Black or African American	31%	38%	23%	8%
Asian, Native Hawaiian, or Pacific Islander	11%	22%	35%	33%
American Indian or Alaska Native	*	*	*	*
Two or More Races	30%	10%	30%	30%
Female	27%	27%	28%	18%
Male	23%	19%	34%	24%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	26%	21%	33%	19%
Non-Economically Disadvantaged Students	25%	23%	30%	21%
Students with Disabilities	66%	15%	10%	10%
Students without Disabilities	18%	24%	35%	23%
English Learners	77%	23%	0%	0%
Non-English Learners	21%	23%	34%	23%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

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Academic Achievement

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 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.

NJSLA Science Assessment: Grade 8

This table shows how students performed on the NJSLA Science assessment for the school year, both overall and by student group. Students scoring at level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	25%	48%	22%	5%
White	30%	42%	21%	7%
Hispanic	56%	41%	3%	0%
Black or African American	33%	47%	13%	7%
Asian, Native Hawaiian, or Pacific Islander	10%	52%	32%	6%
American Indian or Alaska Native	*	*	*	*
Two or More Races	17%	67%	8%	8%
Female	26%	49%	23%	3%
Male	24%	47%	21%	7%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	44%	44%	12%	0%
Non-Economically Disadvantaged Students	21%	49%	24%	6%
Students with Disabilities	65%	33%	2%	0%
Students without Disabilities	18%	51%	25%	6%
English Learners	78%	17%	4%	0%
Non-English Learners	21%	50%	23%	5%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

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Academic Achievement

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NJSLA Science Assessment: Grade 11

This table shows how students performed on the NJSLA Science assessment for the school year, both overall and by student group. Students scoring at level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Districtwide	31%	26%	30%	12%
White	33%	23%	36%	7%
Hispanic	54%	25%	19%	1%
Black or African American	65%	15%	20%	0%
Asian, Native Hawaiian, or Pacific Islander	7%	32%	36%	25%
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	30%	30%	30%	10%
Male	32%	23%	31%	15%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	35%	26%	32%	6%
Non-Economically Disadvantaged Students	31%	26%	30%	13%
Students with Disabilities	66%	18%	16%	0%
Students without Disabilities	26%	28%	33%	14%
English Learners	78%	17%	6%	0%
Non-English Learners	28%	27%	32%	13%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

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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 2021-22: As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

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 during the 2021-22 school year. 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 2021-2022	92.1%	77.7%
12th graders taking SAT in 2021-2022 or prior years	67.3%	60.8%
12th graders taking ACT in 2021-2022 or prior years	7.8%	8.8%

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	515	474	Grade 10: 430 Grade 11: 460	76%	61%
PSAT 10/NMSQT - Math	499	464	Grade 10: 480 Grade 11: 510	52%	36%
SAT - Reading and Writing	608	538	480	89%	68%
SAT - Math	624	532	530	75%	49%
ACT - Reading	25	25	22	54%	67%
ACT - English	27	25	18	83%	81%
ACT - Math	25	24	22	71%	62%
ACT - Science	24	24	23	58%	59%

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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.

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 and Dual Enrollment Participation by Student Group

This table shows the percentage of 11th and 12th graders who were enrolled in one or more AP or IB and dual enrollment courses, with a comparison to the state.

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	46.3%	0.0%	34.5%	24.4%
White	38.8%	0.0%	39.2%	29.3%
Hispanic	17.5%	0.0%	22.1%	16.8%
Black or African American	15.6%	0.0%	18.0%	15.1%
Asian, Native Hawaiian, or Pacific Islander	71.5%	0.0%	67.9%	34.8%
American Indian or Alaska Native	*	*	27.6%	25.2%
Two or More Races	*	*	38.0%	25.0%
Female	54.4%	0.0%	40.4%	27.3%
Male	38.2%	0.0%	28.7%	21.3%
Non-Binary/Undesignated Gender	N	N	34.2%	21.5%
Economically Disadvantaged Students	53.8%	0.0%	21.9%	16.9%
Students with Disabilities	4.4%	0.0%	4.3%	8.9%
English Learners	3.3%	0.0%	9.4%	6.7%
Homeless Students	*	*	11.3%	13.9%
Students In Foster Care	N	N	7.3%	9.2%
Military-Connected Students	*	*	36.6%	22.0%
Migrant Students	N	N	22.5%	20.0%

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College and Career Readiness

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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	41	37
AP Calculus AB	26	24
AP Calculus BC	15	15
AP Chemistry	13	9
AP Computer Science A	13	11
AP Computer Science Principles	4	3
AP English Language and Composition	88	81
AP English Literature and Composition	57	55
AP Japanese Language and Culture	0	20
AP Macroeconomics	41	39
AP Microeconomics	0	37
AP Physics 1	0	12
AP Physics B	12	0
AP Spanish Language	26	24
AP Statistics	0	1
AP Studio Art—Three-Demensional	3	2
AP Studio Art—Two-Demensional	0	10
AP U.S. Government and Politics	26	21
AP U.S. History	84	76
AP World History: Modern	86	85
IB Film	33	18
IB History	17	9

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AP/IB Course	Students Enrolled	Students Tested
IB Language A (English)	102	74
IB Language B—Spanish	27	11
IB Mathematics	27	0
IB Mathematics: Analysis and Approaches	0	27
IB Physics	10	9
IB Theory of Knowledge	19	9
Total Exams taken		719
Exams with scores of at least 3 on AP exams or 4 on IB exams		548

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College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, Structured Learning Experiences, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, 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 (SLEs) during the school year. SLEs include work-based learning (WBL) programs. Examples of WBL experiences include job shadowing, school-based enterprise, community service, service learning, volunteering, completion of all six New Jersey Safe Schools Program Online Topical Courses during the fall semester of the 2021-2022 school year, internships, cooperative education experiences and apprenticeships. Depending on the type of WBL experience, these may be paid or unpaid.

For additional information about students in approved career and technical education (CTE) programs/programs of study who participated in WBL experiences during the school year, see the new WBL Participation by Career Cluster table.

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	11.4%	12.7%	7.3%	10.6%
White	9.9%	14.9%	5.8%	10.0%
Hispanic	8.9%	8.4%	9.1%	11.1%
Black or African American	12.5%	3.3%	9.1%	11.0%
Asian, Native Hawaiian, or Pacific Islander	13.7%	14.8%	5.8%	10.8%
American Indian or Alaska Native	*	*	8.7%	10.3%
Two or More Races	8.3%	8.3%	6.7%	11.2%
Female	10.7%	12.5%	7.1%	10.9%
Male	12.0%	13.0%	7.4%	10.3%
Non-Binary/Undesignated Gender	*	*	6.5%	10.2%
Economically Disadvantaged Students	7.4%	13.6%	9.7%	12.1%
Students with Disabilities	6.3%	4.7%	5.8%	8.4%
English Learners	7.3%	0.0%	7.0%	3.9%
Homeless Students	*	*	7.5%	6.3%
Students In Foster Care	*	*	6.2%	6.9%
Military-Connected Students	*	*	8.5%	12.1%
Migrant Students	*	*	11.8%	6.4%

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College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, Structured Learning Experiences, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, please visit the NJDOE's Career and Technical Education website.

Work-Based Learning Participation by Career Cluster

This table shows the number of students in an approved CTE program/program of study in grades 9 through 12 who participated in a work-based learning experience during the school year. Work-based learning can include career exploration (e.g. community service, job shadowing, school-based enterprise, service learning, volunteering or the New Jersey Safe Schools Program Online Topical Courses completed during the fall semester of the 2021-2022 school year), career preparation (e.g. cooperative education experience or paid/unpaid internships), or career training (e.g. pre-apprenticeship/apprenticeship registered with the USDOL-OA). This table only includes students enrolled in an approved CTE program/program of study. See the Structured Learning Experiences table for information on all high school students (both CTE and non-CTE).

Career Cluster	Students Participating in Work-Based Learning
Finance	48
Total	48

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

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Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Arts, A/V Technology & Communications	*	*	*
Education & Training	*	*	*
Finance	268	*	*
Health Science	*	*	*
Hospitality & Tourism	*	*	*
Information Technology	*	*	*
Science, Technology, Engineering & Mathematics	*	*	*
Total	279	*	*

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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.

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	Grade Level and Other Math
6	0	0	0	0	0	0	317
7	21	0	0	0	0	0	308
8	268	32	0	0	0	0	73
9	66	226	23	0	0	0	0
10	13	55	199	23	0	0	3
11	2	8	69	179	25	3	20
12	0	1	15	38	129	58	78
Total	370	322	306	240	154	61	799
Enrolled in AP/IB Course					41	0	27
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	65	0	0	216	0	0
10	157	75	0	14	0	6
11	17	202	0	6	62	22
12	31	25	0	3	124	103
Total	270	302	0	239	186	131
Enrolled in AP/IB Course	41	13		0	22	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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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	8	305	0	0	0	0
10	4	283	24	0	5	2
11	197	63	1	16	11	21
12	20	17	16	100	69	64
Total	229	668	41	116	85	87
Enrolled in AP/IB Course	103	84	41	0		41
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	317	0	0	0	0	0	0
7	248	0	0	0	0	0	0
8	265	0	0	0	0	0	0
9	205	0	21	0	0	0	52
10	189	0	28	0	0	0	33
11	179	0	26	0	0	0	21
12	87	0	19	0	0	0	19
Total	1,490	0	94	0	0	0	125
Enrolled in AP/IB Course	53	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	287	0	32	0	0	0	26

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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 – 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	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	33	0	0	0	0	0	0
10	28	0	0	0	0	0	0
11	25	0	0	0	0	0	0
12	50	4	0	0	0	0	0
Total	136	4	0	0	0	0	0
Enrolled in AP/IB Course	13	4		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

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.

Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

Report Key:
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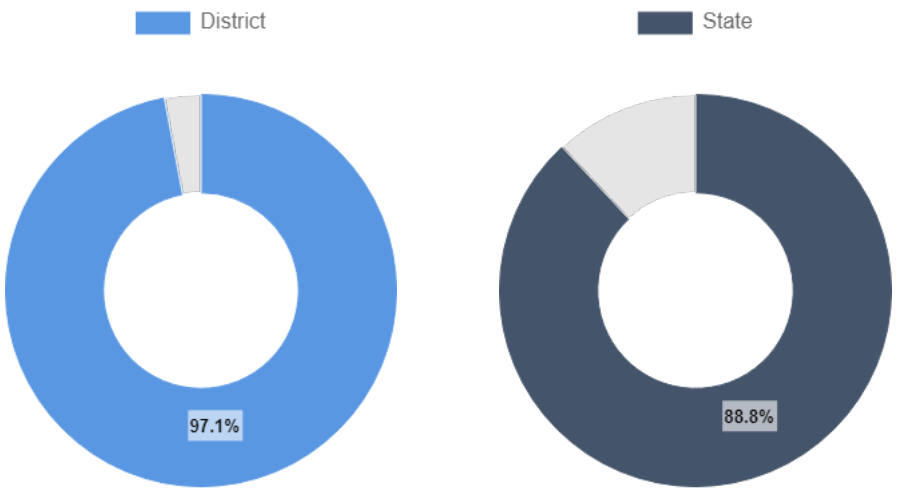
College and Career Readiness

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.

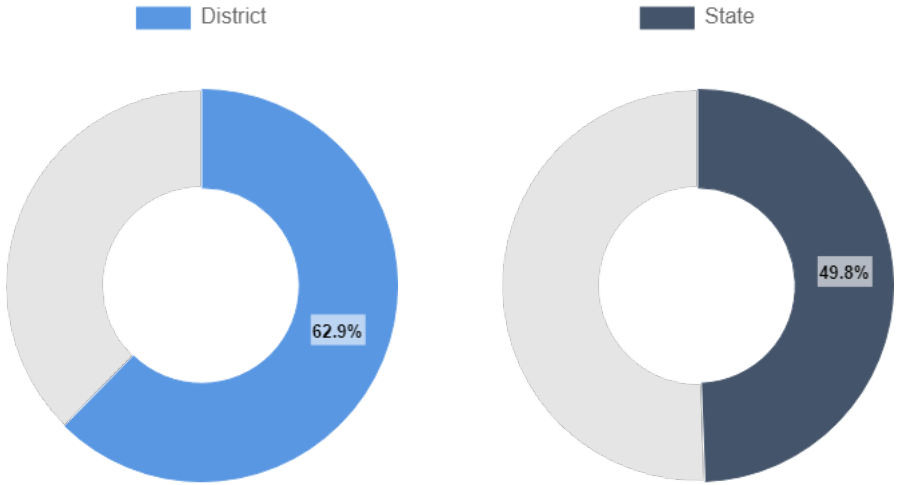
Visual and Performing Arts – Course Participation

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 second set of charts 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



Report Key:
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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.

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 second set of charts 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:

Music

Dance

Drama

Visual Arts

Students enrolled in one or more classes by discipline:

Music

Dance

Drama

Visual Arts

Report Key:
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Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

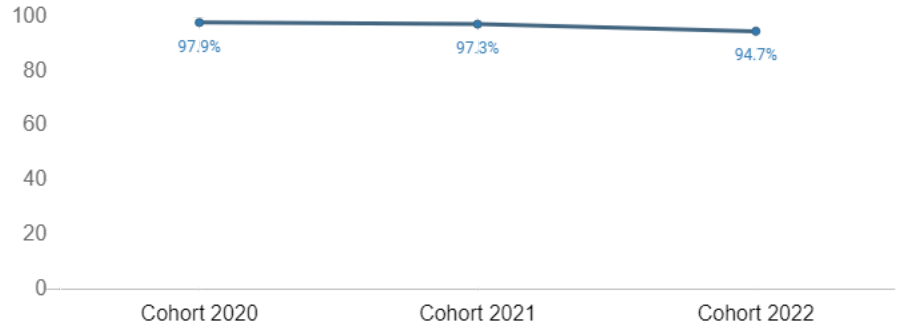
For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

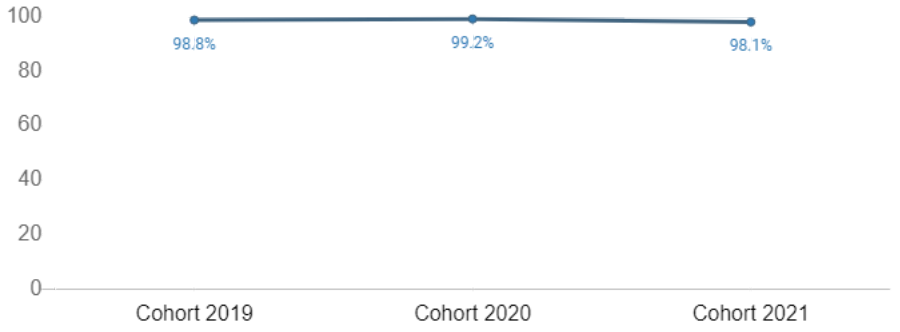
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. These charts and tables are based on the state graduation rate, which reflects all students who receive a state-endorsed diploma.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2020 4-Year Rate	Cohort 2021 4-Year Rate	Cohort 2022 4-Year Rate	Cohort 2019 5-Year Rate	Cohort 2020 5-Year Rate	Cohort 2021 5-Year Rate
Graduation Rate	97.9%	97.3%	94.7%	98.8%	99.2%	98.1%
Statewide Graduation Rate	91.0%	90.6%	90.9%	92.2%	92.6%	92.5%

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Graduation/ Postsecondary

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As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Cohort 2022 4-Year Graduation Cohort Profile

This table shows the percentage of students in the 2022 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. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	94.7%	3.5%	1.9%	90.9%	4.1%	5.0%
White	94.7%	3.2%	2.1%	95.0%	2.6%	2.4%
Hispanic	91.7%	2.8%	5.6%	84.9%	5.9%	9.2%
Black or African American	100.0%	0.0%	0.0%	85.8%	6.8%	7.4%
Asian, Native Hawaiian, or Pacific Islander	95.6%	4.4%	0.0%	97.1%	2.0%	0.9%
American Indian or Alaska Native	*	*	*	92.0%	2.4%	5.6%
Two or More Races	*	*	*	90.6%	4.1%	5.2%
Female	94.5%	3.4%	2.1%	93.3%	2.9%	3.8%
Male	94.8%	3.5%	1.7%	88.6%	5.3%	6.1%
Non-Binary/Undesignated Gender	N	N	N	*	*	*
Economically Disadvantaged Students	88.5%	8.0%	3.4%	85.4%	6.0%	8.6%
Students with Disabilities	84.1%	13.6%	2.3%	80.5%	12.8%	6.7%
English Learners	88.5%	3.8%	7.7%	71.9%	8.9%	19.1%
Homeless Students	*	*	*	70.4%	10.3%	19.3%
Students in Foster Care	N	N	N	57.7%	15.8%	26.5%
Military-Connected Students	N	N	N	91.0%	4.8%	4.2%
Migrant Students	N	N	N	65.4%	9.0%	25.6%

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Graduation/ Postsecondary

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As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Cohort 2021 5-Year Graduation Cohort Profile

This table shows the percentage of students in the 2021 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. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	98.1%	1.2%	0.8%	92.5%	1.8%	5.7%
White	98.6%	0.0%	1.4%	95.9%	1.6%	2.6%
Hispanic	95.2%	3.2%	1.6%	87.5%	2.0%	10.6%
Black or African American	95.5%	4.5%	0.0%	87.7%	2.6%	9.7%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	97.6%	1.3%	1.1%
American Indian or Alaska Native	N	N	N	94.5%	0.8%	4.7%
Two or More Races	*	*	*	93.0%	1.0%	6.0%
Female	98.4%	1.6%	0.0%	94.4%	1.2%	4.4%
Male	97.7%	0.8%	1.5%	90.6%	2.4%	7.0%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	100.0%	0.0%	0.0%	87.6%	2.1%	10.3%
Students with Disabilities	93.5%	6.5%	0.0%	83.5%	8.5%	8.0%
English Learners	95.5%	4.5%	0.0%	78.3%	1.6%	20.1%
Homeless Students	N	N	N	76.3%	3.6%	20.1%
Students in Foster Care	N	N	N	59.4%	7.7%	32.9%
Military-Connected Students	N	N	N	91.5%	1.9%	6.6%
Migrant Students	N	N	N	71.6%	1.1%	27.3%

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Graduation/ Postsecondary

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As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Cohort 2020 6-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 six years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	99.2%	0.8%	0.0%	93.1%	1.2%	5.8%
White	97.2%	2.8%	0.0%	96.3%	1.2%	2.6%
Hispanic	100.0%	0.0%	0.0%	88.0%	1.0%	11.0%
Black or African American	*	*	*	89.0%	1.6%	9.4%
Asian, Native Hawaiian, or Pacific Islander	100.0%	0.0%	0.0%	97.8%	0.9%	1.3%
American Indian or Alaska Native	N	N	N	91.2%	1.8%	7.1%
Two or More Races	N	N	N	93.9%	0.7%	5.4%
Female	99.0%	1.0%	0.0%	94.7%	0.8%	4.5%
Male	99.3%	0.7%	0.0%	91.5%	1.5%	7.0%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	100.0%	0.0%	0.0%	88.4%	1.2%	10.4%
Students with Disabilities	93.3%	6.7%	0.0%	85.4%	6.2%	8.4%
English Learners	100.0%	0.0%	0.0%	79.3%	0.6%	20.1%
Homeless Students	*	*	*	80.1%	2.2%	17.8%
Students in Foster Care	N	N	N	62.4%	3.4%	34.3%
Military-Connected Students	N	N	N	93.3%	1.5%	5.1%
Migrant Students	N	N	N	63.4%	0.0%	36.6%

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Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Federal Graduation Rates

This table shows the federal version of the 2022 4-year and 2021 5-year graduation rates. For 2022, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator) but were included in the adjusted cohort (the denominator). For accountability purposes, graduation data from the prior school year is used, so these graduation rates will be used when the NJDOE runs the accountability system for the 2022-23 school year (along with 2022-23 assessment, growth, and chronic absenteeism data) and will be included in the accountability profiles in fall 2023.

Student Group	2022 4-Year Federal Graduation Rate	2021 5-Year Federal Graduation Rate	State: 2022 4-Year Federal Graduation Rate	State: 2021 5-Year Federal Graduation Rate
Districtwide	87.4%	97.7%	85.2%	89.9%
White	88.4%	98.6%	89.1%	93.6%
Hispanic	76.4%	95.2%	79.3%	84.6%
Black or African American	83.3%	95.5%	77.8%	83.8%
Asian, Native Hawaiian, or Pacific Islander	92.6%	99.0%	95.9%	97.0%
American Indian or Alaska Native	*	N	84.8%	91.3%
Two or More Races	*	*	84.3%	89.7%
Female	87.6%	98.4%	89.2%	92.6%
Male	87.3%	97.0%	81.5%	87.3%
Non-Binary/Undesignated Gender	N	N	*	N
Economically Disadvantaged Students	77.0%	100.0%	78.7%	84.3%
Students with Disabilities	31.8%	90.3%	48.5%	69.0%
English Learners	88.5%	90.9%	70.3%	77.1%
Homeless Students	*	N	60.0%	70.4%
Students in Foster Care	N	N	43.8%	52.6%
Military-Connected Students	N	N	86.8%	89.9%
Migrant Students	N	N	62.8%	71.6%

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In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Accountability Graduation Rates

This table shows Cohort 2021 4-year and Cohort 2020 5-year graduation rates both overall and by student group. For accountability and annual targets, graduation data from the prior year is used. These graduation rates are the "federal version" of the graduation rate for 2021, which means that students with disabilities who did not meet either the state course requirements and/or local attendance requirements are not included as graduates (the numerator), but they are included in the adjusted cohort (the denominator).

Student Group	Cohort 2021: 4-Year Graduation Rate	Cohort 2021: Annual Target	Cohort 2021: Met Target	Cohort 2020: 5-Year Graduation Rate	Cohort 2020: Annual Target	Cohort 2020: Met Target
Districtwide	96.9%	94.6%	Met Goal	99.2%	95.4%	Met Goal
White	97.3%	95.0%	Met Goal	97.2%	94.2%	Met Goal
Hispanic	95.2%	95.0%	Met Goal	100.0%	92.8%	Met Goal
Black or African American	91.3%	N	N	*	**	**
Asian, Native Hawaiian, or Pacific Islander	99.0%	94.5%	Met Goal	100.0%	96.0%	Met Goal
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	*	**	**	*	**	**
Economically Disadvantaged Students	97.0%	95.0%	Met Goal	100.0%	93.8%	Met Goal
Students with Disabilities	87.5%	88.9%	Not Met	93.3%	91.4%	Met Target
English Learners	90.9%	94.2%	Not Met	100.0%	**	**

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Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2021-22 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students who did not meet some or all graduation requirements because of modifications or exemptions in their Individualized Education Programs (IEPs) may not be counted as graduates in the calculations of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this is only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and will be used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

For the "federal version" of the 2022 graduation rates, students with disabilities who did not meet either the state course requirements, local attendance requirements, and/or state graduation assessment requirements for graduation because of a modification or exemption in their IEP were not included in the graduates count (the numerator), but they will remain in the adjusted cohort (the denominator). Because graduation assessment requirements were waived for 2021 graduates, the "federal version" of the 2021 graduation rate only excludes students with disabilities who did not meet either the state course requirements and/or local attendance requirements.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the NJDOE Graduation Rate page.

Graduation Pathways

This table shows the percentage of Cohort 2022 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 2021-22 Reports: Administrations of both state and national assessments were cancelled over the last two years, so caution should be used when comparing pathways for 2022 graduates with prior years.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	74.8%	64.1%
Substitute Competency Test	19.6%	28.9%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	5.6%	7.0%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2021-2022	0.3%	1.2%
2020-2021	0.0%	1.1%
2019-2020	0.1%	1.0%

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Graduation/ Postsecondary

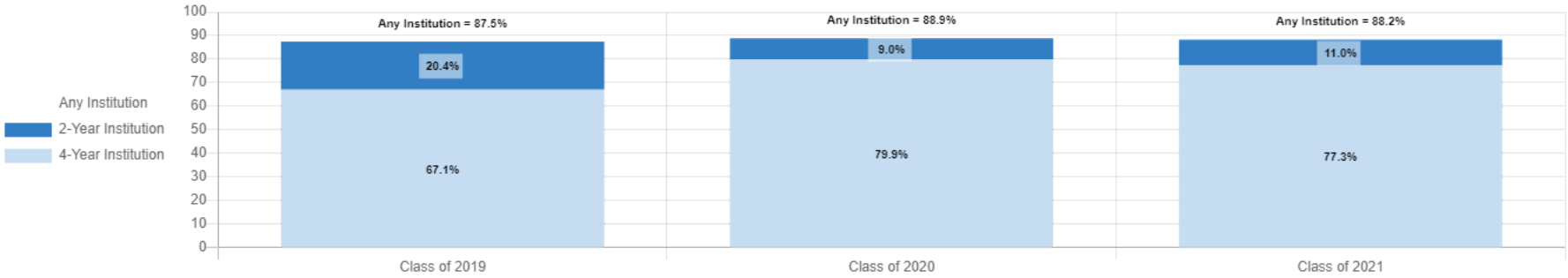
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Important Note for 2021-22: As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Postsecondary Enrollment Rate Trends

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 for from high school for the last three years.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2019	Class of 2020	Class of 2021
% Enrolled in 2-Year Institution	20.4%	9.0%	11.0%
% Enrolled in 4-Year Institution	67.1%	79.9%	77.3%
% Enrolled in Any Postsecondary Institution	87.5%	88.9%	88.2%

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2022 high school graduates enrolled in postsecondary institutions by the fall of 2022. 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 that 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	68.5%	25.1%	74.9%
Districtwide	83.2%	13.1%	86.9%
White	86.7%	14.1%	85.9%
Hispanic	70.1%	34.0%	66.0%
Black or African American	83.3%	20.0%	80.0%
Asian, Native Hawaiian, or Pacific Islander	88.6%	3.4%	96.6%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Female	83.3%	11.3%	88.7%
Male	83.0%	14.6%	85.4%
Non-binary/undesignated gender	*	*	*
Economically Disadvantaged Students	87.1%	11.1%	88.9%
Students with Disabilities	67.9%	10.5%	89.5%
English Learners	66.7%	37.5%	62.5%
Homeless students	*	*	*
Students in foster care	*	*	*
Military-connected students	*	*	*
Migrant students	*	*	*

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

Important Note for 2021-22: As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2021 high school graduates enrolled in postsecondary institutions by the fall of 2022. 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 that 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	73.3%	27.9%	72.0%	72.3%	27.7%	61.8%	38.2%
Districtwide	88.2%	12.4%	87.6%	72.4%	27.6%	58.7%	41.3%
White	91.4%	15.6%	84.4%	79.7%	20.3%	59.4%	40.6%
Hispanic	85.7%	16.7%	83.3%	63.0%	37.0%	51.9%	48.1%
Black or African American	66.7%	14.3%	85.7%	71.4%	28.6%	50.0%	50.0%
Asian, Native Hawaiian, or Pacific Islander	91.8%	6.7%	93.3%	73.3%	26.7%	63.3%	36.7%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Female	91.9%	13.2%	86.8%	70.2%	29.8%	54.4%	45.6%
Male	84.7%	11.7%	88.3%	74.8%	25.2%	63.1%	36.9%
Non-binary/undesignated gender	*	*	*	*	*	*	*
Economically Disadvantaged Students	90.2%	18.9%	81.1%	81.1%	18.9%	75.7%	24.3%
Students with Disabilities	78.6%	27.3%	72.7%	68.2%	31.8%	63.6%	36.4%
English Learners	75.0%	44.4%	55.6%	88.9%	11.1%	77.8%	22.2%
Homeless students	*	*	*	*	*	*	*
Students in foster care	*	*	*	*	*	*	*
Military-connected students	*	*	*	*	*	*	*
Migrant students	*	*	*	*	*	*	*

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Apprenticeship

This table shows, by year of graduation, the number of graduates who were enrolled into United States Department of Labor (USDOL) registered apprenticeship programs as of June 2022. This only includes students who enrolled in an apprenticeship program in New Jersey after high school graduation.

Year of Graduation	Graduates enrolled in apprenticeship programs
2021	0
2020	0
2019	0
2018	0
2017	0
2016	*
2015	0
2014	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 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three years.

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Districtwide	414	10.4%	18.1%	Met
White	125	12.1%	18.1%	Met
Hispanic	154	19.3%	18.1%	Not Met
Black or African American	26	14.6%	18.1%	Met
Asian, Native Hawaiian, or Pacific Islander	95	5.1%	18.1%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	11.4%	18.1%	Met
Female	*	10.5%		
Male	*	10.3%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	23	7.2%	18.1%	Met
Students with Disabilities	112	19.5%	18.1%	Not Met
English Learners	47	10.1%	18.1%	Met
Homeless Students	4	26.7%		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

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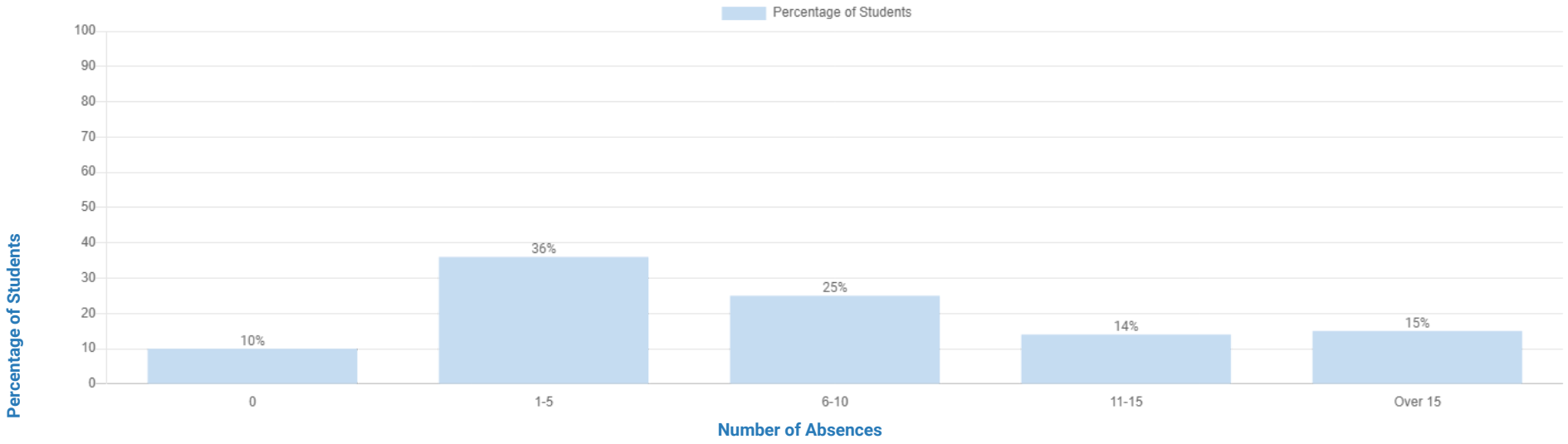
Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three years.

Days Absent

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



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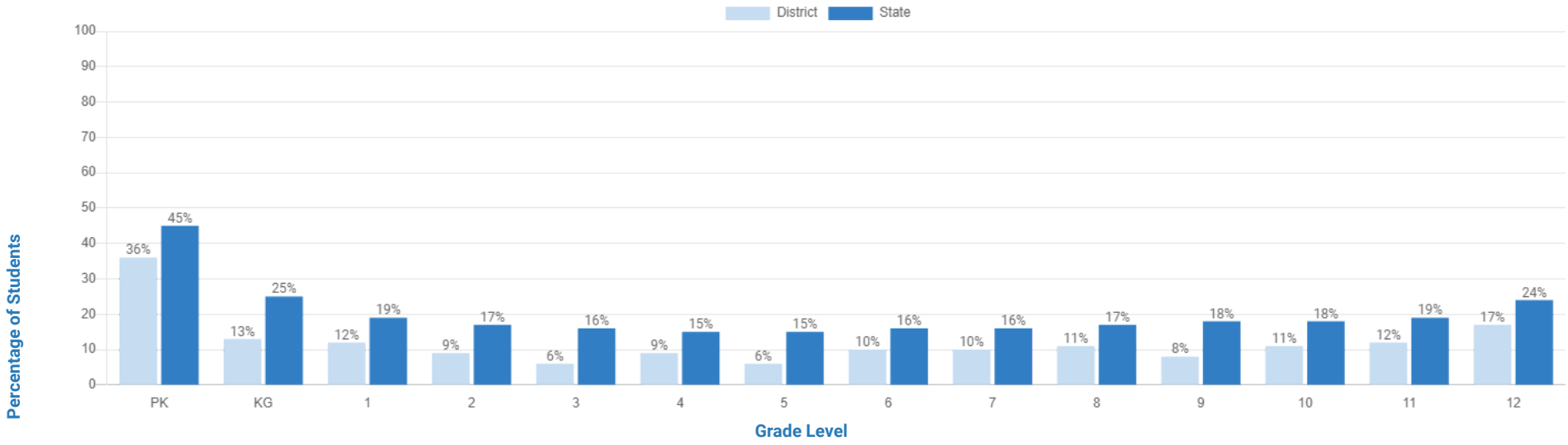
Chronic Absenteeism by Grade

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



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Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the 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 2021-22: The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from those years.

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	15
Weapons	1
Vandalism	5
Substances	7
Harassment, Intimidation, Bullying (HIB)	48
Total Unique Incidents	72
Incidents Per 100 Students Enrolled	1.78

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	3
Weapons	1
Vandalism	2
Substances	5
Harassment, Intimidation, Bullying (HIB)	11
Other Incidents Leading to Removal	2

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Important note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from those years.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	11	13
Religion	1	1	2
Ancestry	1	5	6
Gender	3	3	6
Sexual Orientation	1	5	6
Disability	4	2	6
Other	6	35	41
No Identified Nature	78		78

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
In-School Suspensions	10	0.2%
Out-of-School Suspensions	40	1.0%
Any Suspension	45	1.1%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
189

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Climate and Environment

Student Access to Technology and Internet

In response to the COVID-19 pandemic, the NJDOE began collecting information on student device types, device owners, and internet connectivity during the 2020-2021 school year. Additional reports about student access to technology and internet connectivity as of the end of the 2021-2022 school year can be found on the NJDOE website.

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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, of 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	334	118,773
Average years experience in public schools	11.3	12.5
Average years experience in district	10.5	11.3
Percentage of Teachers with 4 or more years experience in the district	74.0%	76.0%
Number of out-of-field teachers	5	2,937

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	23	9,578
Average years experience in public schools	15.5	16.5
Average years experience in district	10.8	12.6
Percentage of Administrators with 4 or more years experience in the district	91.3%	78.8%

Staff Counts

This table shows the number of staff members assigned to the district and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only, but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school.

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	334	118,773
Administrators	23	9,578
Librarians/Media Specialists	6	1,212
Nurses	7	2,911
School Counselors	13	4,324
Child Study Team Members	25	9,115
School Psychologists	7	2,159
School Social Workers	5	2,487
Student Assistance Coordinators	1	372
School Safety Specialists	1	694

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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, of if the teacher has an expired certificate.

Student and Staff Ratios

This table shows ratios of students and staff members in the district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE).

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	176:1
Teachers to Administrators	15:1
Students to Librarians/Media Specialists †	675:1
Students to Nurses †	579:1
Students to Counselors †	312:1
Students to Child Study Team Members †,††	23:1
Students to School Psychologists †	579:1
Students to School Social Workers †	810:1
Students to Student Assistance Coordinators †	4052:1
Students to School Safety Specialists †	4052:1

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants also note that for the ratio compares Students with Disabilities instead of all students.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. 2019-20 was the first year that data was collected for non-binary/undesignated gender and, as a result, the 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 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	49.0%	80.0%	40-60%	48.0%	77.0%	56.0%
Male	51.0%	20.0%	40-60%	52.0%	23.0%	44.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤20%	≤1%	≤1%	≤1%
White	25.6%	79.6%	69.6%	40.1%	82.6%	76.3%
Hispanic	20.1%	8.4%	17.4%	32.1%	8.1%	8.1%
Black or African American	4.5%	0.0%	8.7%	14.6%	6.5%	13.9%
Asian	46.7%	12.0%	4.3%	10.1%	2.3%	1.3%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.2%	0.1%
Two or More Races	2.7%	0.0%	0.0%	2.7%	0.2%	0.3%

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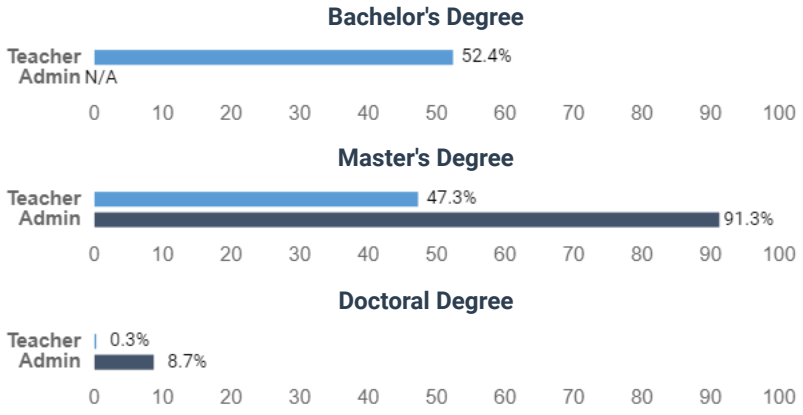
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators.
Experience: Experience is based on information submitted by districts on 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, of if the teacher has an expired certificate.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's degree 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 2020-21 that were still assigned to this district in 2021-22. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2020-21 Teachers: Same district 2021-22	96.3%	90.7%
2020-21 Administrators: Same district 2021-22	85.7%	87.4%

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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, of if the teacher has an expired certificate.

Teachers by Subject Area

This table shows the counts of teachers by subject area with gender breakdown, experience, and level of education. The staff counts in this table reflect staff assignments as submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Note that some teachers may teach in multiple subject areas and may be counted more than once in this table or they may only be counted in their primary subject area. Additionally, in many elementary schools teachers are not assigned to specific subject areas, so teachers will appear in the Elementary (Not Subject Specific) category and not in the other subject areas, but that does not mean those subjects are not being taught in the school. Special Education and Bilingual teachers are generally assigned to a subject area and also either special education or bilingual, so those teachers will be counted in multiple subject areas.

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary Not Subject Specific	148	90-95%	5-10%	≤5%	80.4%	6.8%	0.0%	12.8%	0.0%	0.0%	0.0%	71.6%	56.1%	43.9%	0.0%
English/Language Arts/Literacy	38	80-90%	10-20%	≤10%	76.3%	7.9%	0.0%	15.8%	0.0%	0.0%	0.0%	86.8%	39.5%	60.5%	0.0%
English Speakers or Other Languages	11	*	*	*	45.5%	27.3%	0.0%	27.3%	0.0%	0.0%	0.0%	90.9%	18.2%	81.8%	0.0%
Mathematics	21	60-80%	20-40%	≤20%	81.0%	0.0%	0.0%	19.0%	0.0%	0.0%	0.0%	85.7%	66.7%	33.3%	0.0%
Science	21	60-80%	20-40%	≤20%	76.2%	14.3%	0.0%	9.5%	0.0%	0.0%	0.0%	66.7%	38.1%	61.9%	0.0%
Social Studies/History	18	20-40%	60-80%	≤20%	88.9%	5.6%	0.0%	5.6%	0.0%	0.0%	0.0%	83.3%	44.4%	50.0%	5.6%
World Language	14	*	*	*	42.9%	35.7%	0.0%	21.4%	0.0%	0.0%	0.0%	64.3%	35.7%	64.3%	0.0%
Visual and Performing Arts	22	60-80%	20-40%	≤20%	72.7%	9.1%	0.0%	18.2%	0.0%	0.0%	0.0%	72.7%	45.5%	54.5%	0.0%
Health/Physical Education	20	20-40%	60-80%	≤20%	90.0%	5.0%	0.0%	5.0%	0.0%	0.0%	0.0%	65.0%	85.0%	15.0%	0.0%
Family & Consumer Sciences	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Computer Science/IT	2	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%	50.0%	0.0%
Industrial Arts	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%	33.3%	0.0%
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	69	85-90%	10-15%	≤5%	84.1%	7.2%	0.0%	8.7%	0.0%	0.0%	0.0%	63.8%	56.5%	42.0%	1.4%
Bilingual	13	*	*	*	23.1%	30.8%	0.0%	46.2%	0.0%	0.0%	0.0%	76.9%	15.4%	84.6%	0.0%

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Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE**) comes from the 2021-22 School Registry Summary (SRS).

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage 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 2021-22 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.

Fort Lee Boro	Federal	State & Local	Total	ADE**
School Level Expenditures Not Assigned to a School	$323	$3,503	$3,826	4,030.6
District Level Central Expenditures		$2,336	$2,336	4,030.6
Fort Lee High School	$612	$9,801	$10,413	1,147.1
School No. 1	$590	$8,657	$9,247	541.3
School No. 2	$977	$14,546	$15,523	341.3
School No. 3	$728	$9,681	$10,409	383.2
School No. 4	$584	$9,821	$10,405	394.0
Lewis F. Cole Middle School	$787	$9,086	$9,873	1,223.6

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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 student groups 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 additional data, see the NJDOE accountability page.

Important Note for 2021-2022: Due to the COVID-19 pandemic, New Jersey received waivers from the United States Department of Education (USED) in both March 2020 and March 2021 that waived accountability-related requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 and 2020-2021 school years. These waivers removed the requirements to:

- Calculate indicator scores and summative scores for the 2019-2020 and 2020-2021 school years;
- Measure progress toward long-term goals and measures of interim progress for accountability indicators for the 2019-2020 and 2020-2021 school years; and
- Identify schools for comprehensive and targeted support and improvement during the 2020-2021 and 2021-2022 school years (based on 2019-2020 and 2020-2021 data, respectively).

As a result of these waivers, any school that was identified for comprehensive or targeted support and improvement during the 2019-20 school year will retain the same status for the 2021-22 and 2022-23 school years.

The NJDOE identified schools across four categories during the 2022-23 school year (based on 2021-22 data):

- CSI: Overall Low Performing;
- CSI: Low Graduation Rate;
- ATSI; and
- TSI.

For the TSI identification that occurred during the 2022-23 school year, status in meeting annual targets for the 2018-19 and 2021-22 school years were used since data was not available for two consecutive years.

Additionally, all schools that were previously identified were eligible to exit status at the end of the 2022-23 school year if the NJDOE's Exit Criteria were met.

The NJDOE received approval to make a one-time change to the identification timeline under the COVID-19 State Plan Addendum. Under the approved Addendum, the NJDOE will identify schools for CSI and ATSI status in both fall 2022 and fall 2023. Schools identified for CSI or ATSI status in fall 2022 will be eligible to exit status in fall 2023 if all exit criteria are met. Schools identified for TSI status will be eligible to exit annually if exit criteria are met.

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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 2023-24 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 2023-24 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: Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM)
ELA and Math Growth: For 2021-22 only, this data shows the Relative School Improvement Measure (RSIM), which is based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. Schools are assigned a percentile rank based on their improvement as compared to schools with similar prior year performance. This is only measured for grades 3-8. The NJDOE plans to resume measuring growth by mSGP in 2022-23.
Four- and five-year graduation rates: The adjusted cohort graduation rate
Progress toward English Language Proficiency: The percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English Language proficiency.
Chronic absenteeism: The percentage of students that were absent for 10% or more of the days enrolled during the school year.

Important Note for 2021-22: The NJDOE received federal waivers that waived certain assessment and accountability-related requirements for the 2019-20 and 2020-21 school years. As a result, proficiency, growth, and progress toward English language proficiency data is not available for 2019-20 or 2020-21 and chronic absenteeism data is not available for 2019-20. The growth measure used for 2021-22 is an alternate measure used because median student growth percentiles were not available for 2021-22. The NJDOE plans to resume reporting median student growth percentiles in 2022-23. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

ESSA Accountability Indicator	2019-20	2020-21	2021-22
ELA Proficiency			71.7%
Math Proficiency			58.7%
ELA Growth			79
Math Growth			75
4-Year Graduation Rate†	97.9%	97.3%	94.7%
5-Year Graduation Rate†	98.8%	99.2%	98.1%
Progress toward English Language Proficiency			56.3%
Chronic Absenteeism		4.6%	10.4%

† 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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Accountability

Accountability Summary by Student Group - 2021-22 School Year

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator.

For more information about accountability determinations, indicators, and annual targets, see the NJDOE Accountability page.

Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism
Districtwide	Met Target†	Not Met	Met Standard	Met Standard	Met Goal	Met Goal	Exceeds Target	Met
White	Met Target†	Not Met	Exceeds Standard	Exceeds Standard	Met Goal	Met Goal		Met
Hispanic	Met Target†	Not Met	Met Standard	Met Standard	Met Goal	Met Goal		Not Met
Black or African American	Met Target†	Not Met	Met Standard	Met Standard	N	**		Met
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target†	Met Standard	Met Standard	Met Goal	Met Goal		Met
American Indian or Alaska Native	**	**	**	**	**	**		**
Two or More Races	Not Met	Not Met	Met Standard	Exceeds Standard	**	**		Met
Economically Disadvantaged Students	Met Target†	Met Target†	Exceeds Standard	Exceeds Standard	Met Goal	Met Goal		Met
Students with Disabilities	Not Met	Not Met	Exceeds Standard	Met Standard	Not Met	Met Target		Not Met
English Learners	Met Target	Not Met	Met Standard	Met Standard	Not Met	**	Exceeds Target	Met

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. 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 aligned to the New Jersey Student Learning Standards. We have small learning communities at the high school including an Academy of Theater Arts International Baccalaureate and an Academy of Finance. In addition to its numerous courses at the AP and IB levels across all content areas, the high school offers a wide range of diverse courses, which include Mandarin, Korean, Graphic Design, Robotics, Innovation & Invention, and Botany. In addition to the core courses, the middle and high schools also offer computer technology, engineering, and robust music and art programs. In grades K-4 the Reading and Writing Workshop model as well as the Go Math program have been implemented. Students are offered music, art, physical education and library/media courses. We offer a designated K-6 program for gifted and talented students. Special services and supplemental programs are available to students based on eligibility.

Sports and Athletics:

??In the 21-22 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.

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Before and After School Programs:

Before school and after school care is provided at all of the District's elementary schools as well as the Lewis F. Cole Intermediate and Middle Schools by Right At School. They provide breakfast before school and snacks during their after school care program. Students are offered age appropriate homework help, enrichment activities, and fitness exercises. The program operates each day school is in session, Monday through Friday from 7:45am - 8:30am for before school care and 3:00pm to 6:00pm for after school care.

Staff and Professional Learning:

The Distric provides professional development on various topics omn large and small group learning communities. Last school year, we provided training district-wide on culturally responsive teaching and equity in education. Staff members were also offered training to address student mental health and wellness. Professional developmnet was provided to support differentiated instruction and instructional programs such as IXL. Each year, professional development is offered to elementary staff to support the Reading and Writing Workshop instructional model. Additional professional learning topics included CPR, Orton-Gillingham, Sheltered Instruction, AP and IB programs, and any other support needed to develop a new or updated curriculum. All new teachers participate in a rigorous orientation and mentoring program. District adminisrators are provided with traning in leadership and staff evaluation.

Postsecondary Information:

The Class of 2022 had a 99% graduation rate. 92.1% of graduates attended a two or four year university while the other 7.9% attended technical schools or entered the workforce. Last year, Fort Lee High School had five Ivy League college acceptances. Fort Lee offers several college planning resources to students and parents, such as the College Panel Night, College Planning Senior Night, the Financial Aid Seminar and grade level parent meetings to discuss specific grade levle college planning tasks and multiple one to one counselor meetings to meet the neds of our student population.

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Student Supports and Services:

Fort Lee offers various support programs and services to its students. Differentiated instruction is embedded in all district curricula. Digtial programs such as IXL, Reading A-Z and Newsela are utilized to supplement the District's curriculum. 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 a tiered system of support for both academic and social emotional support programs. Smart Readers, Basic Skills, and Title I programs are designated for students who demonstrate a need for additional support to meet grade leevel standards. Eligible disabled students attend the Extended School Year program and receive related services. Guidance counselors in each each school support the academic, social, and emotional needs of our students and develop anti-bullying and social problem solving programs.

Student Health and Wellness:

The District provides a variety of health wellness programs and resources for students. In addition to guidance counselors, The district has Student Assistance Counselors (SACs) to provide increased support to students in need. Social emotional supports and activities are woven throughout the school day. In grades K-6 morning meetings and advisory periods provide time for these exercises. Reboot, a program that engages students in mindfulness exercises, is implemented in grades K-8. All schools conduct assemblies on a variety of wellness topics including stress management, mindfulness, positive self-image, etc. At the high school, students participate in Teen - Mental Health First Aid workshops. Counselors provide individual and group counseling services for at-risk students , teach lessons on wellness topics, and provide social skills groups for elementary students.

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 to help all children reach their highest potential. School administrators exert energy outward to support the PTAs, Band and Athletic Boosters, and other parent advisory groups. We offer parent presentations on topics such as mental health, substance abuse, college planning, assessment results, and support parents of specific special populations such as English language learners and special needs students. Central Office administration keeps lines of communication open with the outside community by way of members of the Board of Education, public presentations, PTA presidents' meetings, the District website and Facebook page. School specific information is communicated via school newsletters and each school's website.

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Facilities:

The Fort Lee School District consists of seven school buildings; four elementary buildings (K-4), an intermediate school (5-6), middle school (7-8) and high school (9-12). The elementary schools include School #1, School #2, School #3, and School #4. All elementary schools have had additions to their original structures. The most recent took place in 2017 when seventeen classrooms were added to School #2. The Lewis F. Cole Intermediate School opened September of 2019. Lewis F. Cole Middle School was built in 1958 with its most recent addition completed in 2015. The High School was built in 1928 with additions in 1958 and 1967-68. The district has begun a two-year process to upgrade all ventilation, heating and air conditioning systems in all schools. All schools have security vestibules, media centers, art rooms, cafeterias and/or multi-purpose gymnasiums. The intermediate school, middle, and high school have dedicated science labs and Makerspaces.

School Safety:

The Fort Lee Public School District has a wide range of measures and procedures in place to enhance the safety of the students and staff. All of the school buildings have security vestibules equipped with a visitor management software system. Each school entrance is staffed by private security guards in addition to district security personnel patrolling the buildings. All of the schools have security alarms, 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. The local police department conducts daily walk-throughs/perimeter checks at each school and provides two full time school resource officers (SRO). We added one Class III Officer during the 2021-2022 school year to increase security in our schools. Fire and school emergency drills are conducted as required by law.

Technology and STEM:

Technology is integrated in all curriculum areas and students receive STEAM instruction throughout their K-12 program. We have a 1:1 chromebook program for students in grades 7 - 12. The District increased the number of student devices in grades K-6 so that every student can be equipped with a device, if needed. The District offers many STEAM courses and clubs. STEAM lessons are part of the K-4 Library/Media arts program. There are designated Makerspaces in the intermediate, middle, and high school. The intermediate school offers a STEAM course. In grades 7-8, STEAM courses include Computers and Tech Education. STEAM clubs include Computer Club, Math Team, Robotics Team, and the Environmental Club. At Fort Lee High School, STEAM courses include Robotics, Forensics, Computer Programming and C++ Honors, Graphic Design, Science Research Honors, and Botany & Floral Design. STEAM concepts are present in college level courses such as AP Computer Science A, 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, physical education, art, and library/media. The preschool program is housed at School #2.

Addressing the Impact of COVID-19:

In order to address the impact of COVID-19, the Fort Lee School District used ESSER funds to increase staffing in the custodial, nursing, technology, and counseling departments to prevent and mitigate the spread of COVID-19, assist with technological needs related to remote learning, and provide mental health supports for students. In order to support instruction, devices and digital learning tools and programs such as Seesaw, Google Suite, IXL, Kami and BrainPop were purchased. Funding supported the District's Summer Bridge Academy for students in grades K-8 as well as SAT prep courses and college prep programs for high school students. Various mental health services have been offered to students. Individual and small group counseling was provided to students before/after school as well as during the summer. Mindfulness programs, assemblies and training for staff also provided strategies and resources to support students' mental health and social-emotional needs.