NJ SCHOOL PERFORMANCE REPORT

FAIR LAWN HIGH SCHOOL
(03-1450-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	FAIR LAWN BORO
Principal Name	MR. GORSKI
Address	14 00 BERDAN AVENUE FAIR LAWN, NJ 07410
Phone Number	(201)794-5455
Email Address	PGORSKI@FAIRLAWNSCHOOLS.ORG
Website	http://flhs.org/
Facebook	https://www.facebook.com/FairLawnPublicSchoolDistrict
Twitter	https://www.twitter.com/FairLawnSchools

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
9	352	364	371
10	360	365	374
11	342	363	353
12	396	352	376
Total	1,450	1,444	1,474

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	49.4%	47.9%	48.0%
Male	50.6%	52.1%	52.0%
Economically Disadvantaged Students	12.4%	11.8%	10.8%
Students with Disabilities	17.0%	16.7%	16.7%
English Learners	1.5%	2.2%	1.3%
Homeless Students		0.1%	0.9%
Students in Foster Care		0.3%	0.3%
Military-Connected Students		0.2%	0.4%
Migrant Students		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	2015-16	2016-17	2017-18
White	67.5%	65.2%	64.8%
Hispanic	17.4%	18.8%	18.8%
Black or African American	3.0%	3.0%	2.9%
Asian	11.4%	12.1%	12.4%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.3%
American Indian or Alaska Native	0.1%	0.3%	0.3%
Two or More Races	0.3%	0.3%	0.5%

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	2015-16	2016-17	2017-18
Full Time Students	1,448	1,442	1,472
Shared Time Students	3	3	2
Full Time Equivalent	1,450	1,444	1,473

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.

Home Language	% of Students
English	64.3%
Russian	9.0%
Spanish	8.5%
Hebrew	4.5%
Korean	1.3%
Other Languages	12.4%

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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows 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 these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	749	99.7	76.2	76.9	56.7	76.2	73.5	Met Target
White	463	99.6	75.6	76.4	65.6	75.6	75.1	Met Target
Hispanic	143	100.0	65.1	69.2	42.5	65.1	63	Met Target
Black or African American	22	100.0	72.7	69.7	37.3	72.7	67.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	115	100.0	93.1	*	82.3	93.1	80	Met Goal
American Indian or Alaska Native	*	*	*	76.5	52.7	*	**	**
Two or More Races	*	*	*	77.6	63.4	*	**	**
Female	356	99.7	83.5	84.7	64.5	83.5		
Male	393	99.7	69.8	69.5	49.4	69.8		
Economically Disadvantaged Students	72	98.6	68.1	*	38.5	68.1	56.4	Met Target
Non-Economically Disadvantaged Students	677	99.9	77.1	*	67.5	77.1		
Students with Disabilities	134	99.3	34.4	42.3	21.6	34.4	32.3	Met Target
Students without Disabilities	615	99.8	85.4	86.1	63.9	85.4		
English Learners	24	100.0	58.4	68.4	27.3	58.4	60.1	Met Target†
Non-English Learners	725	99.7	76.9	77.6	59.4	76.9		
Homeless Students	*	*	*	47.4	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	76.9	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	369	773	773	752	4%	4%	14%	49%	30%	78%	55%
White	229	773	773	760	*	*	11%	55%	26%	81%	64%
Hispanic	76	760	760	735	*	*	30%	43%	16%	59%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	51	790	790	782	*	0%	*	33%	59%	92%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	183	778	778	759	*	*	10%	50%	34%	84%	63%
Male	186	769	769	744	*	*	18%	48%	25%	73%	46%
Economically Disadvantaged Students	31	764	764	733	*	*	*	*	*	61%	34%
Non-Economically Disadvantaged Students	338	774	774	761	*	*	*	*	*	80%	65%
Students with Disabilities	61	736	736	716	*	*	31%	*	*	36%	15%
Students without Disabilities	308	781	781	758	*	*	10%	*	*	87%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	375	778	778	749	6%	7%	11%	35%	41%	75%	51%
White	230	776	776	756	9%	8%	12%	32%	40%	72%	58%
Hispanic	66	766	766	733	*	*	15%	48%	23%	71%	38%
Black or African American	12	751	751	728	*	*	*	*	*	58%	32%
Asian, Native Hawaiian, or Pacific Islander	63	805	805	782	0%	*	*	27%	68%	95%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	175	788	788	759	*	*	7%	34%	49%	83%	60%
Male	200	769	769	739	*	*	14%	36%	33%	69%	42%
Economically Disadvantaged Students	42	768	768	730	*	*	*	45%	26%	71%	34%
Non-Economically Disadvantaged Students	333	779	779	758	*	*	*	33%	42%	76%	59%
Students with Disabilities	65	730	730	707	*	*	15%	*	*	35%	15%
Students without Disabilities	310	788	788	756	*	*	10%	*	*	84%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	258	750	750	736	10%	12%	24%	43%	12%	54%	39%
White	157	749	749	737	12%	10%	23%	45%	11%	55%	41%
Hispanic	62	744	744	731	*	18%	24%	*	*	47%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	27	767	767	759	0%	*	*	*	*	70%	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	112	753	753	745	*	*	23%	48%	12%	60%	48%
Male	146	747	747	728	*	*	25%	38%	12%	50%	31%
Economically Disadvantaged Students	26	730	730	730	*	*	*	*	*	31%	33%
Non-Economically Disadvantaged Students	232	752	752	739	*	*	*	*	*	57%	42%
Students with Disabilities	59	724	724	708	*	*	24%	*	*	25%	13%
Students without Disabilities	199	758	758	742	*	*	24%	*	*	63%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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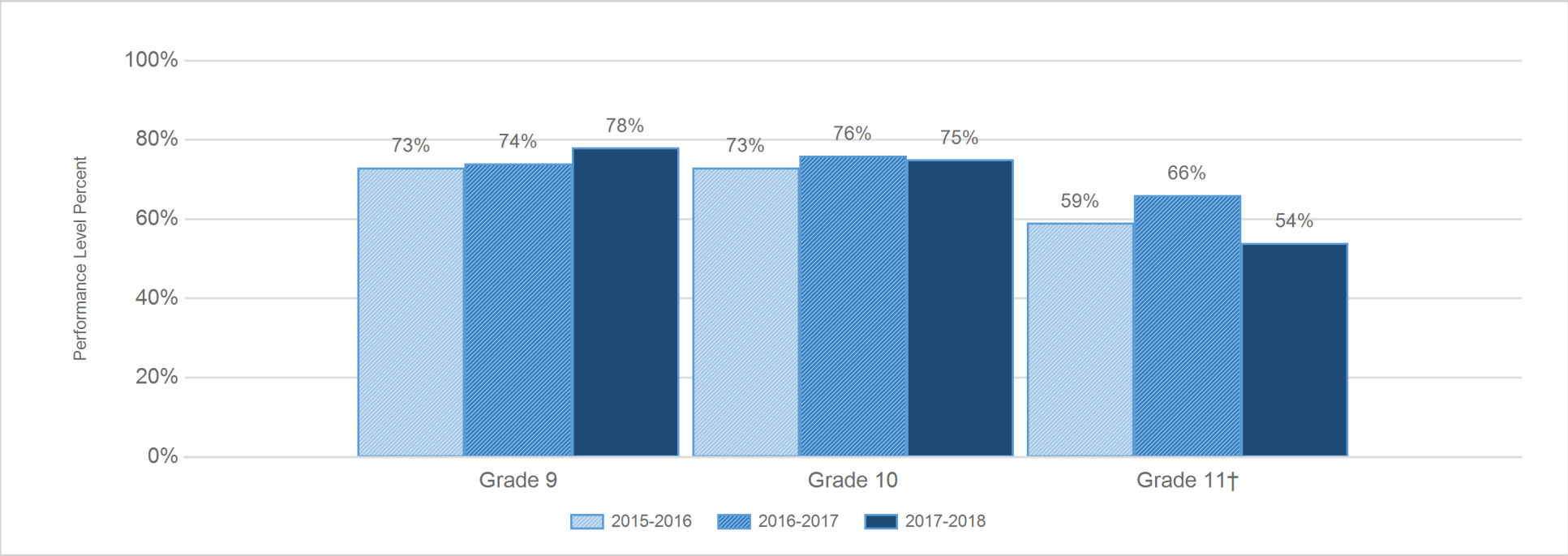
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows 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 these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	689	99.6	65.0	71.0	45.0	65.0	59	Met Target
White	421	99.3	67.9	72.4	54.1	67.9	62	Met Target
Hispanic	135	100.0	46.6	57.0	29.2	46.6	44.2	Met Target
Black or African American	21	100.0	52.4	52.2	23.4	52.4	48.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	106	100.0	79.2	*	77.0	79.2	73.7	Met Target
American Indian or Alaska Native	*	*	*	64.7	42.5	*	**	**
Two or More Races	*	*	*	79.6	53.0	*	**	**
Female	328	99.4	67.7	74.1	46.0	67.7		
Male	361	99.7	62.6	68.0	43.9	62.6		
Economically Disadvantaged Students	67	98.6	52.3	*	26.6	52.3	41.7	Met Target
Non-Economically Disadvantaged Students	622	99.7	66.4	*	55.9	66.4		
Students with Disabilities	113	99.1	25.7	36.9	17.1	25.7	23.2	Met Target
Students without Disabilities	576	99.7	72.7	79.8	50.5	72.7		
English Learners	24	100.0	58.4	72.6	24.6	58.4	60.1	Met Target†
Non-English Learners	665	99.6	65.2	70.8	46.9	65.2		
Homeless Students	*	*	*	39.1	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	53.9	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	246	758	772	746	4%	7%	22%	*	*	67%	46%
White	150	762	775	755	*	*	21%	*	*	72%	57%
Hispanic	64	750	755	730	*	*	30%	*	*	52%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	23	764	*	779	*	*	*	*	*	78%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	121	759	771	748	*	*	18%	*	*	70%	48%
Male	125	758	774	745	*	*	26%	*	*	64%	44%
Economically Disadvantaged Students	20	746	760	729	*	*	*	*	*	45%	25%
Non-Economically Disadvantaged Students	226	760	773	756	*	*	*	*	*	69%	57%
Students with Disabilities	55	737	742	716	*	*	35%	*	*	35%	13%
Students without Disabilities	191	765	778	752	*	*	19%	*	*	76%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	336	755	755	735	*	*	31%	40%	16%	56%	30%
White	200	756	756	740	*	*	29%	44%	15%	59%	37%
Hispanic	64	745	745	723	0%	19%	45%	*	*	36%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	60	767	767	760	*	*	17%	47%	30%	77%	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	158	757	757	736	*	*	30%	*	*	59%	30%
Male	178	754	754	734	*	*	31%	*	*	54%	29%
Economically Disadvantaged Students	39	745	745	722	*	*	44%	*	*	41%	13%
Non-Economically Disadvantaged Students	297	757	757	741	*	*	29%	*	*	58%	38%
Students with Disabilities	54	733	733	713	*	*	48%	*	*	17%	*
Students without Disabilities	282	759	759	738	*	*	27%	*	*	64%	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

FAIR LAWN HIGH SCHOOL
(03-1450-050)
Grades Offered: 09-12
2017-2018

Report Key:
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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	284	737	744	727	18%	21%	21%	*	*	39%	30%
White	173	738	744	733	17%	18%	25%	*	*	39%	35%
Hispanic	58	723	728	710	26%	36%	*	*	*	22%	14%
Black or African American	10	755	*	705	*	*	*	*	*	60%	11%
Asian, Native Hawaiian, or Pacific Islander	37	753	765	766	*	*	*	*	*	62%	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	141	736	744	728	18%	23%	21%	*	*	37%	30%
Male	143	739	745	727	17%	20%	22%	*	*	42%	30%
Economically Disadvantaged Students	27	730	730	709	*	*	*	*	*	44%	13%
Non-Economically Disadvantaged Students	257	738	746	736	*	*	*	*	*	39%	37%
Students with Disabilities	43	701	*	693	*	*	*	*	*	*	*
Students without Disabilities	241	744	*	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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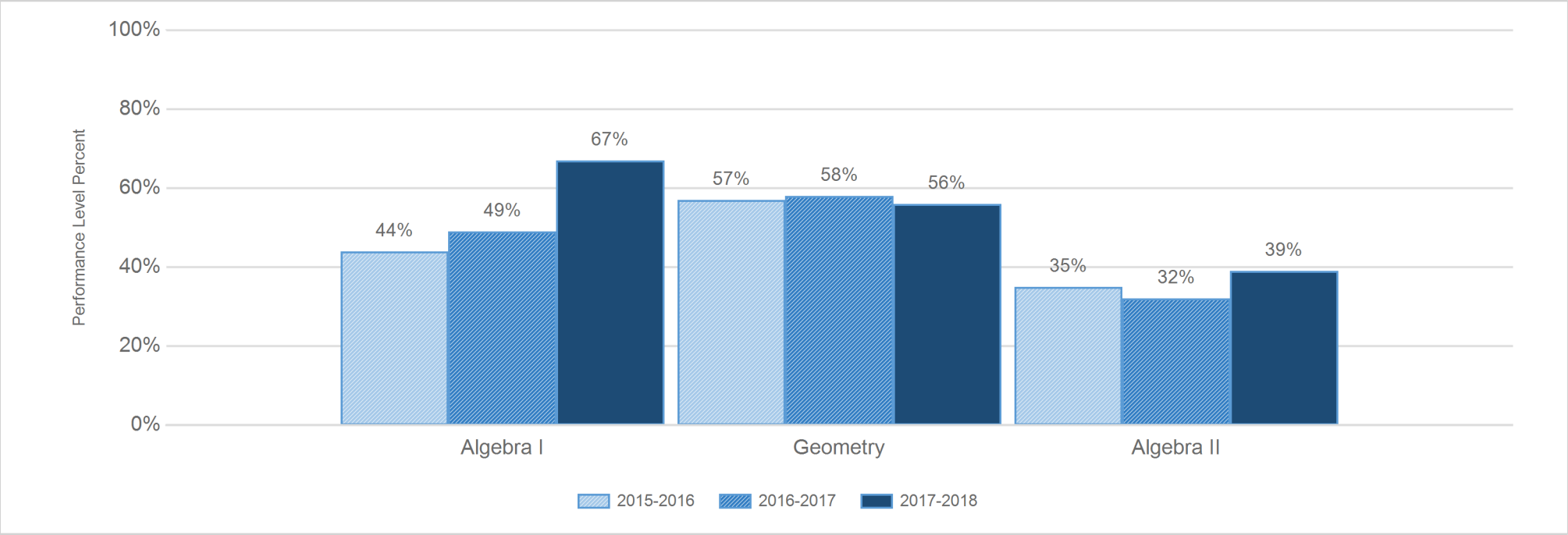
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	10	10

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. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	75.0%	**	**

† Target was met within one standard deviation

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 of 4.5 and above
0-2	15	60.0%	40.0%
3-4	*	*	*
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. 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	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	95.9%	85.0%
12th graders taking SAT in 2017-18 or prior years	77.1%	72.2%
12th graders taking ACT in 2017-18 or prior years	27.1%	24.6%

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	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	509	478	Grade 10: 430 Grade 11: 460	75%	62%
PSAT 10/NMSQT - Math	511	478	Grade 10: 480 Grade 11: 510	55%	42%
SAT - Reading and Writing	581	542	480	87%	72%
SAT - Math	593	543	530	77%	54%
ACT - Reading	25	24	22	72%	62%
ACT - English	25	24	18	89%	78%
ACT - Math	25	24	22	77%	62%
ACT - Science	24	23	23	60%	53%

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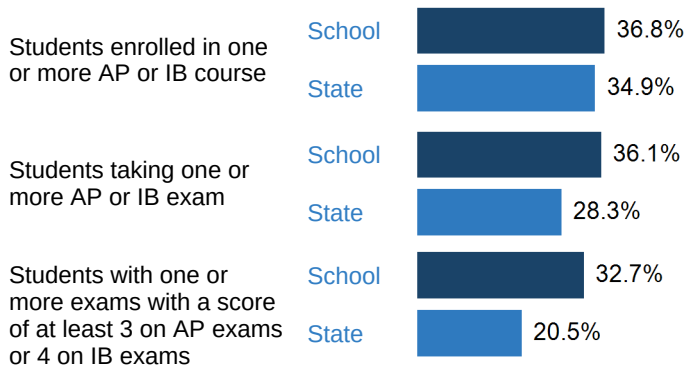
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

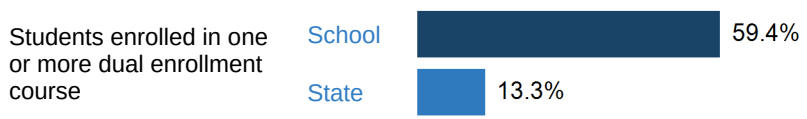
AP/IB Coursework – Participation and Performance

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.



Dual Enrollment Coursework - Participation

This graph shows the percentage students 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.



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 Art—History of Art	24	22
AP Biology	17	17
AP Calculus AB	62	62
AP Calculus BC	34	33
AP Chemistry	15	15
AP Chinese Language and Culture	0	10
AP Comparative Government and Politics	14	12
AP Computer Science A	20	21
AP English Language and Composition	79	78
AP English Literature and Composition	64	64
AP Environmental Science	15	16
AP French Language and Culture	20	19
AP Macroeconomics	17	17
AP Microeconomics	0	17
AP Music Theory	5	5
AP Physics 1	39	39

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C	6	0
AP Physics C: Electricity and Magnetism	0	6
AP Physics C: Mechanics	0	6
AP Psychology	90	90
AP Spanish Language	27	21
AP Statistics	47	46
AP Studio Art—Drawing Portfolio	4	3
AP Studio Art—Three-Demensional	1	1
AP Studio Art—Two-Demensional	13	13
AP U.S. History	81	55
AP World History	27	26
Total Exams taken		714
Exams with scores of at least 3 on AP exams or 4 on IB exams		597

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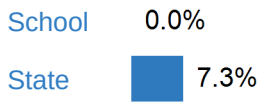
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

Career and Technical Education Participation

The graphs below show the percentage of students 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)

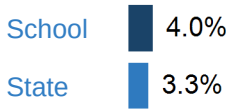


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

Structured Learning Experiences Participation

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

Structured Learning Experiences



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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

School	0.0%
State	0.9%

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
Agriculture, Food & Natural Resources	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	*	0	0

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	239	41	86	1	0	0	13
10	12	306	31	37	0	0	6
11	3	14	180	113	35	13	11
12	0	4	17	111	142	128	14
Total	254	365	314	262	177	141	44
Enrolled in AP/IB Course					96	47	0
Enrolled in Dual Enrollment Course	0	0	0	0	81	48	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	106	0	0	160	112	0
10	161	207	1	5	1	0
11	83	111	17	6	162	34
12	40	31	11	14	74	64
Total	390	349	29	185	349	98
Enrolled in AP/IB Course	17	15		15	45	0
Enrolled in Dual Enrollment Course	0	0	29	0	0	76

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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	377	0	0	0	0	0
10	7	370	0	0	0	0
11	4	349	1	15	2	6
12	27	19	16	120	56	78
Total	415	738	17	135	58	84
Enrolled in AP/IB Course	27	81	17	90		14
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
9	263	71	0	0	0	29	0
10	253	85	0	0	0	27	0
11	163	51	0	0	0	26	2
12	51	28	0	0	0	3	10
Total	730	235	0	0	0	85	12
Enrolled in AP/IB Course	27	20	0	0	0	0	0
Enrolled in Dual Enrollment Course	134	39	0	0	0	0	0
Enrolled in Level 3 or Higher	392	133	0	0	0	57	0

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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

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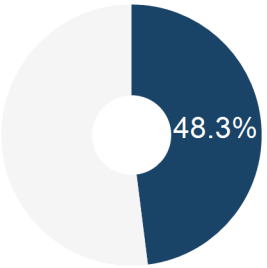
Visual and Performing Arts – Course Participation

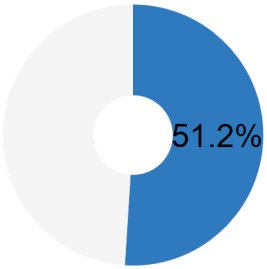
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

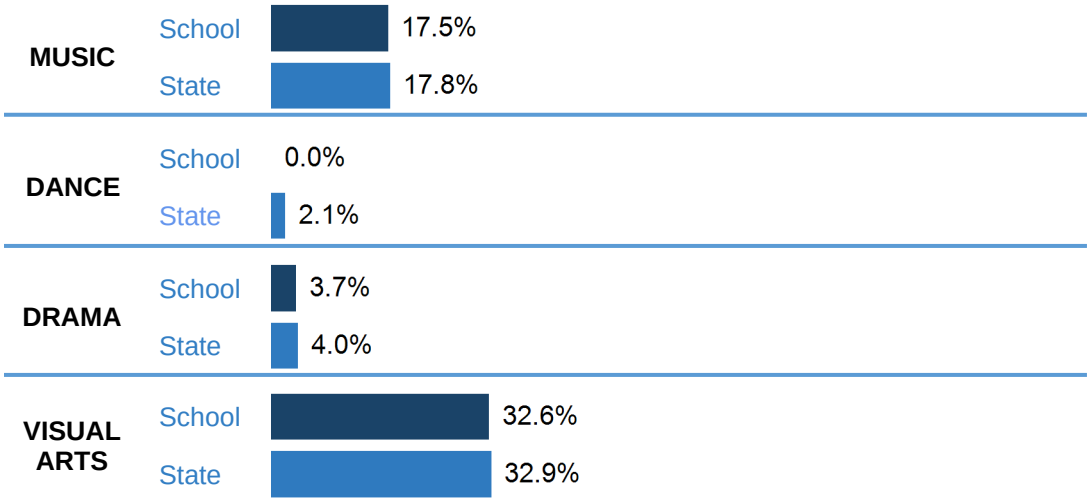


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows 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 these accountability resources.

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	97.6%	90.9%	97.2%	92.4%	96.6%	N	Met Goal	96.5%	N	Met Goal
White	98.9%	95.0%	97.4%	95.7%	97.4%	N	Met Goal	97.5%	N	Met Goal
Hispanic	93.8%	84.8%	95.4%	87.3%	92.4%	95.0%	Not Met	92.0%	95.7%	Not Met
Black or African American	90.9%	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	97.1%	97.0%	97.7%	97.7%	97.7%	N	Met Goal	98.2%	N	Met Goal
American Indian or Alaska Native	*	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	97.8%	84.6%	96.6%	87.0%	93.3%	87.9%	Met Target	96.0%	N	Met Goal
Students with Disabilities	89.2%	80.1%	88.7%	83.5%	88.7%	78.3%	Met Target	91.7%	94.8%	Not Met
English Learners	100.0%	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	*	72.6%	*	79.1%	*			N		
Students in Foster Care	*	62.6%	*	64.9%						

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Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	89.4%	81.5%
Substitute Competency Test	8.4%	14.1%
Portfolio Appeals Process	0.3%	0.5%
Alternate Requirements specified in IEP	1.9%	3.8%
Unknown	0.0%	0.0%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	97.6%	-
2017	96.6%	97.2%
2016	96.7%	96.5%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.1%	1.2%
2016-2017	0.4%	1.1%
2015-2016	0.6%	1.2%

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(03-1450-050)
Grades Offered: 09-12
2017-2018

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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.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. 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 in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	87.6%	23.3%	76.7%
White	88.8%	21.4%	78.6%
Hispanic	85%	33.3%	66.7%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	91.2%	19.4%	80.6%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	81.8%	40.7%	59.3%
Students with Disabilities	62.8%	44.4%	55.6%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. 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 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	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	88.1%	21.6%	78.4%	74.3%	25.7%	67.6%	32.4%
White	88.5%	18.8%	81.3%	71.9%	28.1%	62.5%	37.5%
Hispanic	82%	40%	60%	80%	20%	82%	18%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	95.3%	17.1%	82.9%	78%	22%	70.7%	29.3%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	78.4%	20.7%	79.3%	79.3%	20.7%	69%	31%
Students with Disabilities	74.4%	59.4%	40.6%	84.4%	15.6%	90.6%	9.4%
English Learners	N	N	N	N	N	N	N

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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.

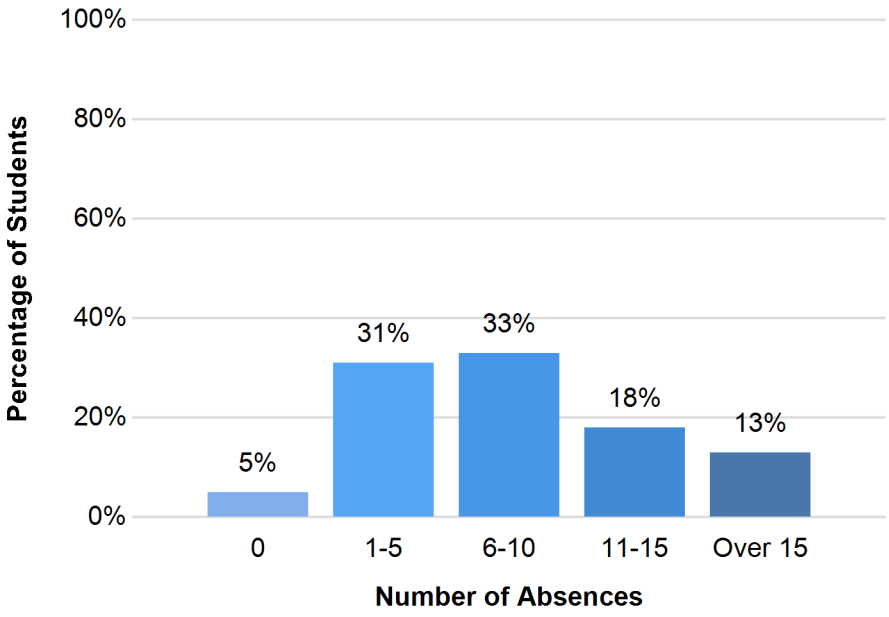
Chronic Absenteeism

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	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	140	9.3	14.9	Met
White	97	9.9	14.9	Met
Hispanic	29	10.4	14.9	Met
Black or African American	4	9.5	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	9	4.7	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	22	14.0	14.9	Met
Students with Disabilities	46	16.4	14.9	Not Met
English Learners	1	5.6	**	**

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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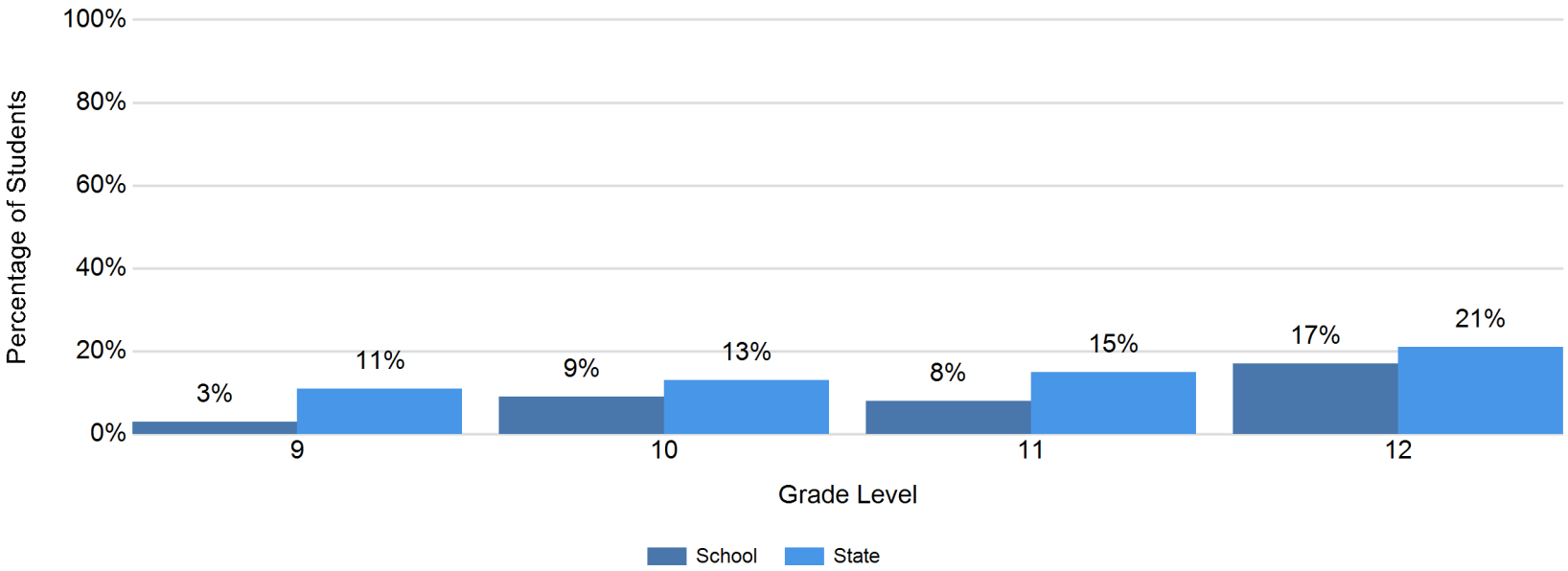
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

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	10
Weapons	0
Vandalism	7
Substances	1
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	1.70

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	0
Vandalism	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

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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	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	1	1
Disability	0	1	1
Other	1	2	3
No Identified Nature	11		11

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	*	*
Out-of-School Suspensions	42	2.9%
Any Suspension	44	3.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
107

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:05 AM
Typical End Time	2:35 PM
Length of School Day	7 Hrs 30 Mins
Full Time - Instructional Time	7 Hrs 20 Mins
Shared Time - Instructional Time	3 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	2.0:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$346	$15,751	$16,097

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	119	117,464
Average years experience in public schools	13.4	12.0
Average years experience in district	11.5	10.7
Teachers in district for 4 or more years	82.4%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	27	9,374
Average years experience in public schools	15.6	16.0
Average years experience in district	10.4	12.0
Administrators in district for 4 or more years	81.5%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	147:1	184:1
Teachers to Administrators	12:1	16:1
Students to Librarians/Media Specialists		1241:1
Students to Nurses		552:1
Students to Counselors		414:1
Students to Child Study Team		216:1

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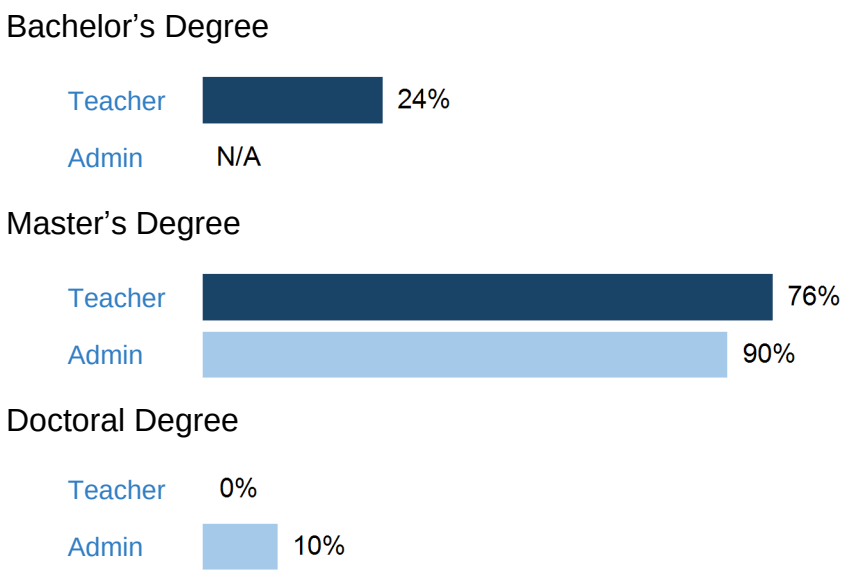
Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.4%	90.2%
2016-17 Administrators: Same district 2017-18	88.5%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	95.9%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	61.3%	20.0%
Male	38.7%	80.0%
White	86.6%	100.0%
Hispanic	5.9%	0.0%
Black or African American	1.7%	0.0%
Asian	5.9%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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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). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	89.68	17.5%
Mathematics Proficiency	93.12	17.5%
Graduation Rate - 4-Year	72.49	25.0%
Graduation Rate - 5-Year	62.64	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	63.22	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	75.26	n/a
Summative Rating: Percentile Rank of Summative Score	81.09	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Goal	Met Goal	**	Met	No
White	74.51	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	74.65	8.94	No	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
Black or African American	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	59.95	8.94	No	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	85.20	8.94	No	Met Target	Met Target	Met Target	Met Goal	n/a	Met	No
Students with Disabilities	79.08	8.94	No	Met Target	Met Target	Met Target	Not Met	n/a	Not Met	No
English Learners	**	**	No	Met Target†	Met Target†	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Fair Lawn High School is on Niche.com as one of the best High Schools in America, putting our high school in the top 3% in the country. • Students participate in engineering and design projects in the newly renovated STEAM lab. • 26 AP courses, numerous academic and elective courses including dual-college enrollment, 68 student activities, 9 honor societies, 27 varsity sports.
Mission, Vision, Theme:	The mission for Fair Lawn High School is to promote continuous improvement and high levels of learning, to foster self-confidence and support success for all students, and to engender productive and humane citizens empowered by the criticial, technological, and communication tools necessary to function democratically in a global society.
Awards, Recognition, Accomplishments:	For 2018, College Board named 39 AP Scholars, 30 AP Scholars with Honors, 60 AP Scholars with Distinction, and 6 National AP Scholars. More than 83% of AP exams taken by students scored a 3 or above. FLHS had 11 National Merit Commended Scholars and 1 National Merit Semifinalist. Title I Reward School

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Courses, Curriculum, Instruction:	We offer 26 AP courses and other dual enrollment courses for college credit. Google classroom is used across the curriculum. We have strong, developmentally appropriate, Special Education programs to meet student needs. A robust elective program is offered to complement the required coursework such as Women and Gender in Art and Literature, which is team-taught by English and Fine Arts teachers. We offer morning and afternoon child care programs. Our computer programming sequence culminates in AP Computer Science Principles and AP Computer Science A.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Coed), Fencing (Coed), Football (Boys), Ice Hockey (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Coed), Tennis (Boys & Girls), Track and Field - Spring (Coed), Track and Field - Winter (Coed), Volleyball (Boys & Girls), Wrestling (Coed) Sports Offered: Baseball (boys), Basketball (boys & girls), Bowling (boys & girls), Cross County (boys & girls), Fencing (boys & girls), Football (co-ed), Ice Hockey co-ed), Lacrosse (boys & girls), Soccer (boys & girls), Softball (girls), Swimming (boys & girls), Tennis (boys & girls), Track & Field Winter & Spring (boys & girls), Volleyball (boys & girls), Wrestling (co-ed). For the 2017-2018 school year, FLHS garnered league championships in Girls Track, Softball, Baseball, Wrestling, Boys Lacrosse, Boys Tennis, and Boys Volleyball. Our Boys Volleyball team has won the Bergen County championship for five consecutive seasons and the NJSIAA State Sectional Championship for four consecutive seasons. Approximately 900 students participate in our athletic programs during the school year.
Clubs and Activities:	FLHS has an actively involved Student Government Association that dialogues monthly with the Board of Education. We have 68 active clubs and 9 content-specific honor societies. These activities are designed to meet a wide range of student interests, and new activities are created every year. Our student publications are hosted on the internet through fusfoo.com, giving our students voice well beyond the walls of our high school. FLHS annual fundraiser, “Marathon,” raised over $5000 for local charities.

NJ SCHOOL PERFORMANCE REPORT

FAIR LAWN HIGH SCHOOL
(03-1450-050)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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Before and After School Programs:	We offer student and teacher-facilitated tutoring before school and after school. Students can receive peer tutoring from members of the National Honor Society, or any honor society, before school or after school in the library.
Staff and Professional Learning:	The Fair Lawn School District provides a minimum of two professional development days per year for its certificated personnel. The focus of these days is aligned with the district's Strategic Plan, Professional Development Plan, and District/School/Department initiatives. Professional Development topics include but are not limited to: New Jersey student learning standards, instructional strategies, mental health, social-emotional learning, sheltered instruction, and other topics that address student learning needs.
Postsecondary Information:	72% of our 2018 graduates aspired to attend 4-year colleges, and 22% aspired to attend 2-year colleges. 2% aspired to trade/technical school. 3% pursued military opportunities or entered employment. Our 2018 graduates attend Ivy League colleges, community colleges, and many other colleges and universities. We provide the PSAT in-school to students in grades 10 and 11 and offer it to students in grade 9.

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Student Supports and Services:	Support Services are provided for ELL students, students with disabilities, students with 504 plans, and students in need of interventions. Supplemental services are provided in both math and literacy. An I&RS team assists in providing additional supports.
Student Health and Wellness:	Health and Family Life and Physical Education Class are offered. High school mental health support is offered through Effective School Solutions and Care Plus.
Parent and Community Involvement:	Fair Lawn High School enjoys the consistent and generous support of the community. Parent organizations are strong and supportive. These groups include: the FLHS PTA, the Friends of Music, The Parents Committee for Athletics, and the Fair Lawn Association for Special Education. Parents have full access to student attendance, grades, conduct, class assignmnets, etc. through a parent portal that allows access to our student information system, Genesis.

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Facilities:	Fair Lawn High School is a large building with four wings built in 1943, 1956, 1964, and 2006. The building enjoys state-of-the-art science laboratories, wireless internet connectivity throughout the building, five computer labs, a MAC lab, and multiple laptops on nine portable carts. Our multi-use stadium includes field turf and a track. We have a fully-functioning planetarium. The planetarium is used on a daily basis by both high school and elementary classes.
School Safety:	Full time SLEO 3 Officer