



Fort Lee High School
 (03-1550-050)
 Grades Offered: 09-12
 2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
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 † This indicates a table specific note,see note below table

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

Notes from the New Jersey Department of Education:



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School Contact Information

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	Fort Lee School District
Principal Name	Ms. Lauren Glynn
Address	3000 LEMOINE AVE FORT LEE, NJ 07024
Phone Number	201-585-4675
Email Address	lglynn@filboe.com
Website	http://filboe.com/
Facebook	https://www.facebook.com/pages/Fort-Lee-High-School/105584716143031
Twitter	https://twitter.com/fortleehs



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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	2016-17	2017-18	2018-19
9	224	218	311
10	243	228	235
11	233	242	230
12	257	236	247
Total	957	925	1,023

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	45.7%	46.6%	47.4%
Male	54.3%	53.4%	52.6%
Economically Disadvantaged Students	25.4%	21.3%	20.2%
Students with Disabilities	11.2%	9.7%	10.5%
English Learners	4.7%	5.1%	5.2%
Homeless Students	0.4%	0.6%	0.2%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	30.8%	28.9%	29.4%
Hispanic	23.4%	24.6%	23.2%
Black or African American	5.0%	4.9%	4.6%
Asian	40.2%	40.5%	41.8%
Native Hawaiian or Pacific Islander	0.4%	0.6%	0.5%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	0.1%	0.4%	0.3%

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	2016-17	2017-18	2018-19
Full Time Students	957	925	1,023
Shared Time Students	0	0	0
Full Time Equivalent	957	925	1,023

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	46.1%
Korean	20.6%
Spanish	11.1%
Chinese	5.1%
Russian	3.4%
Other Languages	13.6%

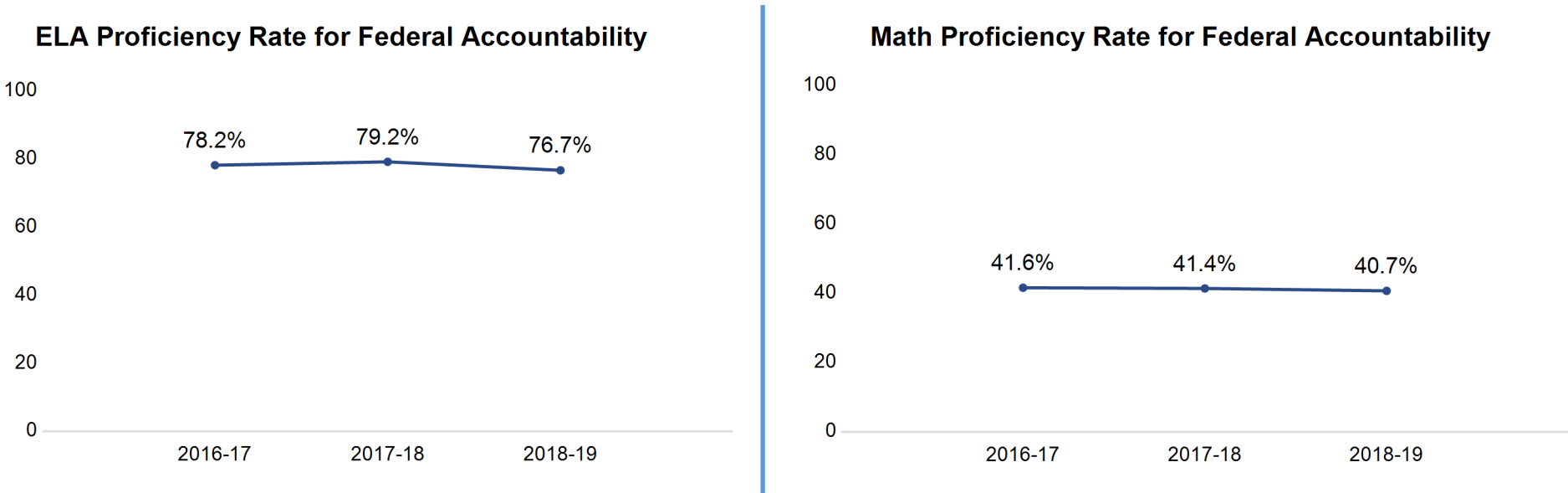


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English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.8%	99.4%	99.4%	97.0%	99.3%	99.6%
Proficiency Rate for Federal Accountability	78.2%	79.2%	76.7%	41.6%	41.4%	40.7%
Annual Target	66.3%	67.0%	67.8%	44.5%	46.3%	48.2%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† 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 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 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	524	99.4	76.7	74.6	57.9	76.7	67.8	Met Target
White	160	100.0	78.8	73.8	66.9	78.8	63.9	Met Target
Hispanic	110	98.3	57.3	57.9	43.9	57.3	46.4	Met Target
Black or African American	23	96.3	60.9	56.9	38.5	60.9	N	N
Asian, Native Hawaiian, or Pacific Islander	227	100.0	86.3	84.6	82.9	86.3	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	249	99.6	79.1	79.0	64.8	79.1		
Male	275	99.3	74.5	70.4	51.3	74.5		
Economically Disadvantaged Students	77	97.5	72.7	62.1	40.0	72.7	60.6	Met Target
Non-Economically Disadvantaged Students	447	99.8	77.4	76.8	67.9	77.4		
Students with Disabilities	61	95.5	24.6	28.8	22.7	24.6	27.5	Met Target†
Students without Disabilities	463	100.0	83.6	81.8	65.1	83.6		
English Learners	47	100.0	42.6	59.0	29.3	42.6	46	Met Target†
Non-English Learners	477	99.4	80.1	77.2	60.6	80.1		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

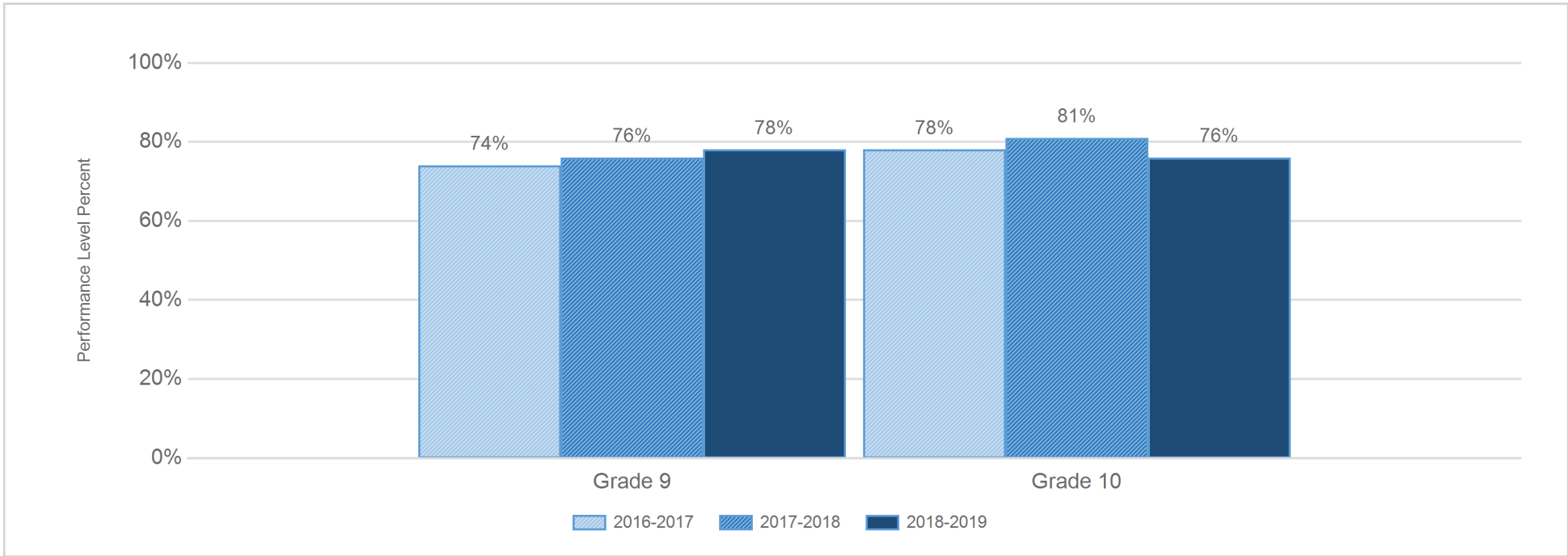


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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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	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	304	775	775	753	3%	8%	11%	39%	38%	78%	56%
White	91	774	774	762	*	*	11%	45%	35%	80%	65%
Hispanic	62	751	751	737	*	21%	19%	*	*	58%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	137	787	787	783	*	*	*	33%	53%	86%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	140	779	779	760	*	*	11%	38%	41%	79%	63%
Male	164	772	772	746	*	*	11%	41%	35%	76%	49%
Economically Disadvantaged Students	39	762	762	734	*	*	*	*	*	67%	36%
Non-Economically Disadvantaged Students	265	777	777	762	*	*	*	*	*	79%	65%
Students with Disabilities	34	727	727	717	*	*	32%	*	*	26%	17%
Students without Disabilities	270	781	781	760	*	*	8%	*	*	84%	63%
English Learners	15	725	725	693	*	*	*	*	*	20%	*
Non-English Learners	289	778	778	755	*	*	*	*	*	81%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

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	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	231	783	783	757	6%	6%	11%	31%	45%	76%	58%
White	70	787	787	767	*	*	*	34%	44%	79%	67%
Hispanic	52	759	759	738	*	*	*	35%	25%	60%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	93	798	798	792	*	*	*	25%	61%	86%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	114	788	788	766	*	*	10%	27%	51%	78%	66%
Male	117	778	778	749	*	*	13%	34%	40%	74%	51%
Economically Disadvantaged Students	39	775	775	735	*	*	*	36%	41%	77%	40%
Non-Economically Disadvantaged Students	192	785	785	767	*	*	*	30%	46%	76%	67%
Students with Disabilities	27	723	723	711	*	*	*	*	*	22%	19%
Students without Disabilities	204	791	791	765	*	*	*	*	*	83%	65%
English Learners	11	709	709	687	*	*	*	*	*	*	*
Non-English Learners	220	787	787	760	*	*	*	*	*	*	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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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 only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	519	99.6	40.7	60.8	44.5	40.7	48.2	Not Met
White	160	100.0	34.4	56.0	54.1	34.4	49.6	Not Met
Hispanic	112	98.3	*	*	28.8	*	25.8	Not Met
Black or African American	23	100.0	17.4	32.4	23.0	17.4	N	N
Asian, Native Hawaiian, or Pacific Islander	220	100.0	62.7	79.0	76.5	62.7	62.4	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	246	100.0	39.8	59.6	44.9	39.8		
Male	273	99.3	41.4	61.9	44.2	41.4		
Economically Disadvantaged Students	82	97.6	31.7	41.5	26.3	31.7	34.8	Met Target†
Non-Economically Disadvantaged Students	437	100.0	42.3	64.3	54.9	42.3		
Students with Disabilities	60	96.9	*	*	17.4	*	17.2	Not Met
Students without Disabilities	459	100.0	*	*	50.0	*		
English Learners	58	100.0	48.3	58.6	25.0	48.3	31.3	Met Target
Non-English Learners	461	99.6	39.7	61.2	46.5	39.7		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

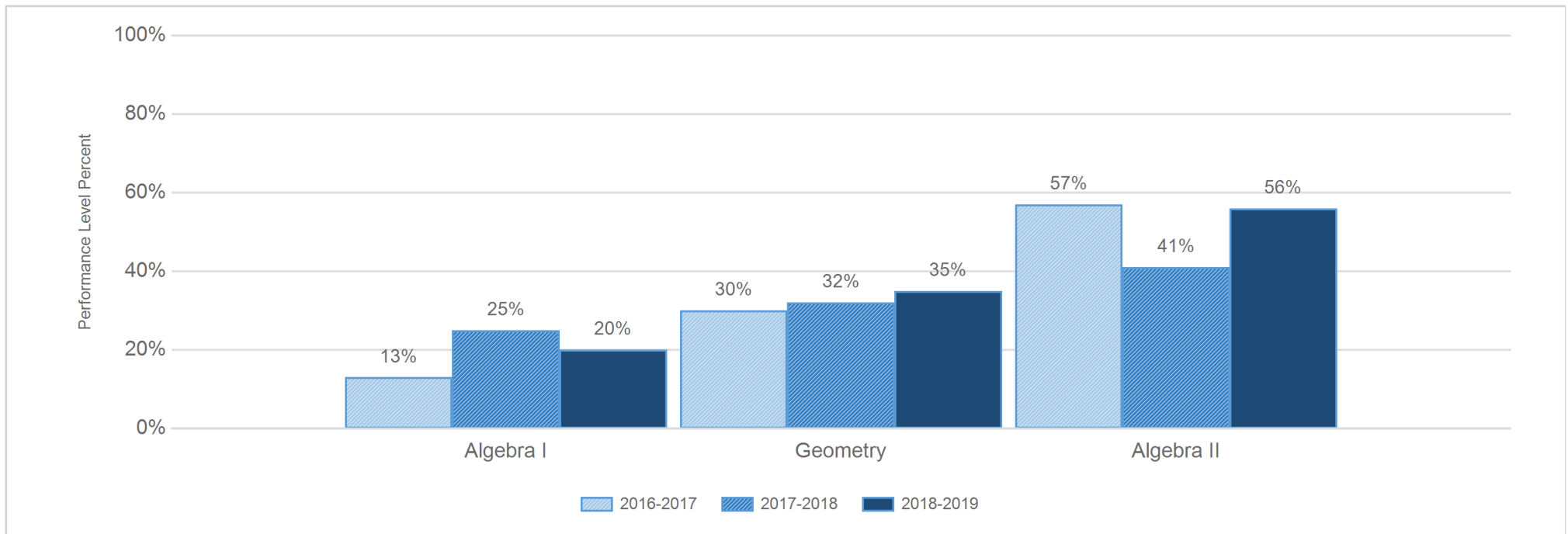


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

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, it does not exclude students that were enrolled less than half a year.

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	64	726	754	744	*	42%	23%	*	*	20%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	30	718	732	728	*	47%	*	*	*	10%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	19	747	774	775	*	*	*	*	*	47%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	31	733	755	745	*	*	*	*	*	*	44%
Male	33	718	753	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	17	723	739	727	*	*	*	*	*	18%	23%
Non-Economically Disadvantaged Students	47	726	758	752	*	*	*	*	*	21%	52%
Students with Disabilities	21	708	722	717	*	*	*	*	*	*	12%
Students without Disabilities	43	734	759	748	*	*	*	*	*	*	47%
English Learners	11	750	741	710	*	*	*	*	*	45%	*
Non-English Learners	53	721	755	745	*	*	*	*	*	15%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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, it does not exclude students that were enrolled less than half a year.

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	276	737	742	737	8%	25%	32%	31%	4%	35%	35%
White	96	732	*	743	*	33%	31%	*	*	28%	43%
Hispanic	58	718	718	724	*	*	*	*	*	*	17%
Black or African American	11	729	729	720	*	*	*	*	*	27%	14%
Asian, Native Hawaiian, or Pacific Islander	108	754	761	762	*	*	33%	47%	10%	57%	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	122	736	742	738	*	30%	34%	*	*	31%	36%
Male	154	738	743	736	*	21%	30%	*	*	38%	34%
Economically Disadvantaged Students	35	729	*	722	*	31%	34%	*	*	20%	16%
Non-Economically Disadvantaged Students	241	738	*	743	*	24%	31%	*	*	37%	43%
Students with Disabilities	33	710	*	712	*	*	*	*	*	*	*
Students without Disabilities	243	741	*	741	*	*	*	*	*	*	*
English Learners	23	734	734	708	*	*	*	*	*	35%	*
Non-English Learners	253	738	743	738	*	*	*	*	*	35%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

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, it does not exclude students that were enrolled less than half a year.

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	190	753	753	755	13%	12%	19%	47%	9%	56%	58%
White	56	744	744	758	18%	18%	*	*	*	52%	62%
Hispanic	28	722	722	731	*	*	*	*	*	25%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	96	769	769	777	*	*	20%	56%	15%	71%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	99	748	748	752	12%	*	20%	*	*	52%	55%
Male	91	758	758	758	14%	*	18%	*	*	60%	62%
Economically Disadvantaged Students	31	748	748	729	*	*	*	*	*	52%	32%
Non-Economically Disadvantaged Students	159	754	754	761	*	*	*	*	*	57%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Fort Lee High School
(03-1550-050)
Grades Offered: 09-12
2018-2019

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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 different types of significant cognitive disabilities.

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

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	2018-19 Target	Met Target?
Schoolwide/English Learners	60.0%	40.9%	<u>Exceeds</u>

† 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	28	53.6%	46.4%
3-4	21	*	*
5 or more	*	*	*



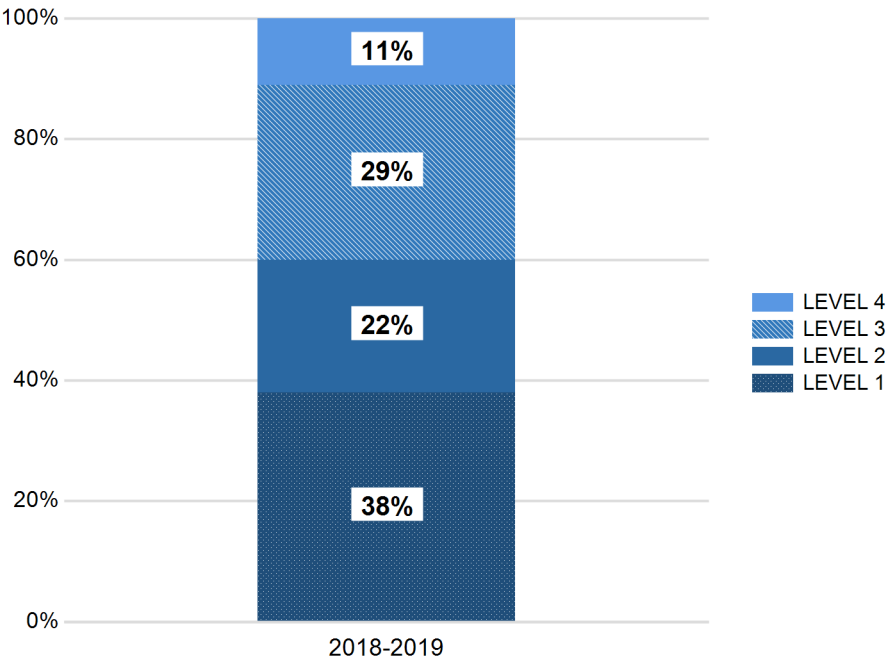
Fort Lee High School
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2018-2019

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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, 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
Schoolwide	38	22	29	11
White	34	26	34	6
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	29	20	31	19
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	42	22	28	8
Male	36	22	29	13
Economically Disadvantaged Students	45	12	27	15
Non-Economically Disadvantaged Students	37	24	29	10
Students with Disabilities	71	19	10	0
Students without Disabilities	34	22	31	12
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Fort Lee High School
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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 2018-19. 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 2018-19	98.7%	84.5%
12th graders taking SAT in 2018-19 or prior years	85.4%	72.1%
12th graders taking ACT in 2018-19 or prior years	15.8%	19.6%

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	519	476	Grade 10: 430 Grade 11: 460	79%	61%
PSAT 10/NMSQT - Math	516	477	Grade 10: 480 Grade 11: 510	61%	43%
SAT - Reading and Writing	589	539	480	84%	70%
SAT - Math	604	541	530	67%	53%
ACT - Reading	26	25	22	77%	66%
ACT - English	27	24	18	95%	81%
ACT - Math	25	24	22	69%	65%
ACT - Science	25	24	23	69%	57%



Fort Lee High School
(03-1550-050)
Grades Offered: 09-12
2018-2019

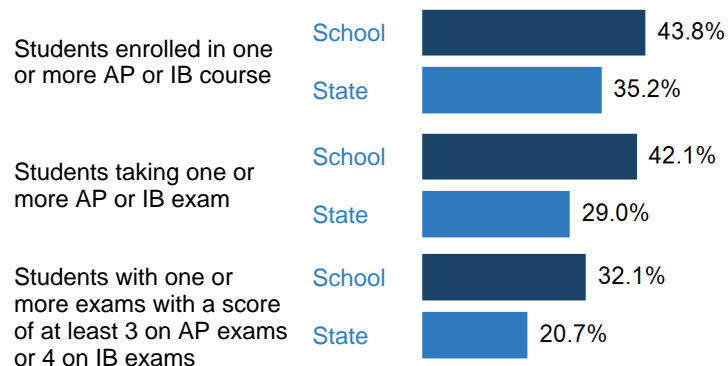
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

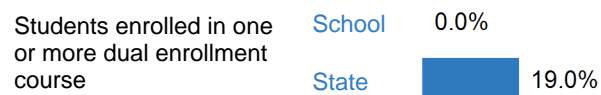
AP/IB Coursework – Participation and Performance

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 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.



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	20	19
AP Calculus AB	13	12
AP Calculus BC	12	12
AP Chemistry	41	37
AP Chinese Language and Culture	0	2
AP Computer Science A	18	17
AP English Language and Composition	47	45
AP English Literature and Composition	17	63
AP Macroeconomics	29	29
AP Microeconomics	0	29
AP Spanish Language	8	7
AP Studio Art—Three-Dimensional	5	5
AP U.S. Government and Politics	16	13
AP U.S. History	41	41
AP World History	61	65
IB Film	28	16



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AP/IB Course	Students Enrolled	Students Tested
IB History	20	10
IB Language A (English)	101	47
IB Language B—Spanish	30	11
IB Mathematics	27	20
IB Music	5	3
IB Physics	12	10
IB Theory of Knowledge	31	9
Total Exams taken		522
Exams with scores of at least 3 on AP exams or 4 on IB exams		360



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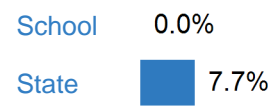
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

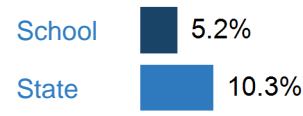
Career and Technical Education Participation

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

CTE Participants
(completed only one course in an approved CTE program)



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



Structured Learning Experiences Participation

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

Structured Learning Experiences





Fort Lee High School
(03-1550-050)
Grades Offered: 09-12
2018-2019

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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	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	5.2%	7.7%	10.3%
White	0.0%	7.6%	6.1%	9.6%
Hispanic	0.0%	*	10.3%	11.3%
Black or African American	0.0%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	5.1%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	0.0%	5.2%	7.3%	10.6%
Male	0.0%	5.2%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	5.3%	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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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



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
Finance	*		
Law, Public Safety, Corrections & Security	*		
Total (All Clusters)	53	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	68	226	32	0	0	0	1
10	6	62	160	9	1	0	6
11	1	7	46	129	13	2	54
12	0	1	19	53	82	8	98
Total	75	296	257	191	96	10	159
Enrolled in AP/IB Course					25	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	51	1	0	271	1	0
10	169	51	0	23	0	1
11	12	174	0	6	39	25
12	16	48	0	1	35	137
Total	248	274	0	301	75	163
Enrolled in AP/IB Course	20	41		0	12	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	18	199	0	0	0	0
10	4	230	17	0	0	1
11	199	37	0	22	11	12
12	21	22	12	94	70	44
Total	242	488	29	116	81	57
Enrolled in AP/IB Course	81	41	29	0		44
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	196	0	45	0	0	28	38
10	159	0	32	0	0	6	22
11	141	0	19	0	0	6	27
12	63	0	23	0	0	0	17
Total	559	0	119	0	0	40	104
Enrolled in AP/IB Course	38	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	219	0	27	0	0	4	18



Fort Lee High School
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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.

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	33	0	0	0	0	0
10	12	0	0	0	0	0
11	22	0	0	0	0	0
12	27	0	0	0	0	0
Total	94	0	0	0	0	0
Enrolled in AP/IB Course	18		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	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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2018-2019

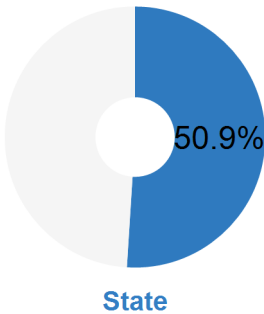
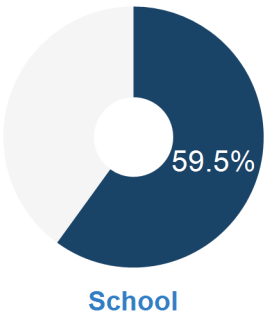
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Visual and Performing Arts – Course Participation

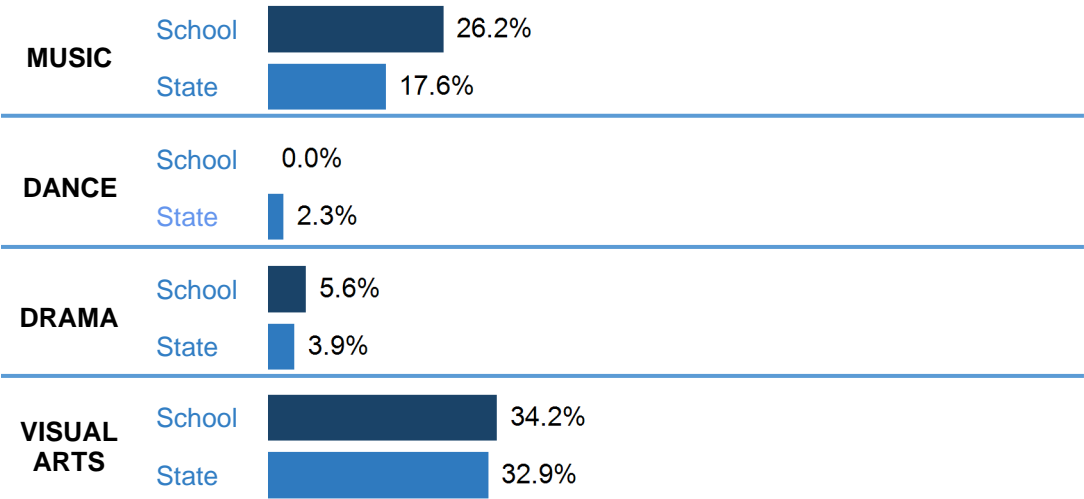
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





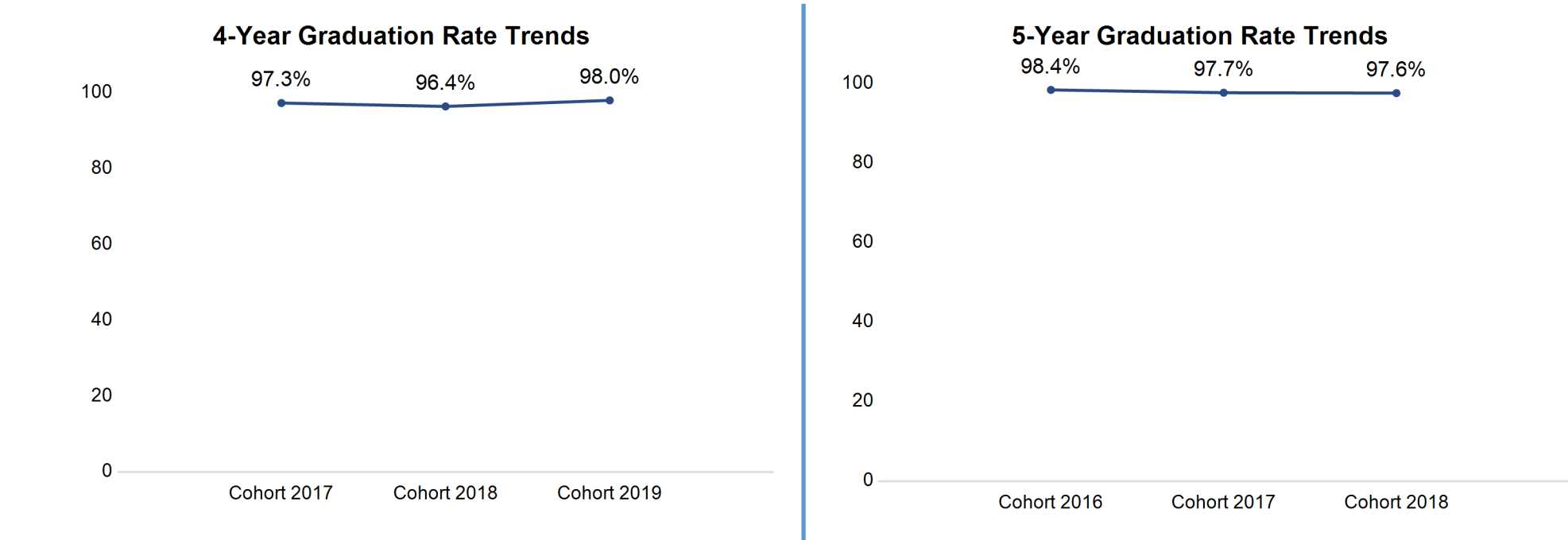
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	97.3%	96.4%	98.0%	98.4%	97.7%	97.6%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	98.0%	90.6%	97.6%	92.5%	96.4%	N	Met Goal	97.7%	N	Met Goal
White	97.1%	94.9%	97.4%	95.9%	96.1%	N	Met Goal	97.6%	N	Met Goal
Hispanic	97.1%	84.5%	98.3%	87.3%	98.3%	N	Met Goal	95.2%	N	Met Goal
Black or African American	100.0%	83.3%	92.3%	87.1%	92.3%	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	99.0%	96.9%	98.0%	97.8%	96.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	*	91.4%	N	94.2%	N	N	N	N	N	N
Female	98.4%	92.8%	98.1%	94.4%	97.2%			98.2%		
Male	97.6%	88.5%	97.2%	90.8%	95.7%			97.4%		
Economically Disadvantaged Students	100.0%	84.0%	100.0%	87.3%	98.5%	N	Met Goal	97.3%	N	Met Goal
Students with Disabilities	92.0%	79.2%	87.1%	83.8%	87.1%	91.8%	Not Met	90.0%	91.2%	Not Met
English Learners	93.8%	75.4%	100.0%	80.1%	90.9%	95.0%	Not Met	96.4%	N	Met Goal
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	N	57.6%	*	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



Fort Lee High School
(03-1550-050)
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2018-2019

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Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	83.8%	66.8%
Substitute Competency Test	14.2%	30.0%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	2.0%	3.2%
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	School Rate	State Rate
2018-2019	0.1%	1.2%
2017-2018	0.3%	1.2%
2016-2017	0.2%	1.1%



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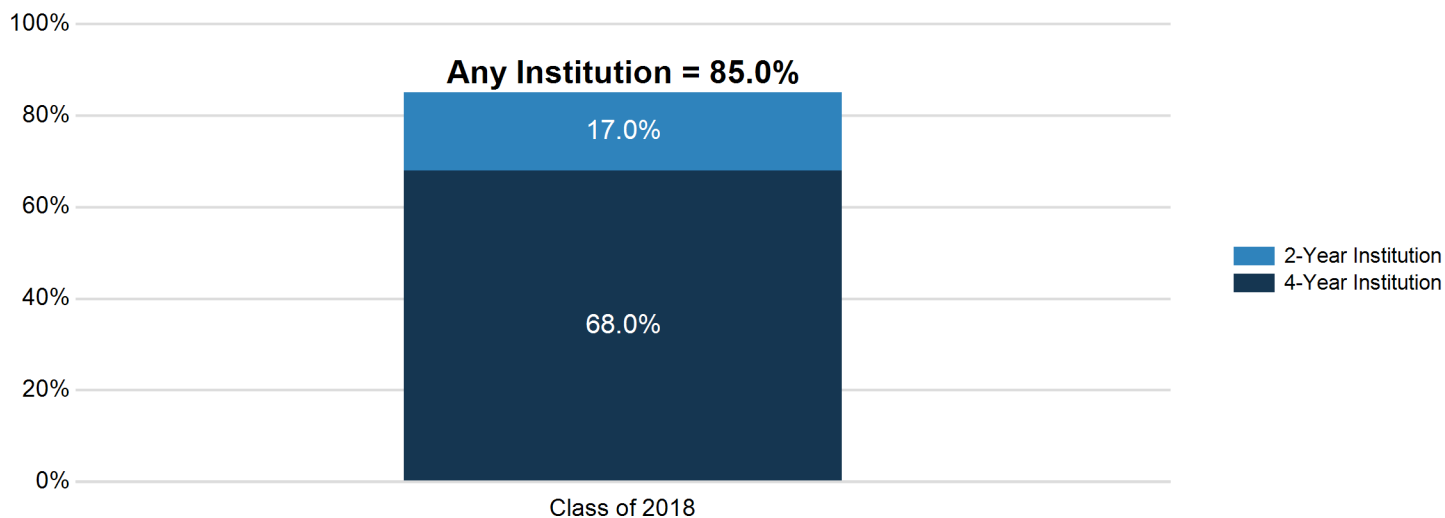
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



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



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	82.4%	21.4%	78.6%
White	88.9%	18.8%	81.3%
Hispanic	76.8%	35.8%	64.2%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	83.7%	12.2%	87.8%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged	85.5%	25.4%	74.6%
Students with Disabilities	76%	52.6%	47.4%
English Learners	30%	66.7%	33.3%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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	% 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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	85.1%	20%	80%	72.7%	27.3%	66.3%	33.7%
White	84%	14.3%	85.7%	69.8%	30.2%	65.1%	34.9%
Hispanic	81.4%	45.8%	54.2%	70.8%	29.2%	72.9%	27.1%
Black or African American	66.7%	50%	50%	75%	25%	50%	50%
Asian, Native Hawaiian, or Pacific Islander	90.5%	7%	93%	75.6%	24.4%	65.1%	34.9%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged	87.5%	34.7%	65.3%	75.5%	24.5%	77.6%	22.4%
Students with Disabilities	55.2%	56.3%	43.8%	87.5%	12.5%	68.8%	31.3%
English Learners	*	*	*	*	*	*	*



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

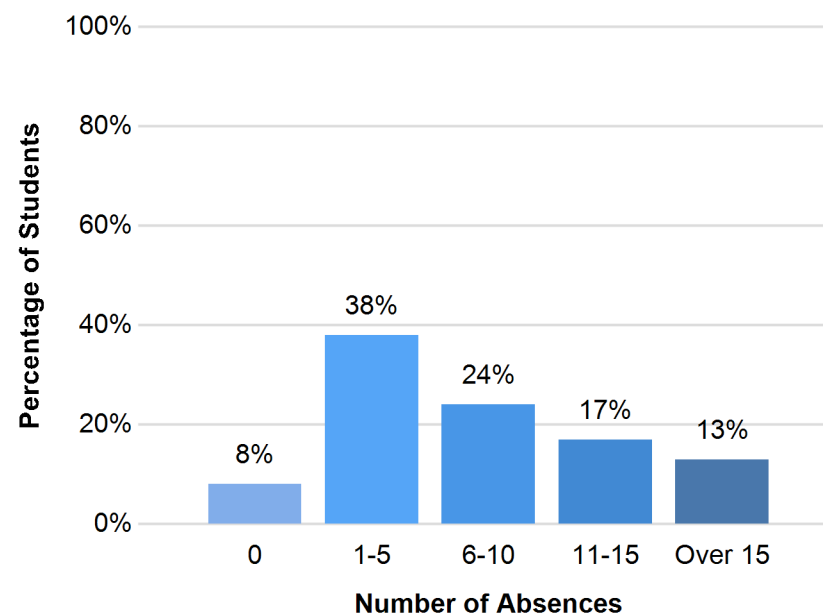
Chronic Absenteeism

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	94	9.0	14.2	Met
White	28	9.1	14.2	Met
Hispanic	36	14.9	14.2	Not Met
Black or African American	5	10.4	14.2	Met
Asian, Native Hawaiian, or Pacific	25	5.7	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	49	9.9		
Male	45	8.2		
Economically Disadvantaged Students	20	9.6	14.2	Met
Students with Disabilities	19	15.0	14.2	Not Met
English Learners	4	7.3	14.2	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





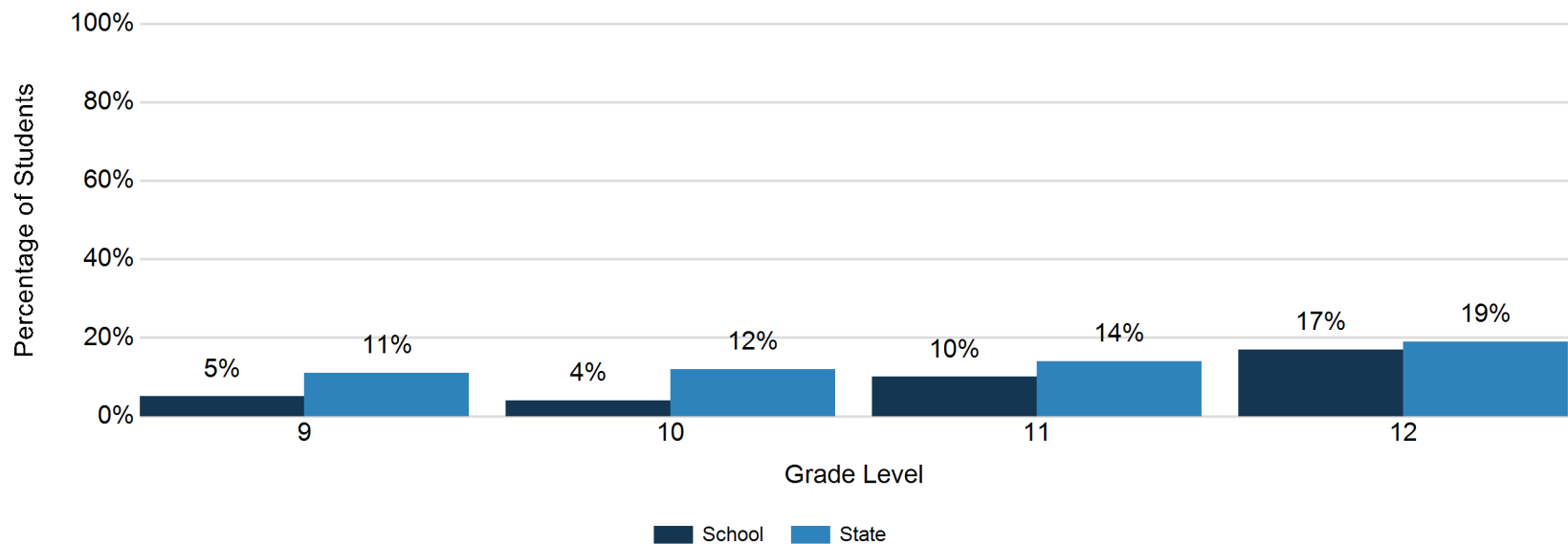
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	13
Weapons	0
Vandalism	2
Substances	19
Harassment, Intimidation, Bullying (HIB)	21
Total Unique Incidents	55
Incidents Per 100 Students Enrolled	5.38

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	4
Weapons	0
Vandalism	1
Substances	13
Harassment, Intimidation, Bullying (HIB)	10
Other Incidents Leading to Removal	5



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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	1	1
Ancestry	0	2	2
Gender	0	1	1
Sexual Orientation	0	4	4
Disability	0	0	0
Other	0	13	13
No Identified Nature	19		19

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	14	1.4%
Out-of-School Suspensions	58	5.7%
Any Suspension	65	6.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
413



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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	7:45 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 44 Mins
Shared Time - Instructional Time	5 Hrs. 44 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	79	118,214
Average years experience in public schools	10.3	12.1
Average years experience in district	9.0	10.8
Percentage of Teachers with 4 or more years experience in the district	77.2%	75.3%

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	20	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	8.9	12.0
Percentage of Administrators with 4 or more years experience in the district	60.0%	76.9%

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	13:1	13:1
Students to Administrators	205:1	202:1
Teachers to Administrators	16:1	15:1
Students to Librarians/Media Specialists		674:1
Students to Nurses		674:1
Students to Counselors		337:1
Students to Child Study Team Members		270:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.4%	63.3%	40.0%	48.4%	77.1%	54.9%
Male	52.6%	36.7%	60.0%	51.6%	22.9%	45.1%
White	29.4%	81.0%	80.0%	42.4%	83.6%	77.4%
Hispanic	23.2%	11.4%	20.0%	29.9%	7.3%	7.2%
Black or African American	4.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	41.8%	7.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

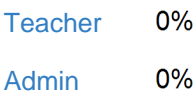
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	87.9%

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
2018-19	94.7%



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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

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

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	78.2%	79.2%	76.7%
Math Proficiency	41.6%	41.4%	40.7%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	97.3%	96.4%	98.0%
5-Year Graduation Rate†	98.4%	97.7%	97.6%
Progress toward English Language Proficiency		65.4%	60.0%
Chronic Absenteeism	8.6%	10.0%	9.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Fort Lee High School
(03-1550-050)
Grades Offered: 09-12
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Not Met	Met Goal	Met Goal	Exceeds Target	Met	No
White	Met Target	Not Met	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Not Met	Met Goal	Met Goal	n/a	Not Met	No
Black or African American	N	N	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
Students with Disabilities	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	Met Target†	Met Target	Not Met	Met Goal	**	Met	No

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





Fort Lee High School
 (03-1550-050)
 Grades Offered: 09-12
 2018-2019

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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 the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> The Class of 2019 earned ivy league acceptances to Cornell, The University of Pennsylvania, Columbia and Harvard. In addition, students earned over \$102,000 dollars in local scholarships. We are a highly ranked high school with a variety of 21st Century, AP and IB Courses offered. In addition, students can apply to our IB, Academy of Finance and Academy of Theatre Arts Programs. During the 18-19 school year, our indoor track team won the league championship, boys bowling won the NJSIAA North B, Group 2 title and a student wrestler won the Region II title.
 <p>Awards, Recognition, Accomplishments:</p>	<p>Fort Lee High School is ranked 76 out of 438 New Jersey Public High Schools by U.S. News. Our Class of 2019 had acceptances to four different ivy league schools. The National Merit Scholarship Corporation continues to identify our Commended Students and Semifinalists. Our Science Research Program has produced winners in national competitions, including Siemens and Intel. Fort Lee High School's Robotics Team has placed at numerous competitions. Our Award Winning Band and Music Program continues to excel, winning numerous awards in choir, band and orchestra competitions. Fort Lee High School is 1 of 18 schools in New Jersey that offers the International Baccalaureate Program and 1 of 6 schools that offers the Academy of Finance Program. Our Academy of Theatre Arts students have been recognized at numerous festivals and competitions.</p>




Fort Lee High School
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2018-2019

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 <div>Clubs and Activities:</div>	<p>Students at Fort Lee High School are able to choose from over 40 extra-curricular activities. Some of these clubs include Debate, Band, Chorus, Orchestra, Teen Pep, Math and Science League, Future Teachers of America, Student Council, Yearbook and many more. There are 17 athletic teams at Fort Lee High School giving a variety of options to our student athletes. Options include, bowling, baseball, basketball, track, tennis, cross country, football, volleyball, softball, golf and wrestling. These extra-curricular activities and athletic teams give students the opportunity to explore a variety of interests outside of the classroom and also understand their role as valuable citizens of the Fort Lee community.</p>
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Fort Lee High School
 (03-1550-050)
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 2018-2019

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School Narrative

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 <p>Other Information</p>	<p>Fort Lee High School continues their 1:1 technology program. All high school students are given a chromebook computer for their daily use. All of our classrooms are equipped with interactive whiteboards and teachers are given numerous professional development opportunities throughout the school year on a variety of technology topics. Updates have been made in our science labs and our athletic facilities. Last year, 218 students sat for 396 AP exams in 15 different subjects producing 13 AP Scholars, 5 AP Scholars with Honors and 13 AP Scholars with Distinction. Fort Lee High School has offered the IB Diploma Program to students in grades 11 & 12 since September of 2010. Our IB courses are small and rigorous and are not limited to those students seeking an IB Diploma.</p>
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Lewis F. Cole Middle School
(03-1550-100)
Grades Offered: 07-08
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



Lewis F. Cole Middle School
(03-1550-100)
Grades Offered: 07-08
2018-2019

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School Contact Information

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	Fort Lee School District
Principal Name	Mr. Robert Daniello
Address	467 STILLWELL AVENUE FORT LEE, NJ 07024-2140
Phone Number	201-585-4660
Email Address	rdaniello@flboe.com
Website	http://flboe.com/
Twitter	https://twitter.com/RobertDaniello



Lewis F. Cole Middle School
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2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or 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	2016-17	2017-18	2018-19
7	316	283	292
8	256	324	297
Total	578	612	593

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.9%	47.5%	48.4%
Male	52.1%	52.5%	51.6%
Economically Disadvantaged Students	18.7%	15.2%	17.2%
Students with Disabilities	11.8%	14.4%	14.5%
English Learners	5.7%	6.9%	7.3%
Homeless Students	0.5%	0.7%	0.7%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.2%	0.2%

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	2016-17	2017-18	2018-19
White	31.1%	31.9%	33.1%
Hispanic	17.8%	18.0%	19.6%
Black or African American	4.0%	4.4%	4.7%
Asian	45.3%	44.4%	41.7%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.5%
American Indian or Alaska Native	0.3%	0.5%	0.0%
Two or More Races	1.0%	0.5%	0.5%

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	41.7%
Korean	18.4%
Spanish	10.6%
Chinese	5.4%
Russian	5.2%
Other Languages	18.7%



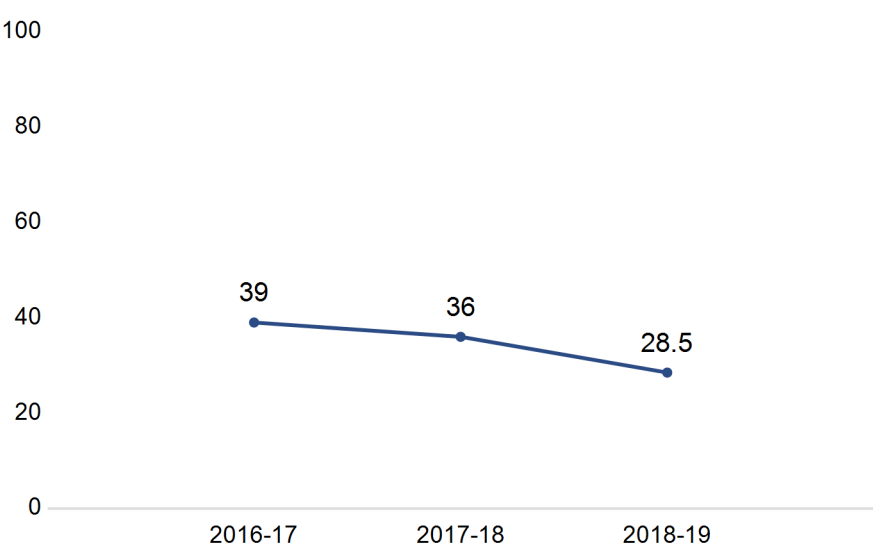
Lewis F. Cole Middle School
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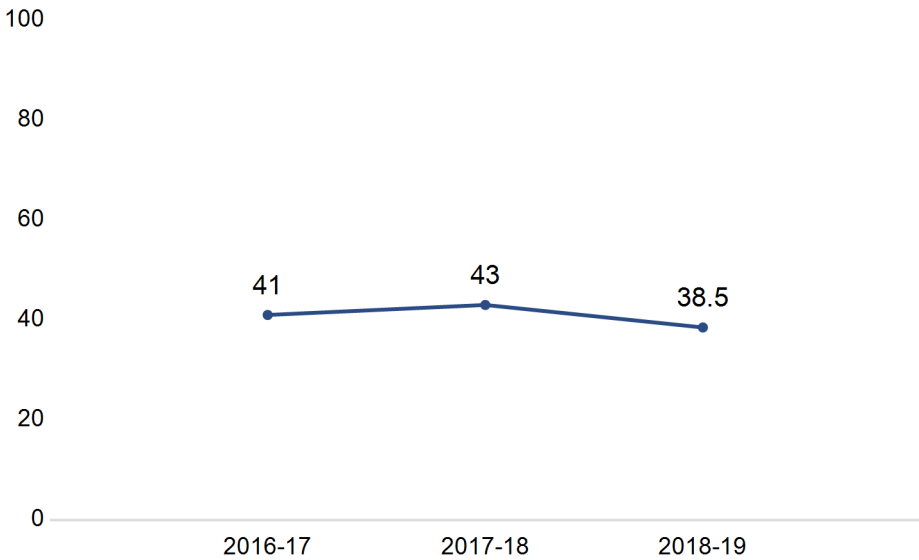
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	39	36	28.5	41	43	38.5
Met Standard (40-59.5)?	Not Met	Not Met	Not Met	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Lewis F. Cole Middle School

(03-1550-100)

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2018-2019

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

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

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

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	28.5	50	50	Not Met	38.5	59	50	Not Met
White	24	42	50	Not Met	31	57	52	Not Met
Hispanic	23	44	49	Not Met	33.5	48	47	Not Met
Black or African American	27	39.5	45	Not Met	*	55	43	**
Asian, Native Hawaiian, or Pacific Islander	33	59	59	Not Met	48.5	65	60	Met Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	48.5	49	**	*	57	52	**
Female	32	54	53	N	34.5	57	50	N
Male	25	45.5	47	N	44.5	61.5	51	N
Economically Disadvantaged Students	31.5	43	48	Not Met	33.5	46	46	Not Met
Students with Disabilities	18	37	43	Not Met	38	36	45	Not Met
English Learners	34	60	52	Not Met	34	67	50	Not Met
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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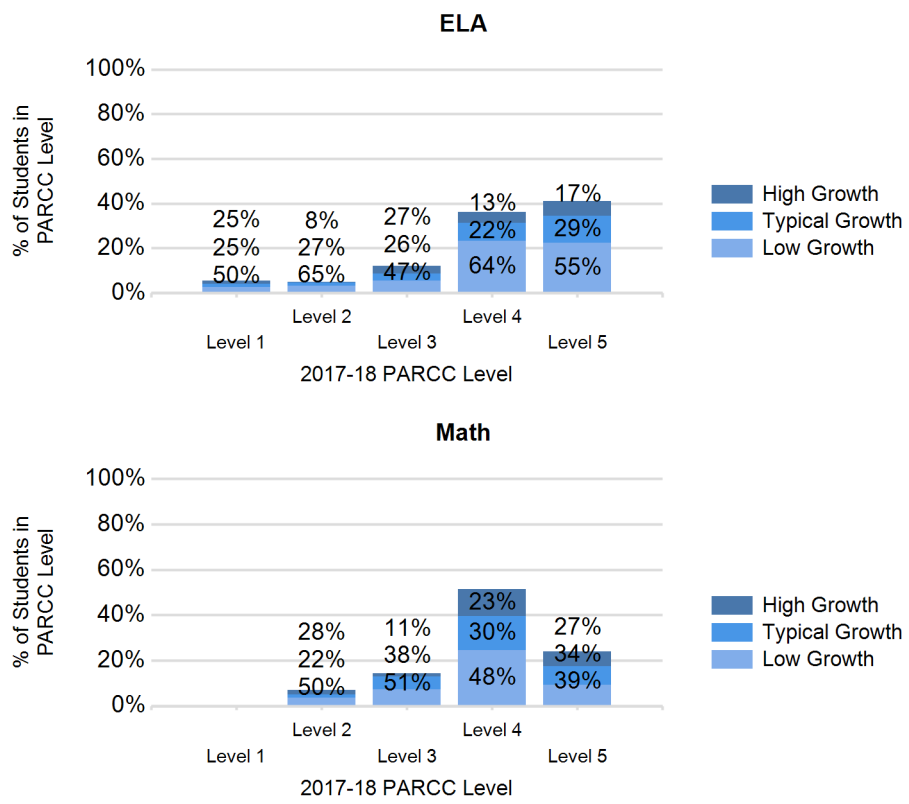
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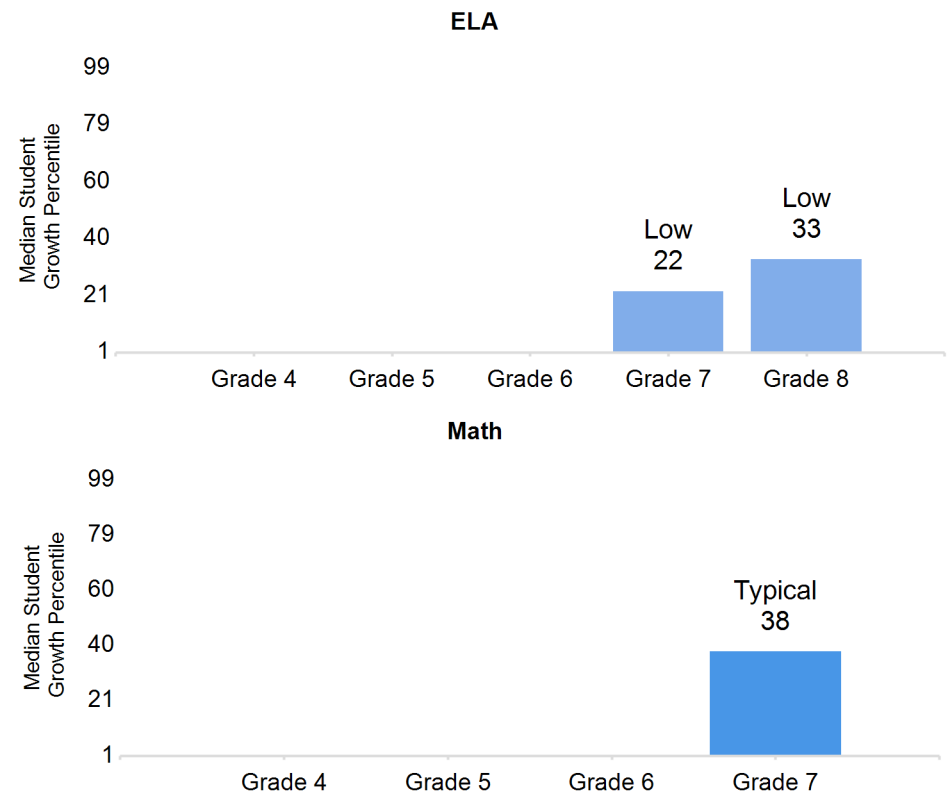
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



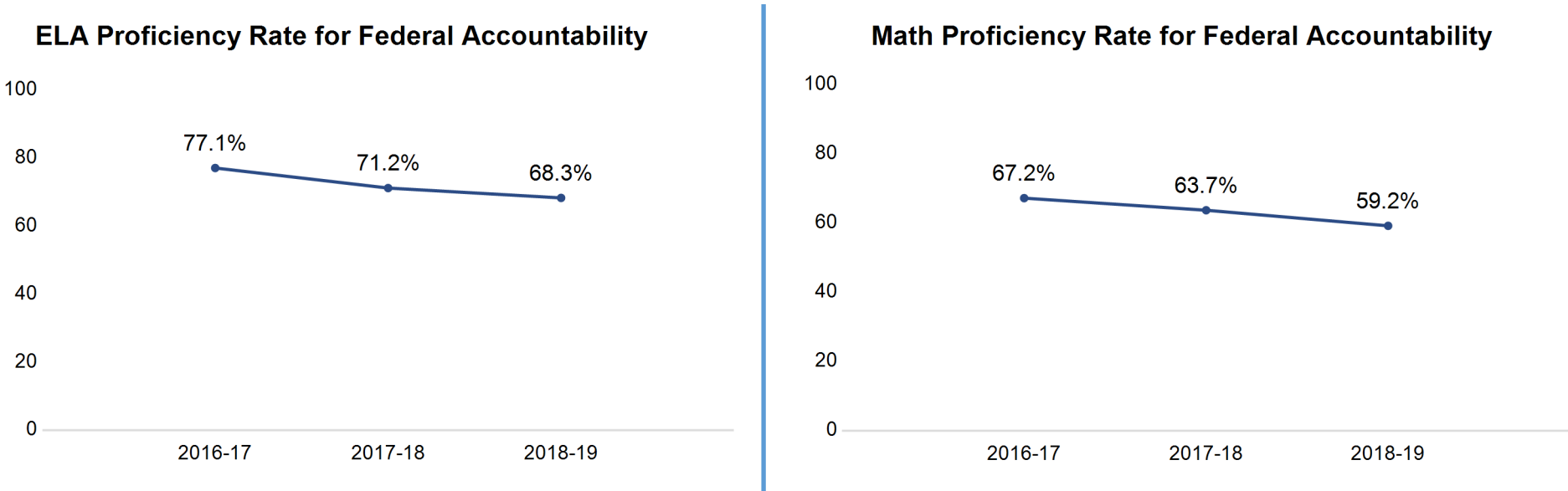


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English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	97.9%	98.1%	98.5%	97.9%	98.2%
Proficiency Rate for Federal Accountability	77.1%	71.2%	68.3%	67.2%	63.7%	59.2%
Annual Target	73.0%	73.3%	73.7%	65.6%	66.3%	67.1%
Met Annual Target?	Met Target	Met Target†	Not Met	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† 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 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 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	559	98.1	68.3	74.6	57.9	68.3	73.7	Not Met
White	181	96.8	63.0	73.8	66.9	63.0	71.7	Not Met
Hispanic	108	99.1	50.9	57.9	43.9	50.9	53.6	Met Target†
Black or African American	*	*	*	56.9	38.5	*	45.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	241	99.2	81.7	84.6	82.9	81.7	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	269	98.2	75.5	79.0	64.8	75.5		
Male	290	98.0	61.7	70.4	51.3	61.7		
Economically Disadvantaged Students	94	99.0	57.4	62.1	40.0	57.4	70.2	Not Met
Non-Economically Disadvantaged Students	465	97.9	70.5	76.8	67.9	70.5		
Students with Disabilities	77	92.0	18.2	28.8	22.7	17.7	20.7	Met Target†
Students without Disabilities	482	99.2	76.3	81.8	65.1	76.3		
English Learners	68	100.0	47.1	59.0	29.3	47.1	35.2	Met Target
Non-English Learners	491	97.8	71.3	77.2	60.6	71.3		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



Lewis F. Cole Middle School

(03-1550-100)

Grades Offered: 07-08

2018-2019

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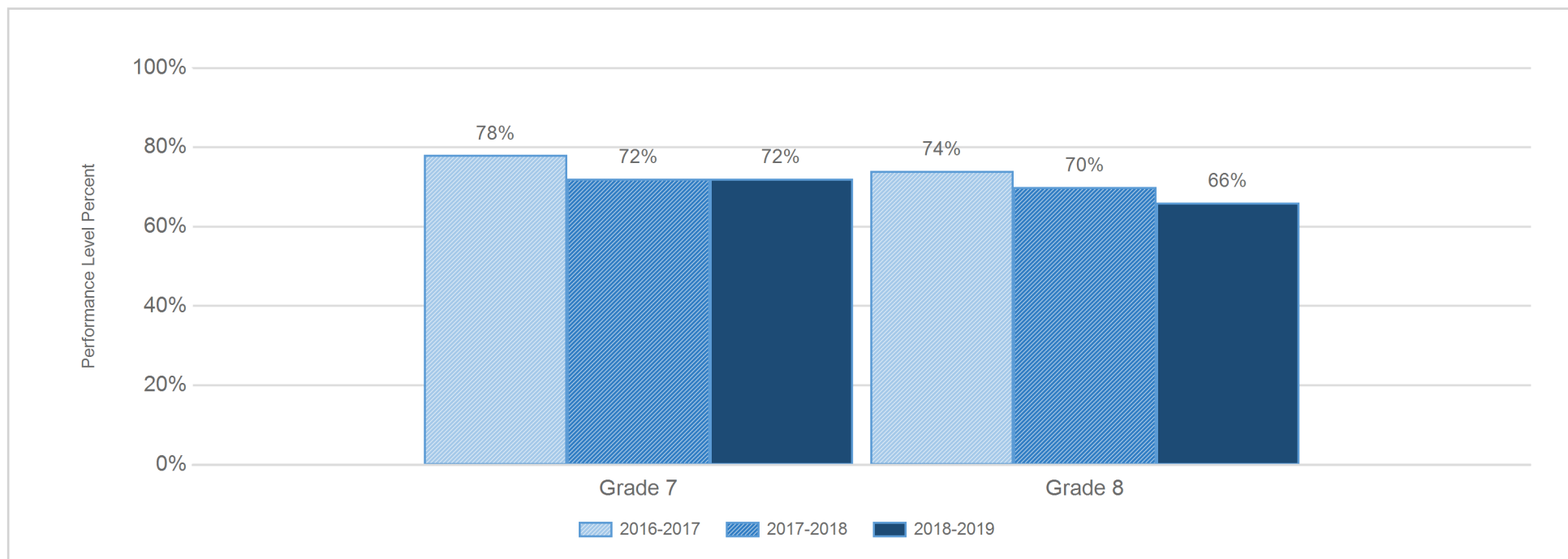
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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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	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	279	769	769	761	7%	8%	14%	34%	37%	72%	63%
White	95	760	760	769	*	*	15%	37%	28%	65%	72%
Hispanic	52	758	758	747	*	*	19%	33%	27%	60%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	121	780	780	790	*	*	12%	31%	50%	81%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	137	777	777	769	*	*	13%	31%	45%	77%	71%
Male	142	760	760	753	*	*	14%	37%	30%	67%	55%
Economically Disadvantaged Students	39	758	758	743	*	*	*	36%	31%	67%	45%
Non-Economically Disadvantaged Students	240	770	770	771	*	*	*	34%	38%	73%	73%
Students with Disabilities	29	703	703	720	*	*	*	*	*	14%	22%
Students without Disabilities	250	776	776	769	*	*	*	*	*	78%	71%
English Learners	12	718	718	706	*	*	*	*	*	25%	12%
Non-English Learners	267	771	771	763	*	*	*	*	*	74%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Lewis F. Cole Middle School
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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	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	283	769	769	762	10%	7%	17%	34%	32%	66%	63%
White	85	766	766	770	*	*	24%	38%	25%	62%	72%
Hispanic	60	742	742	747	18%	*	25%	*	*	42%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	118	791	791	794	*	*	*	34%	52%	86%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	137	780	780	771	*	*	17%	34%	40%	74%	71%
Male	146	759	759	753	*	*	16%	34%	25%	59%	55%
Economically Disadvantaged Students	56	750	750	743	*	*	23%	*	*	50%	45%
Non-Economically Disadvantaged Students	227	774	774	772	*	*	15%	*	*	70%	72%
Students with Disabilities	43	720	720	721	37%	*	23%	*	*	26%	22%
Students without Disabilities	240	778	778	770	5%	*	15%	*	*	73%	71%
English Learners	18	703	703	708	*	*	*	*	*	*	12%
Non-English Learners	265	774	774	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Lewis F. Cole Middle School
(03-1550-100)
Grades Offered: 07-08
2018-2019

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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 only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	573	98.2	59.2	60.8	44.5	59.2	67.1	Not Met
White	189	96.9	52.4	56.0	54.1	52.4	62.1	Not Met
Hispanic	109	99.1	34.9	*	28.8	34.9	38.6	Met Target†
Black or African American	*	*	*	32.4	23.0	*	30.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	246	99.2	78.9	79.0	76.5	78.9	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	275	98.3	58.9	59.6	44.9	58.9		
Male	298	98.1	59.4	61.9	44.2	59.4		
Economically Disadvantaged Students	96	99.0	45.8	41.5	26.3	45.8	54.1	Met Target†
Non-Economically Disadvantaged Students	477	98.0	61.8	64.3	54.9	61.8		
Students with Disabilities	77	92.0	10.4	*	17.4	10.1	17.8	Not Met
Students without Disabilities	496	99.2	66.7	*	50.0	66.7		
English Learners	81	100.0	46.9	58.6	25.0	46.9	73.8	Not Met
Non-English Learners	492	97.9	61.2	61.2	46.5	61.2		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

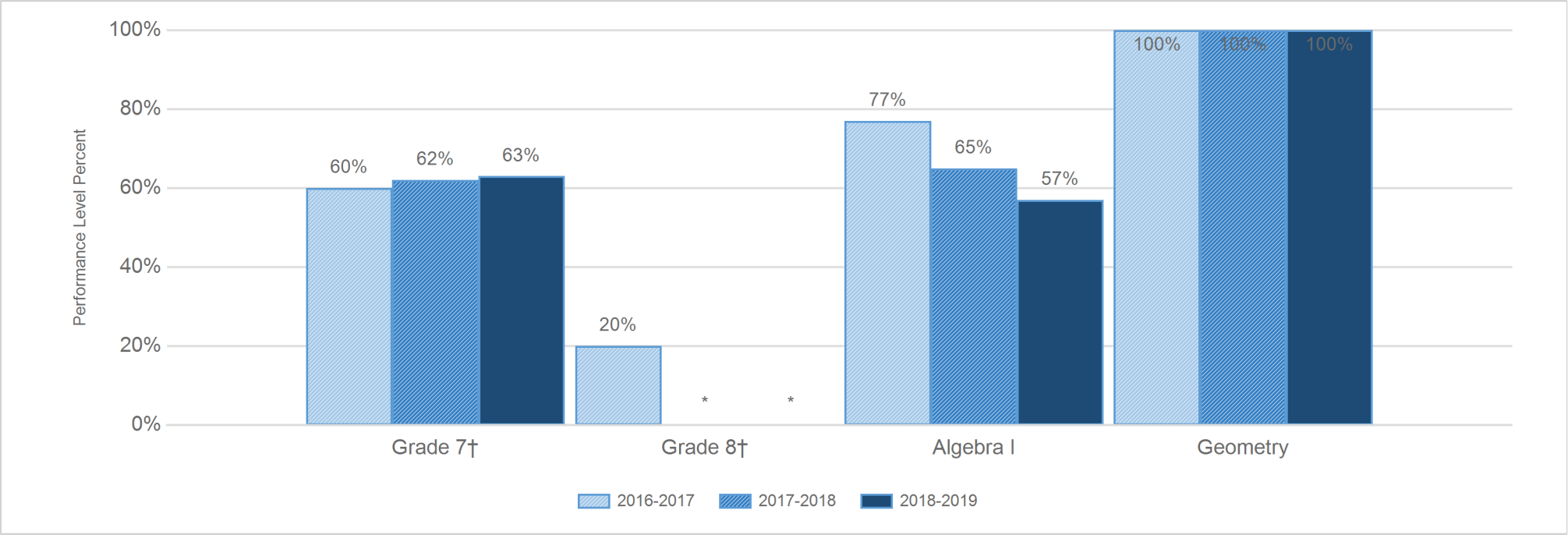


Lewis F. Cole Middle School
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2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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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.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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	266	758	758	744	4%	9%	24%	45%	18%	63%	42%
White	97	755	755	751	*	*	27%	40%	16%	57%	53%
Hispanic	52	746	746	733	*	*	37%	*	*	44%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	106	768	768	768	*	*	13%	56%	24%	79%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	129	755	755	744	*	*	32%	47%	12%	58%	42%
Male	137	761	761	743	*	*	18%	44%	23%	67%	42%
Economically Disadvantaged Students	40	749	749	731	*	*	*	*	*	58%	24%
Non-Economically Disadvantaged Students	226	760	760	751	*	*	*	*	*	64%	53%
Students with Disabilities	29	719	719	718	*	*	*	*	*	10%	13%
Students without Disabilities	237	763	763	749	*	*	*	*	*	69%	48%
English Learners	18	753	753	716	*	*	*	*	*	61%	10%
Non-English Learners	248	758	758	745	*	*	*	*	*	63%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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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.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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	27	683	683	728	*	*	*	*	*	*	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	12	683	683	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	11	685	685	731	*	*	*	*	*	*	31%
Male	16	682	682	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

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, it does not exclude students that were enrolled less than half a year.

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	253	761	754	744	*	15%	24%	*	*	57%	42%
White	80	758	*	752	*	21%	25%	*	*	53%	53%
Hispanic	49	740	732	728	*	22%	39%	*	*	31%	24%
Black or African American	15	720	*	725	*	*	*	*	*	13%	20%
Asian, Native Hawaiian, or Pacific Islander	109	779	774	775	0%	*	*	56%	22%	78%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	122	761	755	745	*	16%	23%	*	*	57%	44%
Male	131	761	753	743	*	15%	25%	*	*	56%	41%
Economically Disadvantaged Students	47	745	739	727	*	*	34%	*	*	40%	23%
Non-Economically Disadvantaged Students	206	765	758	752	*	*	22%	*	*	61%	52%
Students with Disabilities	22	736	722	717	*	*	*	*	*	23%	12%
Students without Disabilities	231	763	759	748	*	*	*	*	*	60%	47%
English Learners	18	736	741	710	*	*	*	*	*	28%	*
Non-English Learners	235	763	755	745	*	*	*	*	*	59%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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, it does not exclude students that were enrolled less than half a year.

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	30	789	742	737	0%	0%	0%	*	*	100%	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	N	N	718	724	N	N	N	N	N	N	17%
Black or African American	N	N	729	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	27	791	761	762	0%	0%	0%	*	*	100%	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	18	782	742	738	0%	0%	0%	*	*	100%	36%
Male	12	800	743	736	0%	0%	0%	*	*	100%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	734	708	N	N	N	N	N	N	*
Non-English Learners	30	789	743	738	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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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 different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
7	*	*
8	*	*

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	2018-19 Target	Met Target?
Schoolwide/English Learners	66.7%	40.9%	<u>Exceeds</u>

† 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	27	77.8%	22.2%
3-4	15	73.3%	26.7%
5 or more	N	N	N



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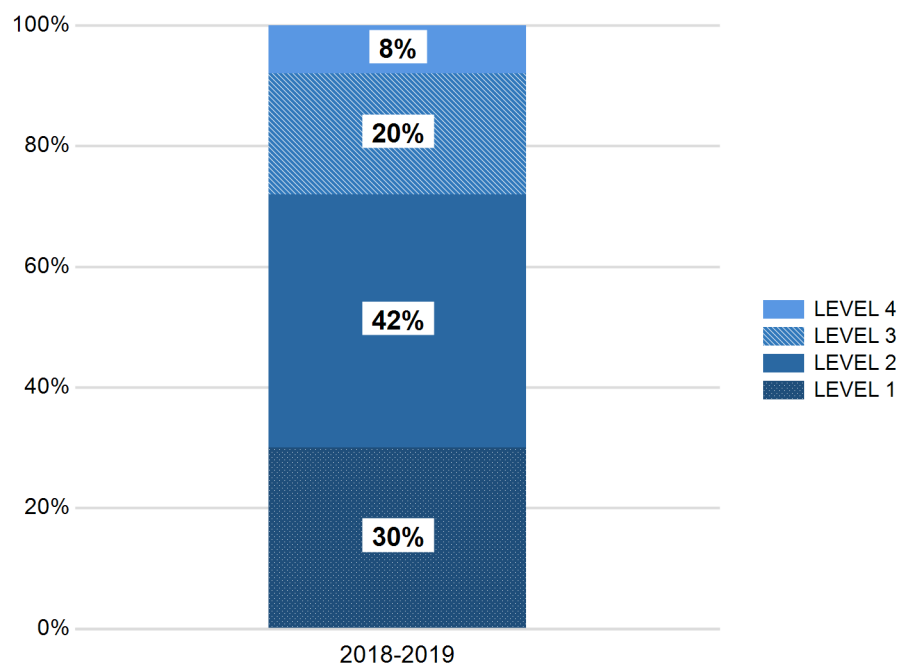
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, 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
Schoolwide	30	42	20	8
White	31	44	16	9
Hispanic	50	40	10	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	12	45	31	13
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	26	48	21	6
Male	33	37	19	11
Economically Disadvantaged Students	41	41	12	5
Non-Economically Disadvantaged Students	27	42	22	9
Students with Disabilities	70	23	5	2
Students without Disabilities	23	45	23	9
English Learners	80	20	0	0
Non-English Learners	25	44	22	9
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

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.

Grade	Algebra I	Geometry	Grade Level and Other Math
7	21	0	277
8	247	31	59
Total	268	31	336

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.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	224	0	0	0	0	0	0
8	225	0	0	0	0	0	0
Total	449	0	0	0	0	0	0



Lewis F. Cole Middle School
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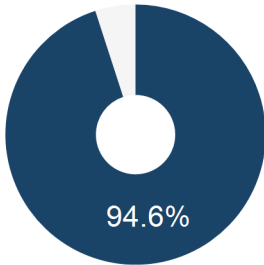
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Visual and Performing Arts – Course Participation

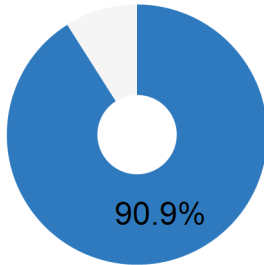
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

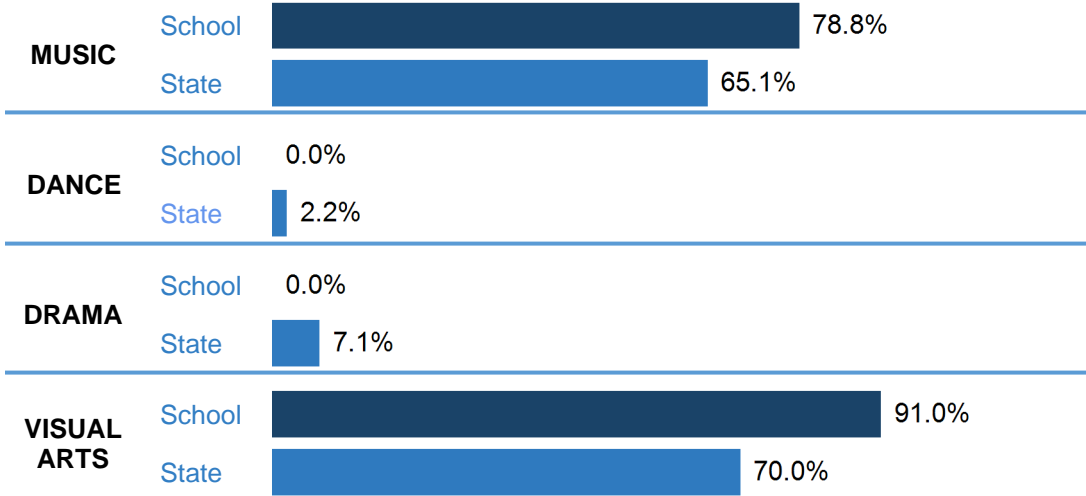


School



State

Students enrolled in one or more classes by discipline:





Lewis F. Cole Middle School

(03-1550-100)

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2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

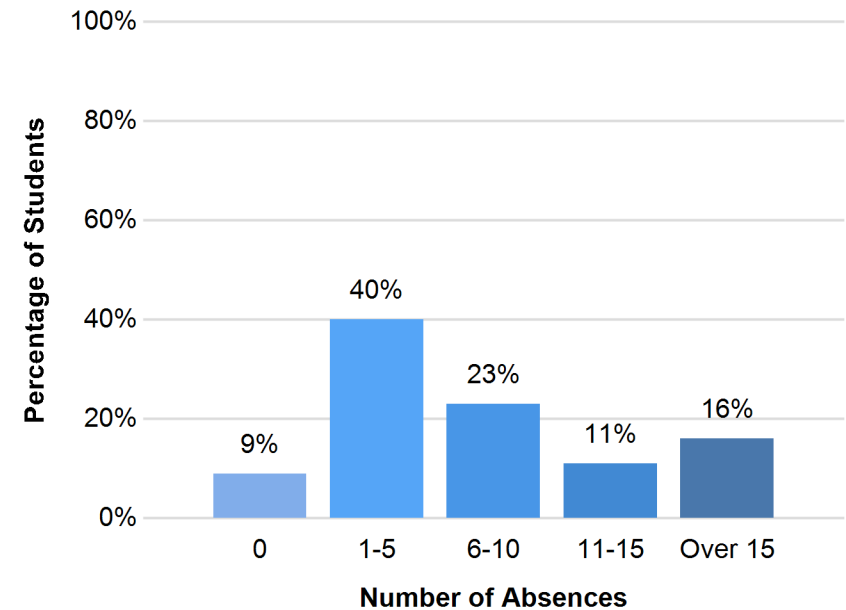
Chronic Absenteeism

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	66	11.2	8.7	Not Met
White	32	16.5	8.7	Not Met
Hispanic	19	16.7	8.7	Not Met
Black or African American	*	*	8.7	Met
Asian, Native Hawaiian, or Pacific	13	5.2	8.7	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	38	13.4		
Male	28	9.2		
Economically Disadvantaged Students	18	17.6	8.7	Not Met
Students with Disabilities	28	33.3	8.7	Not Met
English Learners	6	14.0	8.7	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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





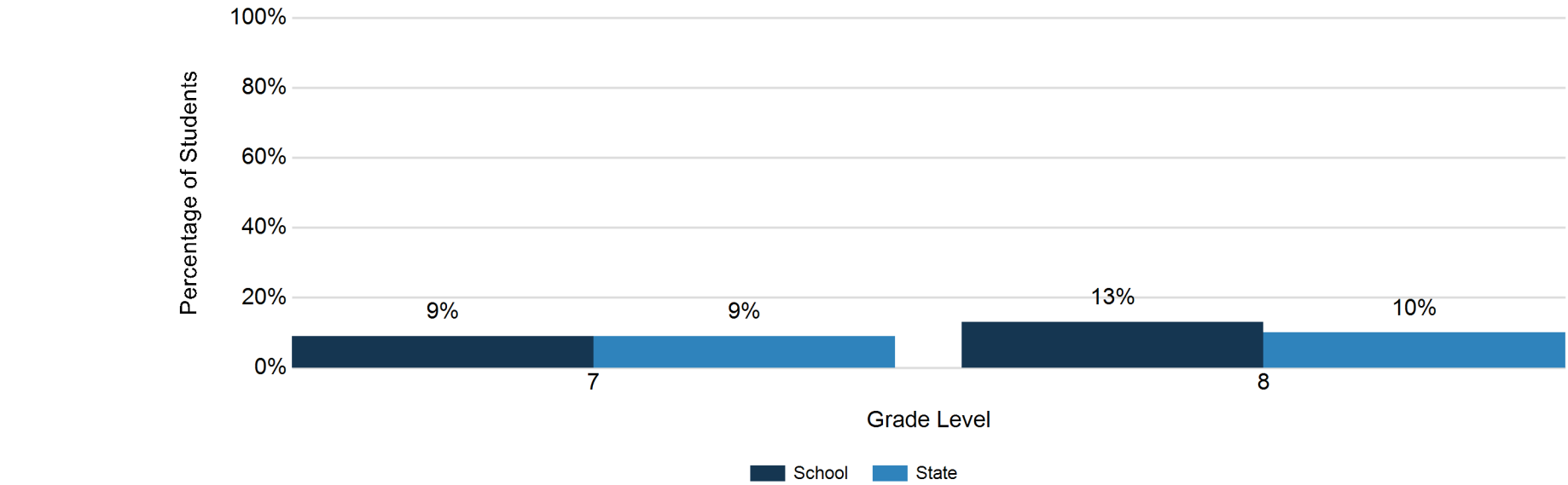
Lewis F. Cole Middle School
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Chronic Absenteeism by Grade

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



**Lewis F. Cole Middle School**

(03-1550-100)

Grades Offered: 07-08

2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	6
Weapons	1
Vandalism	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	19
Total Unique Incidents	33
Incidents Per 100 Students Enrolled	5.56

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	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	5
Other Incidents Leading to Removal	0



Lewis F. Cole Middle School
(03-1550-100)
Grades Offered: 07-08
2018-2019

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	3	3
Religion	0	1	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	4	5
Disability	1	0	1
Other	9	12	21
No Identified Nature	12		12

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	0	0.0%
Out-of-School Suspensions	19	3.2%
Any Suspension	19	3.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
117

**Lewis F. Cole Middle School**

(03-1550-100)

Grades Offered: 07-08

2018-2019

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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	8:32 AM
Typical End Time	2:42 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	4 Hrs 54 Mins
Shared Time - Instructional Time	4 Hrs. 54 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



Lewis F. Cole Middle School
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2018-2019

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	50	118,214
Average years experience in public schools	11.2	12.1
Average years experience in district	9.5	10.8
Percentage of Teachers with 4 or more years experience in the district	76.0%	75.3%

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	20	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	8.9	12.0
Percentage of Administrators with 4 or more years experience in the district	60.0%	76.9%

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	13:1
Students to Administrators	297:1	202:1
Teachers to Administrators	25:1	15:1
Students to Librarians/Media Specialists		674:1
Students to Nurses		674:1
Students to Counselors		337:1
Students to Child Study Team Members		270:1



Lewis F. Cole Middle School
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Teachers: All classroom teachers

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.4%	68.0%	50.0%	48.4%	77.1%	54.9%
Male	51.6%	32.0%	50.0%	51.6%	22.9%	45.1%
White	33.1%	80.0%	50.0%	42.4%	83.6%	77.4%
Hispanic	19.6%	10.0%	50.0%	29.9%	7.3%	7.2%
Black or African American	4.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	41.7%	10.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.5%	0.0%	0.0%	2.1%	0.2%	0.2%



Lewis F. Cole Middle School
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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	87.9%

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
2018-19	94.2%



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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Lewis F. Cole Middle School
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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	77.1%	71.2%	68.3%
Math Proficiency	67.2%	63.7%	59.2%
ELA Growth	39	36	28
Math Growth	41	43	38
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		55.6%	66.7%
Chronic Absenteeism	5.9%	9.3%	11.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Lewis F. Cole Middle School

(03-1550-100)

Grades Offered: 07-08

2018-2019

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

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

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Not Met	Not Met	Exceeds Target	Not Met	No
White	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Hispanic	Met Target†	Met Target†	Not Met	Not Met	n/a	Not Met	No
Black or African American	Met Target	Met Target†	Not Met	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target†	Not Met	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	Met Target	Not Met	Not Met	Not Met	Not Met	Not Met	No

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





Lewis F. Cole Middle School
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 2018-2019

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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 the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> Technology drives all of our instruction with a 1:1 Google Chromebook initiative. All 7th and 8th grade students are issued a Chromebook in order to support their studies and academic growth. We opened the intermediate school for 5th and 6th graders in September 2019. Our Student Ambassador program promotes kindness and acts as peer support to help prevent bullying. This program selects student leaders to promote anti-bullying throughout our student body.
 <p>Awards, Recognition, Accomplishments:</p>	<p>1. Creation of a technology music lab to advance the music education curriculum. 2. Awarded the 2018 Gold Crown Award from Columbia Scholastic Press for the 2017-2018 Intermedia publication. 3. Our Robotics Team earned the Core Values award at the 2018 First Lego League Challenge. 4. Our three music ensembles all received "Superior" awards at the High Note Music Festival in Allentown, PA. This is the highest award given at this music festival and included our String Orchestra, Instrumental Band, and Concert Choir.</p>




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 <div>Clubs and Activities:</div>	We offer 24 extra-curricular clubs and activities to develop well-rounded students. This is the first year for our girls and boys middle school basketball program. We are excited about the spirit this will bring to our school. This is also the first year that our Robotics Team competed in the First Lego League challenge. This comes after one full year of preparation that included educating our students with goal-setting, engineering and coding.
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 <div>Other Information</div>	Lewis F. Cole Middle School has flourished as a stepping-stone to the high school for over 60 years. Each year, we build upon successful programs and add to our list of new accomplishments through the infusion of innovative activities and teaching strategies. The professional teaching staff and administration at the middle school take pride in developing students who are succeeding academically at each new level of learning, while incorporating the character elements needed to foster civic responsibility and good citizenship. Our large and culturally diverse school population continues to strive for excellence at every academic and social level. At the same time, we have been able to maintain a positive community profile, which embraces the spirit of volunteerism and intergenerational activities.
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School No. 1
(03-1550-060)
Grades Offered: KG-06
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



School No. 1
(03-1550-060)
Grades Offered: KG-06
2018-2019

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School Contact Information

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	Fort Lee School District
Principal Name	Ms. Rosemary Giacomelli
Address	250 HOYM STREET FORT LEE, NJ 07024
Phone Number	201-585-4620
Email Address	rgiacomelli@flboe.com
Website	http://flboe.com/
Facebook	https://www.facebook.com/Fort-Lee-Elementary-School-1-107326529384980/
Twitter	https://twitter.com/School1Knights



School No. 1

(03-1550-060)

Grades Offered: KG-06

2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	2016-17	2017-18	2018-19
KG	96	93	124
1	114	108	87
2	93	110	113
3	98	87	112
4	106	105	93
5	88	111	107
6	95	86	112
Total	690	700	748

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.7%	50.0%	50.7%
Male	51.3%	50.0%	49.3%
Economically Disadvantaged Students	15.9%	13.4%	11.4%
Students with Disabilities	12.8%	14.0%	13.5%
English Learners	16.2%	17.9%	17.6%
Homeless Students	0.0%	0.4%	0.1%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.1%	0.1%	0.1%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	25.4%	24.7%	23.5%
Hispanic	17.5%	17.1%	17.8%
Black or African American	2.6%	2.9%	2.0%
Asian	53.3%	53.6%	54.8%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.0%	1.6%	1.7%

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	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	96	93	124

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	50.9%
Korean	22.1%
Spanish	6.4%
Chinese	5.1%
Japanese	4.8%
Other Languages	10.7%



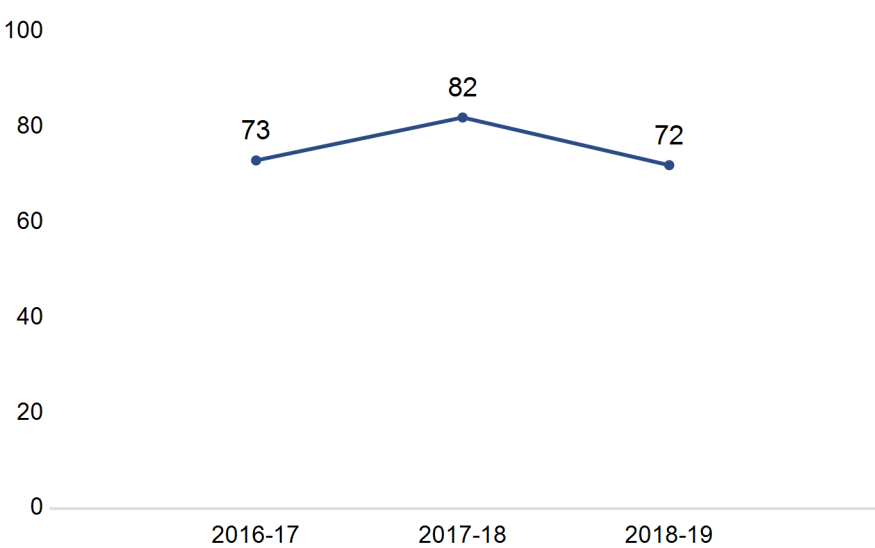
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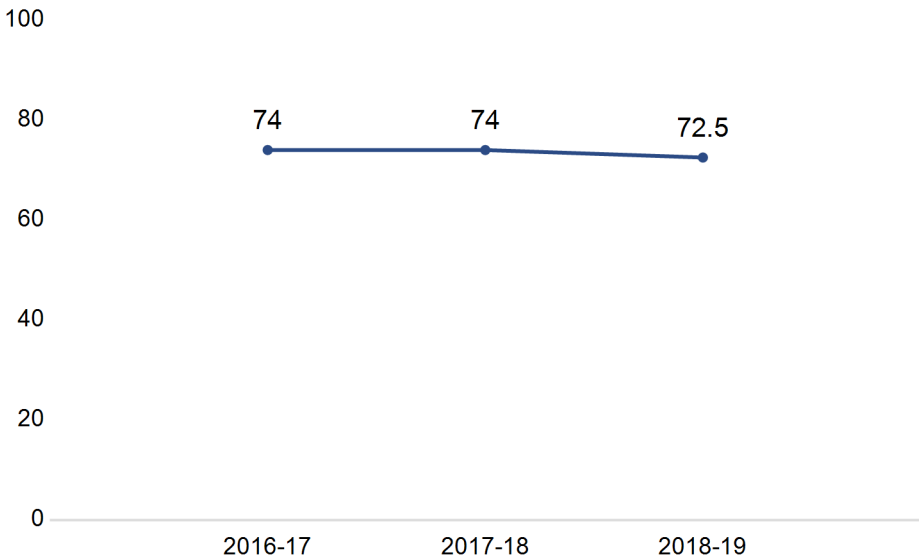
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	73	82	72	74	74	72.5
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



School No. 1
(03-1550-060)
Grades Offered: KG-06
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	72	50	50	Exceeds Standard	72.5	59	50	Exceeds Standard
White	72.5	42	50	Exceeds Standard	77.5	57	52	Exceeds Standard
Hispanic	65	44	49	Exceeds Standard	52	48	47	Met Standard
Black or African American	*	39.5	45	**	73.5	55	43	**
Asian, Native Hawaiian, or Pacific Islander	73.5	59	59	Exceeds Standard	74.5	65	60	Exceeds Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	48.5	49	**	*	57	52	**
Female	72	54	53	N	74.5	57	50	N
Male	71.5	45.5	47	N	72	61.5	51	N
Economically Disadvantaged Students	50.5	43	48	Met Standard	45	46	46	Met Standard
Students with Disabilities	48.5	37	43	Met Standard	30	36	45	Not Met
English Learners	71	60	52	Exceeds Standard	74.5	67	50	Exceeds Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



School No. 1
(03-1550-060)
Grades Offered: KG-06
2018-2019

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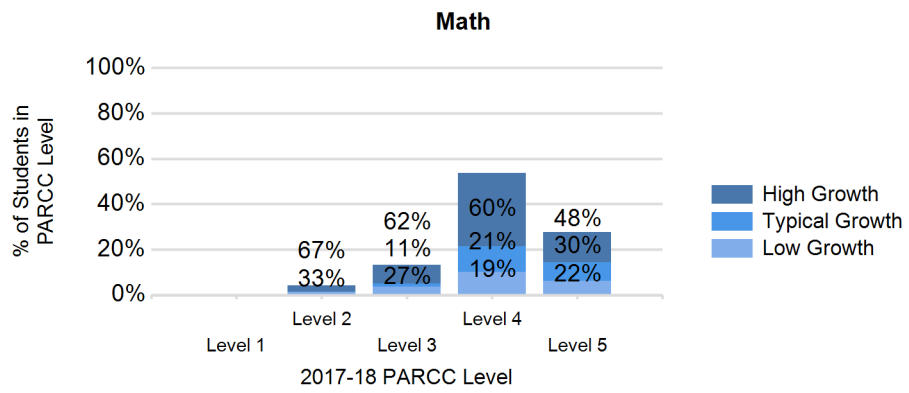
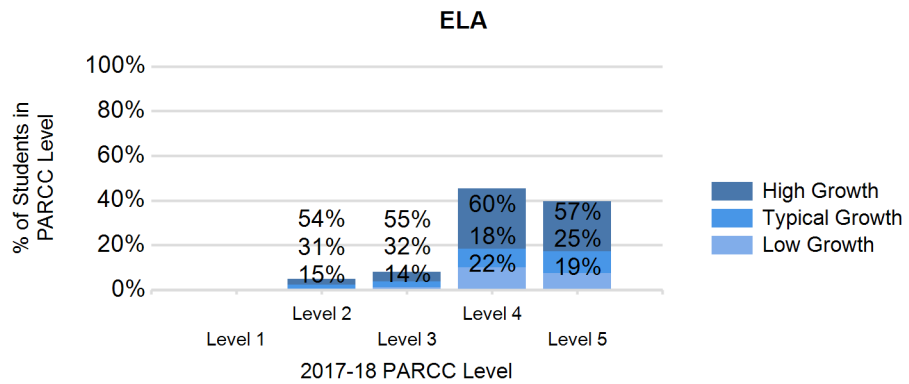
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

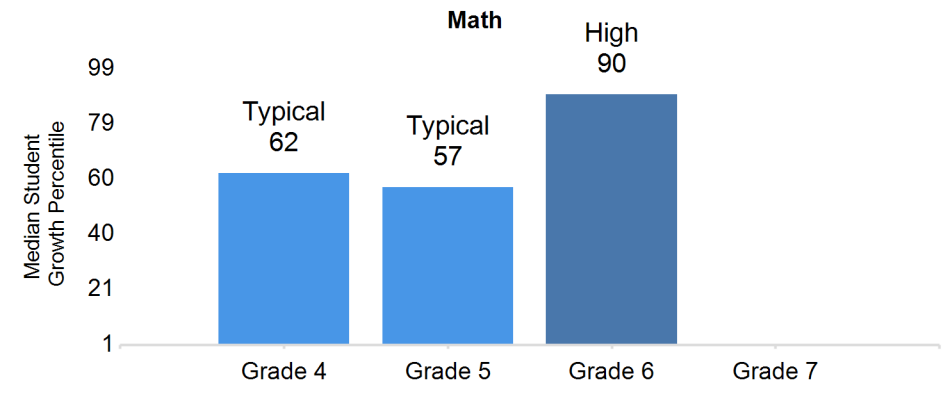
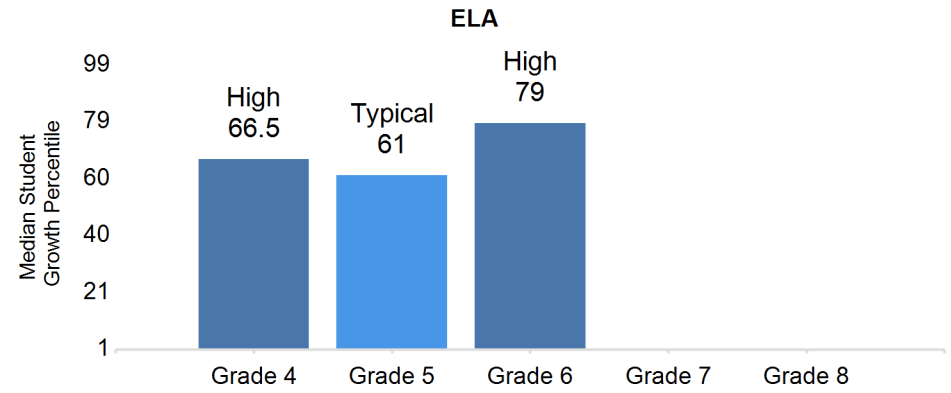
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



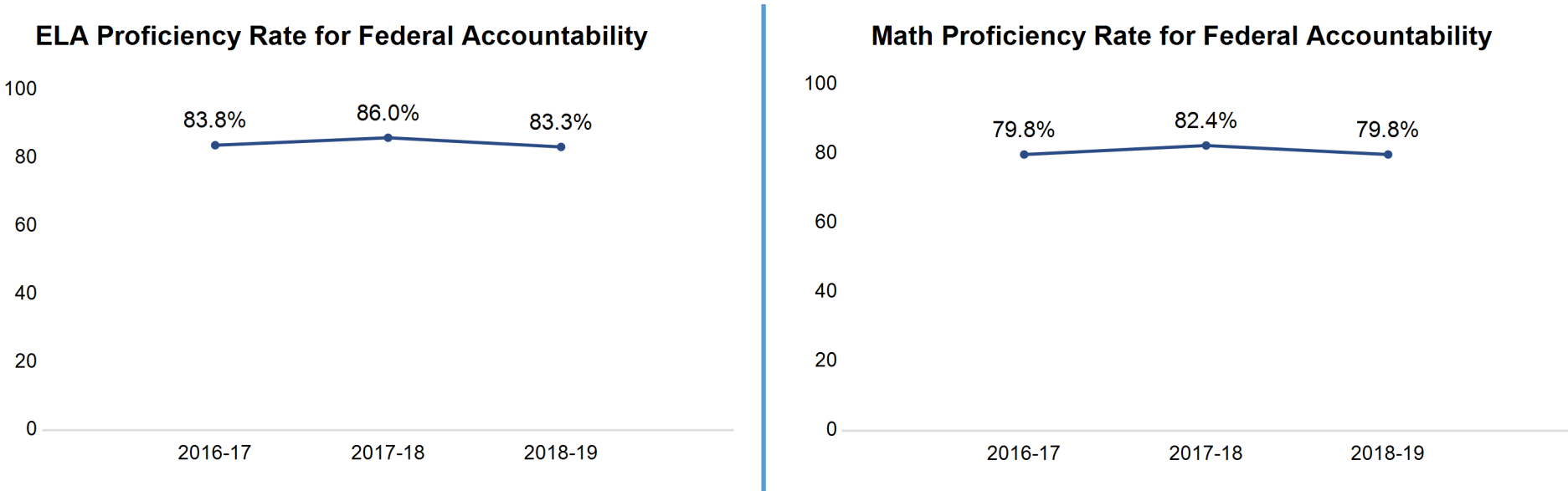


School No. 1
(03-1550-060)
Grades Offered: KG-06
2018-2019

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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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	98.2%	98.5%	98.8%	98.0%	98.8%
Proficiency Rate for Federal Accountability	83.8%	86.0%	83.3%	79.8%	82.4%	79.8%
Annual Target	79.9%	79.9%	79.9%	80.0%	80.0%	80.0%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Target†	Met Goal	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



School No. 1
(03-1550-060)
Grades Offered: KG-06
2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts 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 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	402	98.5	83.3	74.6	57.9	83.3	79.9	Met Goal
White	94	96.9	81.9	73.8	66.9	81.9	76.2	Met Goal
Hispanic	78	98.8	71.8	57.9	43.9	71.8	70.6	Met Target
Black or African American	*	*	*	56.9	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	212	99.5	88.7	84.6	82.9	88.7	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	213	99.1	87.3	79.0	64.8	87.3		
Male	189	97.9	78.8	70.4	51.3	78.8		
Economically Disadvantaged Students	46	97.9	65.2	62.1	40.0	65.2	71	Met Target†
Non-Economically Disadvantaged Students	356	98.6	85.7	76.8	67.9	85.7		
Students with Disabilities	62	95.4	56.5	28.8	22.7	56.5	59.5	Met Target†
Students without Disabilities	340	99.1	88.2	81.8	65.1	88.2		
English Learners	78	100.0	67.9	59.0	29.3	67.9	44.8	Met Target
Non-English Learners	324	98.2	87.0	77.2	60.6	87.0		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

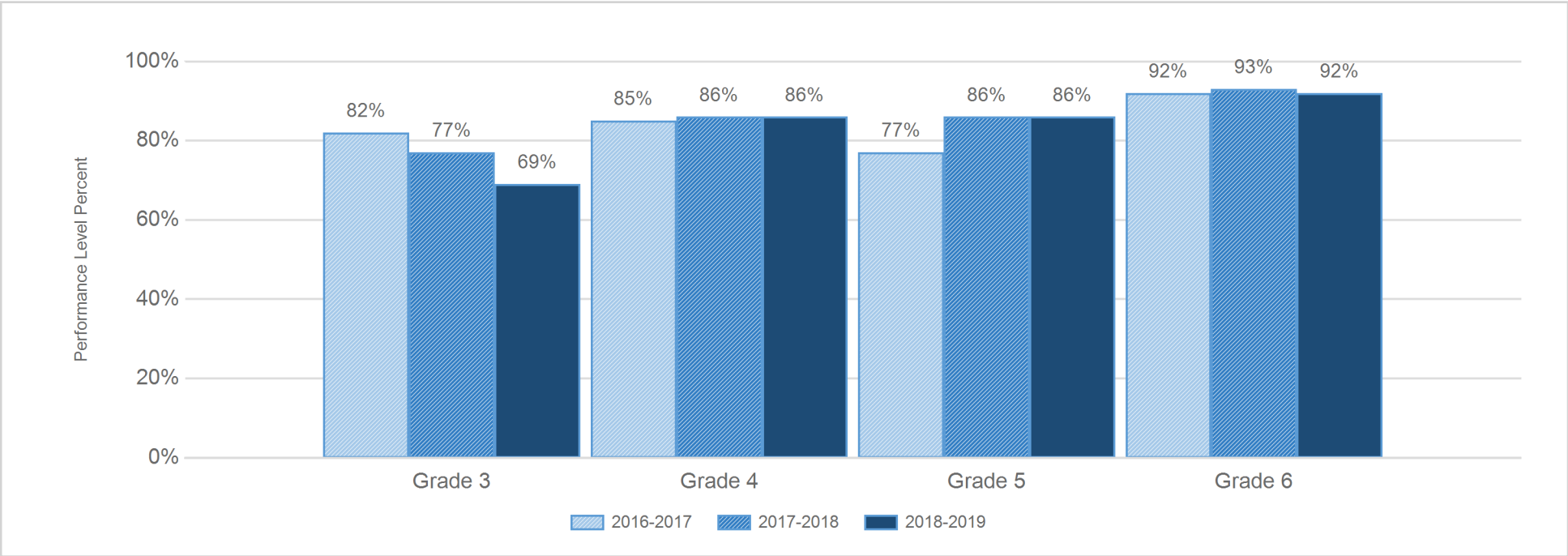


School No. 1
(03-1550-060)
Grades Offered: KG-06
2018-2019

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N No Data is available to display
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





School No. 1
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2018-2019

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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	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	767	764	748	*	*	21%	*	*	69%	50%
White	25	756	*	757	*	*	*	*	*	52%	60%
Hispanic	24	752	747	734	0%	*	*	54%	0%	54%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	53	779	775	773	0%	*	*	*	*	83%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	51	768	766	753	*	*	20%	*	*	73%	55%
Male	57	766	762	743	*	*	23%	*	*	65%	46%
Economically Disadvantaged Students	15	753	750	731	*	*	*	*	*	40%	33%
Non-Economically Disadvantaged Students	93	769	767	759	*	*	*	*	*	73%	61%
Students with Disabilities	16	752	733	719	*	*	*	*	*	50%	24%
Students without Disabilities	92	769	769	754	*	*	*	*	*	72%	56%
English Learners	*	*	730	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



School No. 1
(03-1550-060)
Grades Offered: KG-06
2018-2019

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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	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	782	781	755	*	*	*	48%	38%	86%	57%
White	*	*	782	763	*	*	*	*	*	*	67%
Hispanic	22	776	764	743	0%	*	*	*	*	82%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	43	785	788	779	*	*	*	37%	49%	86%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	47	784	784	760	*	*	*	53%	36%	89%	62%
Male	40	780	777	750	*	*	*	43%	40%	83%	53%
Economically Disadvantaged Students	12	779	*	740	*	*	*	*	*	92%	40%
Non-Economically Disadvantaged Students	75	782	*	765	*	*	*	*	*	85%	69%
Students with Disabilities	18	763	749	725	*	*	*	*	*	72%	25%
Students without Disabilities	69	787	786	761	*	*	*	*	*	90%	64%
English Learners	11	750	748	720	*	*	*	*	*	64%	17%
Non-English Learners	76	787	783	758	*	*	*	*	*	89%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



School No. 1
(03-1550-060)
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2018-2019

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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	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	104	785	775	756	*	*	*	49%	37%	86%	58%
White	20	774	768	764	0%	*	*	*	*	90%	68%
Hispanic	18	760	761	743	*	*	*	*	*	67%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	62	796	784	781	0%	*	*	35%	55%	90%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	59	788	780	761	*	*	*	44%	44%	88%	64%
Male	45	780	770	750	*	*	*	56%	27%	82%	52%
Economically Disadvantaged Students	11	754	756	740	*	*	*	*	*	64%	39%
Non-Economically Disadvantaged Students	93	788	778	766	*	*	*	*	*	88%	69%
Students with Disabilities	15	745	733	724	*	*	*	*	*	47%	23%
Students without Disabilities	89	791	783	762	*	*	*	*	*	92%	65%
English Learners	*	*	725	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	777	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



School No. 1
(03-1550-060)
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2018-2019

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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	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	107	800	784	754	*	*	*	27%	64%	92%	56%
White	30	800	780	762	*	0%	*	*	*	93%	65%
Hispanic	16	791	*	743	0%	*	*	*	*	88%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	56	803	*	780	0%	*	*	20%	71%	91%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	58	810	*	762	*	*	*	17%	78%	95%	64%
Male	49	789	779	748	*	*	*	39%	49%	88%	48%
Economically Disadvantaged Students	*	*	769	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	786	763	*	*	*	*	*	*	67%
Students with Disabilities	13	757	742	722	*	*	*	*	*	54%	19%
Students without Disabilities	94	806	790	761	*	*	*	*	*	97%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



School No. 1
(03-1550-060)
Grades Offered: KG-06
2018-2019

Report Key:

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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 only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	416	98.8	79.8	60.8	44.5	79.8	80	Met Target†
White	99	97.1	75.8	56.0	54.1	75.8	77	Met Target†
Hispanic	79	98.8	58.2	*	28.8	58.2	63.3	Met Target†
Black or African American	*	*	*	32.4	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	219	99.6	90.0	79.0	76.5	90.0	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	217	99.1	77.9	59.6	44.9	77.9		
Male	199	98.6	81.9	61.9	44.2	81.9		
Economically Disadvantaged Students	49	98.0	46.9	41.5	26.3	46.9	67.5	Not Met
Non-Economically Disadvantaged Students	367	99.0	84.2	64.3	54.9	84.2		
Students with Disabilities	63	96.9	47.6	*	17.4	47.6	63.2	Not Met
Students without Disabilities	353	99.2	85.6	*	50.0	85.6		
English Learners	91	100.0	69.2	58.6	25.0	69.2	65.7	Met Target
Non-English Learners	325	98.5	82.8	61.2	46.5	82.8		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

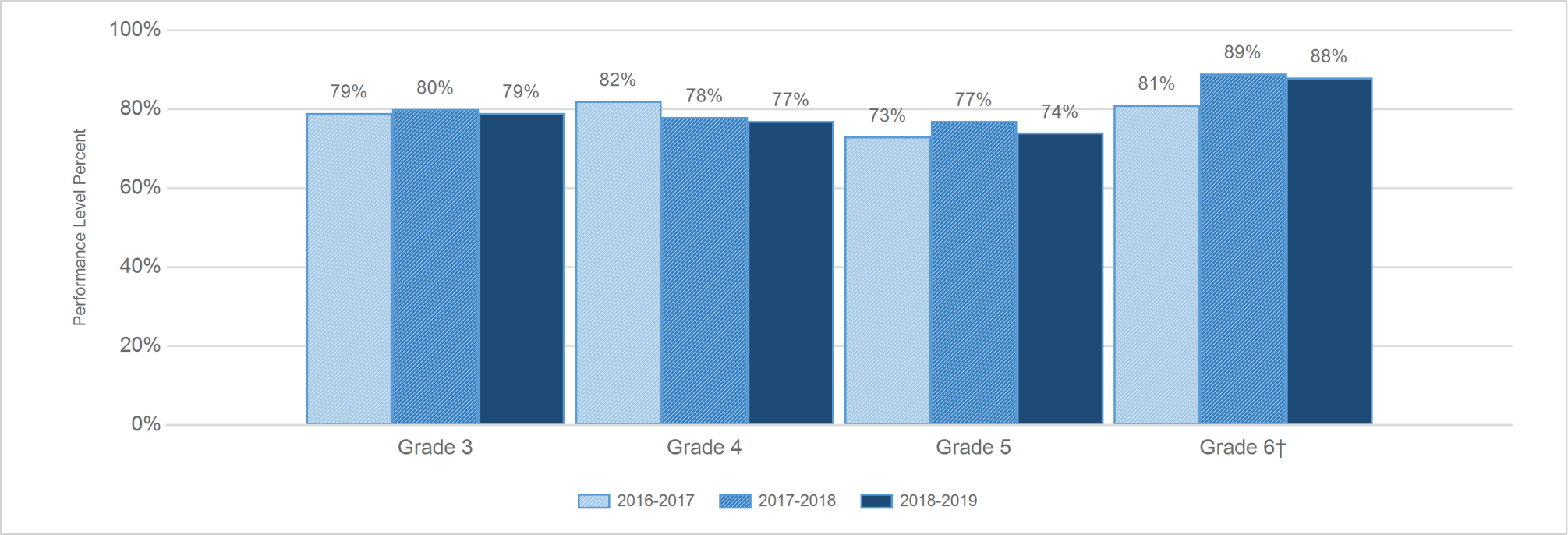


School No. 1
(03-1550-060)
Grades Offered: KG-06
2018-2019

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N No Data is available to display
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



School No. 1
(03-1550-060)
Grades Offered: KG-06
2018-2019

Report Key:
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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	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	115	769	763	752	*	*	15%	56%	23%	79%	55%
White	25	764	*	760	*	0%	*	*	*	68%	66%
Hispanic	25	747	*	739	*	*	*	*	*	56%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	59	779	775	778	0%	0%	*	*	*	93%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	55	764	758	751	*	*	*	*	*	73%	54%
Male	60	773	767	752	*	*	*	*	*	85%	56%
Economically Disadvantaged Students	16	751	749	737	*	*	*	*	*	44%	37%
Non-Economically Disadvantaged Students	99	772	766	761	*	*	*	*	*	85%	67%
Students with Disabilities	16	753	741	731	*	*	*	75%	0%	75%	31%
Students without Disabilities	99	771	766	756	*	*	*	53%	27%	80%	60%
English Learners	14	751	*	728	*	*	*	*	*	57%	26%
Non-English Learners	101	771	*	754	*	*	*	*	*	82%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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(03-1550-060)
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2018-2019

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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	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	92	770	766	749	*	*	15%	61%	16%	77%	51%
White	*	*	765	757	*	*	*	*	*	*	62%
Hispanic	22	761	746	737	*	*	*	*	*	64%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	48	776	776	776	0%	*	*	*	*	85%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	48	771	765	749	*	*	*	*	*	77%	50%
Male	44	768	767	749	*	*	*	*	*	77%	52%
Economically Disadvantaged Students	13	768	*	734	*	*	*	*	*	62%	32%
Non-Economically Disadvantaged Students	79	770	*	759	*	*	*	*	*	80%	63%
Students with Disabilities	18	743	730	726	*	*	*	*	*	33%	25%
Students without Disabilities	74	776	772	754	*	*	*	*	*	88%	56%
English Learners	16	760	763	722	*	*	*	*	*	56%	18%
Non-English Learners	76	772	766	751	*	*	*	*	*	82%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



School No. 1
(03-1550-060)
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2018-2019

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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	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	771	762	747	*	*	17%	43%	31%	74%	47%
White	22	760	754	755	*	*	*	*	*	68%	58%
Hispanic	18	742	737	735	*	*	*	*	*	39%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	64	784	775	775	0%	*	*	42%	45%	88%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	59	767	761	747	*	*	*	39%	29%	68%	47%
Male	49	775	762	747	*	*	*	47%	35%	82%	47%
Economically Disadvantaged Students	11	740	741	732	*	*	*	*	*	36%	27%
Non-Economically Disadvantaged Students	97	774	765	757	*	*	*	*	*	78%	59%
Students with Disabilities	15	743	729	725	*	*	*	*	*	33%	19%
Students without Disabilities	93	775	768	752	*	*	*	*	*	81%	52%
English Learners	11	745	734	718	*	*	*	*	*	45%	12%
Non-English Learners	97	773	763	749	*	*	*	*	*	77%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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	112	785	768	741	*	*	*	39%	49%	88%	41%
White	33	781	*	749	*	*	*	48%	39%	88%	51%
Hispanic	16	770	*	729	0%	*	*	*	*	75%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	57	793	*	769	0%	*	*	32%	61%	93%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	59	790	*	742	*	*	*	*	*	93%	42%
Male	53	780	767	740	*	*	*	*	*	83%	40%
Economically Disadvantaged Students	*	*	749	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	771	750	*	*	*	*	*	*	53%
Students with Disabilities	14	752	730	716	*	*	*	*	*	50%	12%
Students without Disabilities	98	790	774	746	*	*	*	*	*	94%	46%
English Learners	*	*	741	709	*	*	*	*	*	*	*
Non-English Learners	*	*	769	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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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 different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	N	N

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	2018-19 Target	Met Target?
Schoolwide/English Learners	75.4%	40.9%	Exceeds

† 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	111	74.8%	25.2%
3-4	16	87.5%	12.5%
5 or more	*	*	*



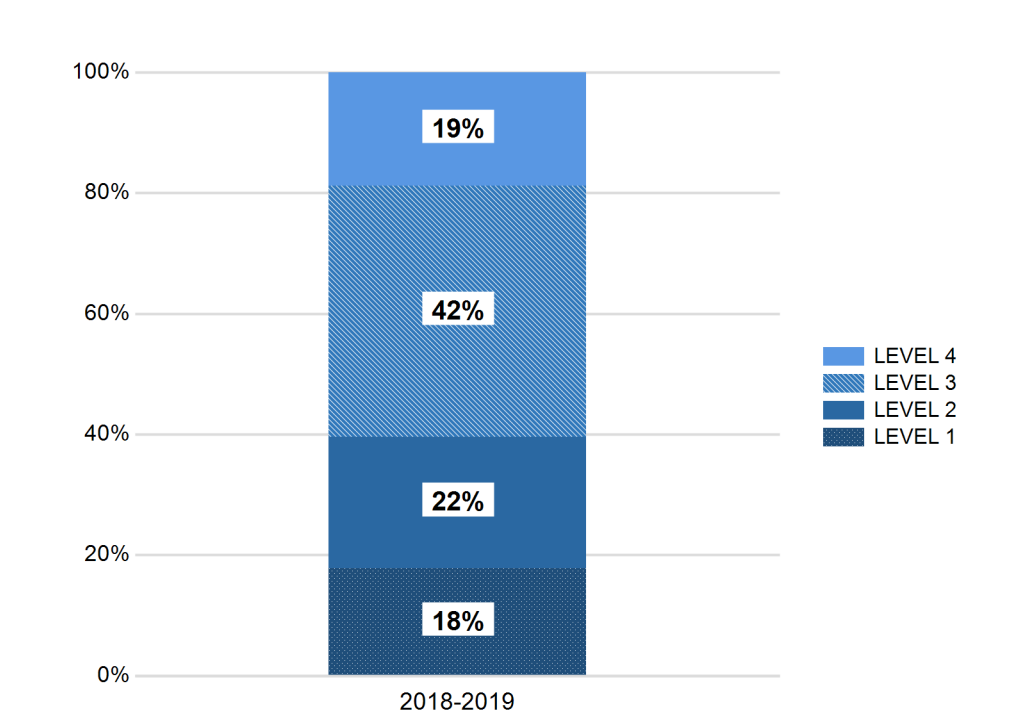
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, 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
Schoolwide	18	22	42	19
White	18	18	59	5
Hispanic	33	50	17	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	13	16	44	28
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	17	28	41	14
Male	18	16	42	24
Economically Disadvantaged Students	45	27	18	9
Non-Economically Disadvantaged Students	14	22	44	20
Students with Disabilities	53	33	7	7
Students without Disabilities	12	20	47	20
English Learners	64	9	9	18
Non-English Learners	12	24	45	19
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

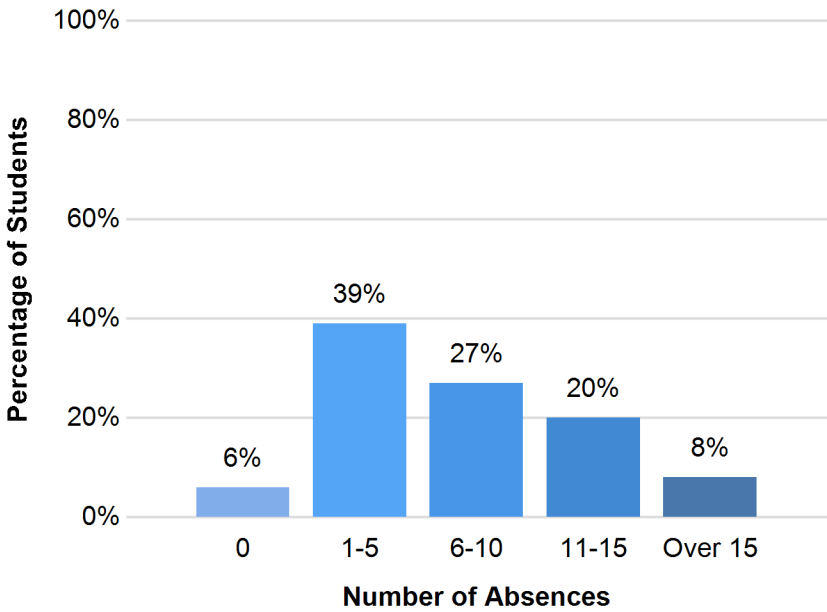
Chronic Absenteeism

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	31	4.0	8.8	Met
White	10	5.4	8.8	Met
Hispanic	12	8.6	8.8	Met
Black or African American	2	12.5	**	**
Asian, Native Hawaiian, or Pacific	7	1.7	8.8	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	15	3.9		
Male	16	4.1		
Economically Disadvantaged Students	9	10.2	8.8	Not Met
Students with Disabilities	9	7.1	8.8	Met
English Learners	8	5.9	8.8	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





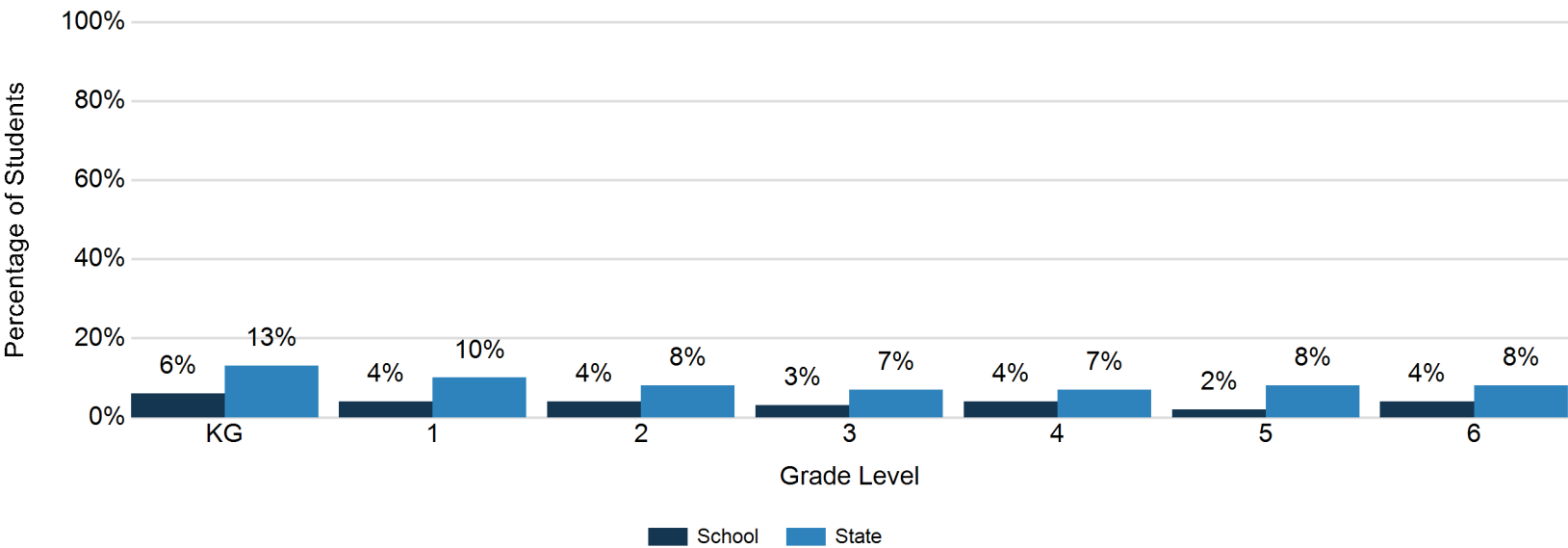
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.07

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
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 Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	1	2	3
Other	0	4	4
No Identified Nature	1		1

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	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

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



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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.8:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	57	118,214
Average years experience in public schools	12.4	12.1
Average years experience in district	11.9	10.8
Percentage of Teachers with 4 or more years experience in the district	82.5%	75.3%

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	20	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	8.9	12.0
Percentage of Administrators with 4 or more years experience in the district	60.0%	76.9%

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	13:1	13:1
Students to Administrators	75:1	202:1
Teachers to Administrators	6:1	15:1
Students to Librarians/Media Specialists		674:1
Students to Nurses		674:1
Students to Counselors		337:1
Students to Child Study Team Members		270:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.7%	86.0%	70.0%	48.4%	77.1%	54.9%
Male	49.3%	14.0%	30.0%	51.6%	22.9%	45.1%
White	23.5%	73.7%	80.0%	42.4%	83.6%	77.4%
Hispanic	17.8%	12.3%	10.0%	29.9%	7.3%	7.2%
Black or African American	2.0%	0.0%	10.0%	15.0%	6.6%	13.9%
Asian	54.8%	14.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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2018-2019

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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 and Administrators - Level of Education

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

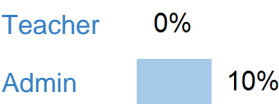
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	87.9%

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
2018-19	94.9%



School No. 1
(03-1550-060)
Grades Offered: KG-06
2018-2019

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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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2018-2019

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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	83.8%	86.0%	83.3%
Math Proficiency	79.8%	82.4%	79.8%
ELA Growth	73	82	72
Math Growth	74	74	72
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		85.5%	75.4%
Chronic Absenteeism	6.2%	3.7%	4.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Goal	Met Target†	Exceeds Standard	Exceeds Standard	Exceeds Target	Met	No
White	Met Goal	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	Not Met	n/a	Met	No
English Learners	Met Target	Met Target	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met	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 the school or district directly.

 <div>Highlights:</div>	<ul style="list-style-type: none">School 1 enjoys an outstanding reputation for the quality of our instructional programs.Data analysis drives instruction and all students' progress is tracked to ensure that individual needs are being met.Our constructivist approach to education best addresses the needs of our diverse student population.
 <div>Awards, Recognition, Accomplishments:</div>	<p>Our students have been acknowledged through the Presidential Physical Fitness Challenges, our diversity is honored through bilingual and world language classes, and the varied needs of students are addressed through before, during and after school tutoring, as well as a well-developed Gifted and Talented program. We have also created a sensory walk for our children who need time out places to gather themselves and be productive in class.</p>




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<div><div>Clubs and Activities:</div></div>	<p>The concern for the development of the whole student is shown in our programs such as SADD (students against destructive decisions), the Buddy program, Safety Patrol, Peer Mediators and Environmental club. Academic and social development is recognized and developed through multiple means and curriculum areas. Our SEL (Social and Emotional Learning) programs provide competencies in self-awareness, self-management, social awareness, responsible decision making and relationship skills. Critical to our success is our excellent relationship with the community.</p>
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School Narrative

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 <div>Other Information</div>	<p>In addition to our District's highlights, School 1 has integrated the "FISH" philosophy for several years. We choose to come to school with an attitude to make every day fun, filled with learning, positive energy and support for those around us. We maintain open communication with parents, teachers and administration, offering the best possible social, emotional and academic environment. School 1 practices "Mindful Mondays" and "Thoughtful Thursdays" where students are given 5-10 minutes of complete quiet for a mindfulness activity. K-4 students are exposed to technology through chromebook and tablet activities every day. School 1 has also created a Markerspace environment within it's newly renovated library. School 1 is a place where teachers are respected and our students come first.</p>
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School No. 2
(03-1550-070)
Grades Offered: PK-06
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



School No. 2
(03-1550-070)
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School Contact Information

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	Fort Lee School District
Principal Name	Mr. John Brennan
Address	2047 JONES ROAD FORT LEE, NJ 07024
Phone Number	201-585-4630
Email Address	jbrennan@filboe.com
Website	http://filboe.com/
Facebook	https://www.facebook.com/pages/Number-2/514364135367164
Twitter	https://twitter.com/School2Eagles



School No. 2

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	2016-17	2017-18	2018-19
PK	60	64	65
KG	68	64	65
1	71	72	58
2	52	75	70
3	70	47	73
4	57	74	48
5	59	52	71
6	60	60	56
Total	497	508	506

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	44.3%	42.5%	44.1%
Male	55.7%	57.5%	55.9%
Economically Disadvantaged Students	20.7%	21.1%	18.4%
Students with Disabilities	28.4%	30.7%	32.4%
English Learners	10.3%	8.7%	7.9%
Homeless Students	0.2%	0.2%	0.2%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	25.8%	25.0%	24.7%
Hispanic	23.7%	25.4%	25.3%
Black or African American	5.0%	4.9%	4.7%
Asian	42.9%	42.1%	42.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.2%	0.0%
Two or More Races	2.6%	2.4%	2.6%

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	2016-17	2017-18	2018-19
PK - Half Day	24	33	35
PK - Full Day	36	31	30
KG - Half Day	0	0	0
KG - Full Day	68	64	65

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	48.0%
Korean	21.3%
Spanish	10.5%
Chinese	5.7%
Russian	3.4%
Other Languages	11.1%



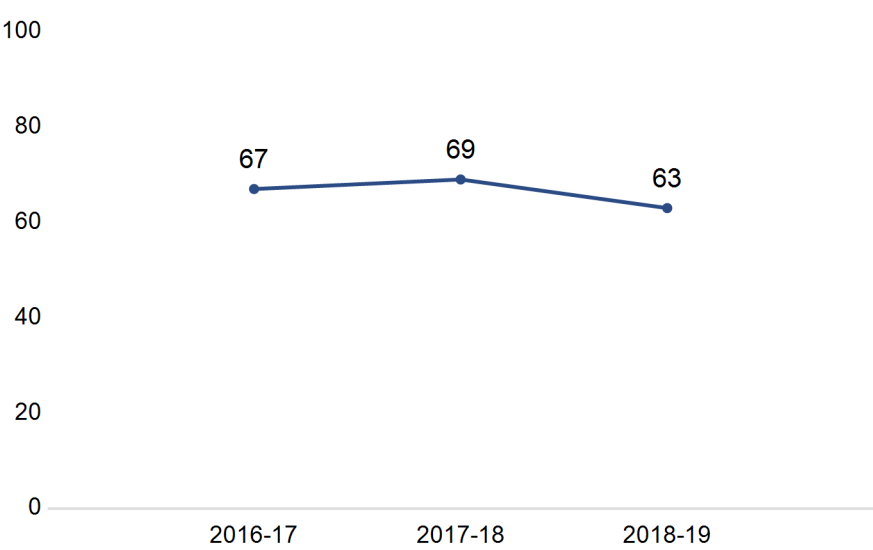
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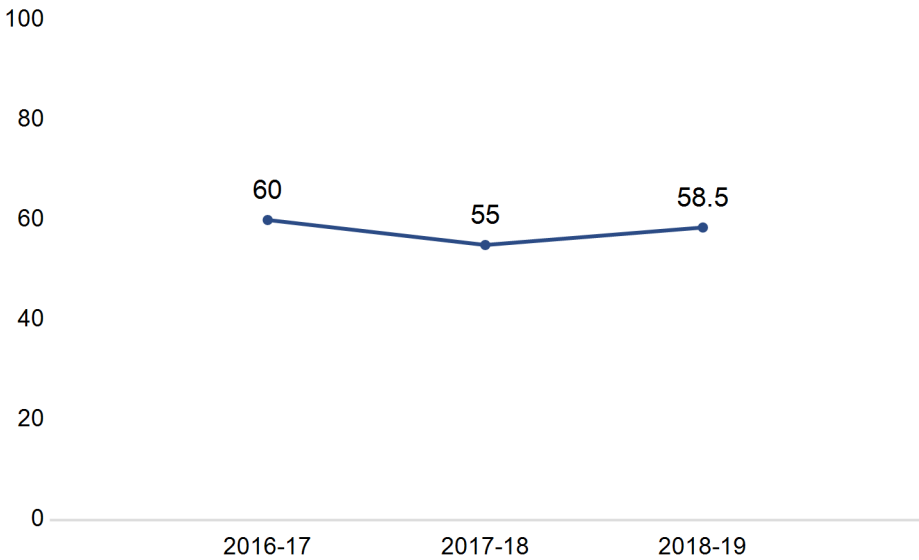
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	67	69	63	60	55	58.5
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	63	50	50	Exceeds Standard	58.5	59	50	Met Standard
White	52	42	50	Met Standard	54	57	52	Met Standard
Hispanic	68	44	49	Exceeds Standard	48	48	47	Met Standard
Black or African American	*	39.5	45	**	*	55	43	**
Asian, Native Hawaiian, or Pacific Islander	71	59	59	Exceeds Standard	63.5	65	60	Exceeds Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	48.5	49	**	*	57	52	**
Female	65.5	54	53	N	55	57	50	N
Male	59	45.5	47	N	59	61.5	51	N
Economically Disadvantaged Students	57	43	48	Met Standard	48	46	46	Met Standard
Students with Disabilities	58	37	43	Met Standard	36.5	36	45	Not Met
English Learners	68	60	52	Exceeds Standard	62	67	50	Exceeds Standard
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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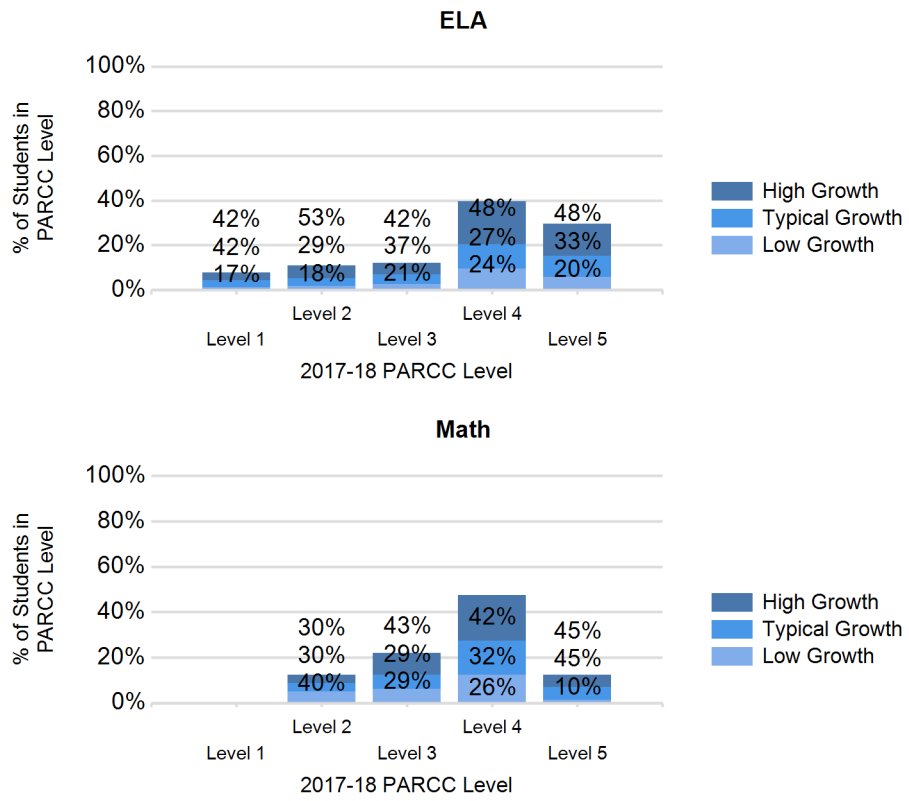
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

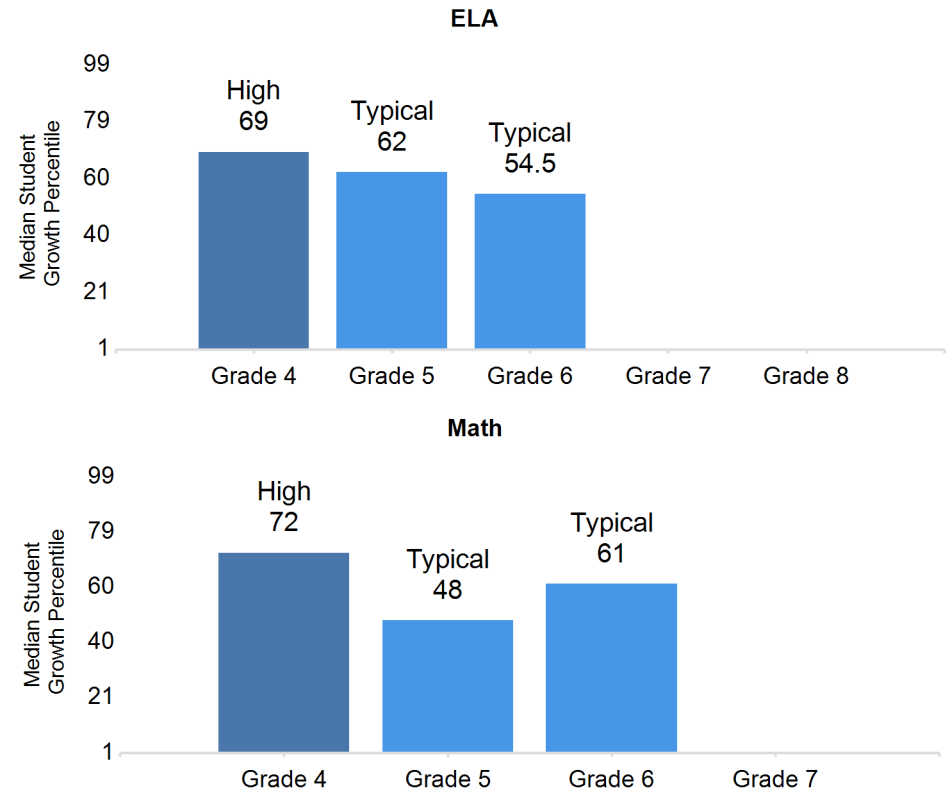
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



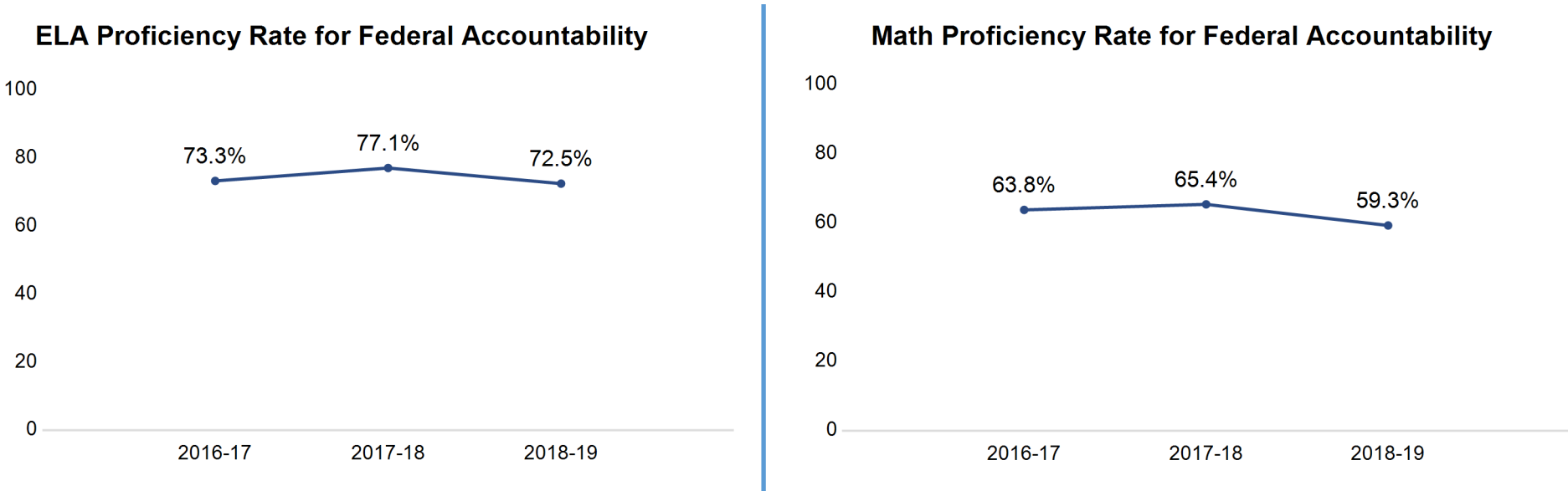


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English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	95.4%	99.6%	98.7%	95.0%	99.6%
Proficiency Rate for Federal Accountability	73.3%	77.1%	72.5%	63.8%	65.4%	59.3%
Annual Target	67.5%	68.1%	68.8%	61.0%	62.0%	63.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† 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 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 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	240	99.6	72.5	74.6	57.9	72.5	68.8	Met Target
White	55	100.0	74.5	73.8	66.9	74.5	69.5	Met Target
Hispanic	73	98.7	63.0	57.9	43.9	63.0	51.9	Met Target
Black or African American	*	*	*	56.9	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	95	100.0	85.3	84.6	82.9	85.3	78.2	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	117	100.0	77.8	79.0	64.8	77.8		
Male	123	99.2	67.5	70.4	51.3	67.5		
Economically Disadvantaged Students	46	98.0	50.0	62.1	40.0	50.0	52.2	Met Target†
Non-Economically Disadvantaged Students	194	100.0	77.8	76.8	67.9	77.8		
Students with Disabilities	51	100.0	13.7	28.8	22.7	13.7	22.6	Not Met
Students without Disabilities	189	99.5	88.4	81.8	65.1	88.4		
English Learners	38	100.0	60.5	59.0	29.3	60.5	53	Met Target
Non-English Learners	202	99.5	74.8	77.2	60.6	74.8		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

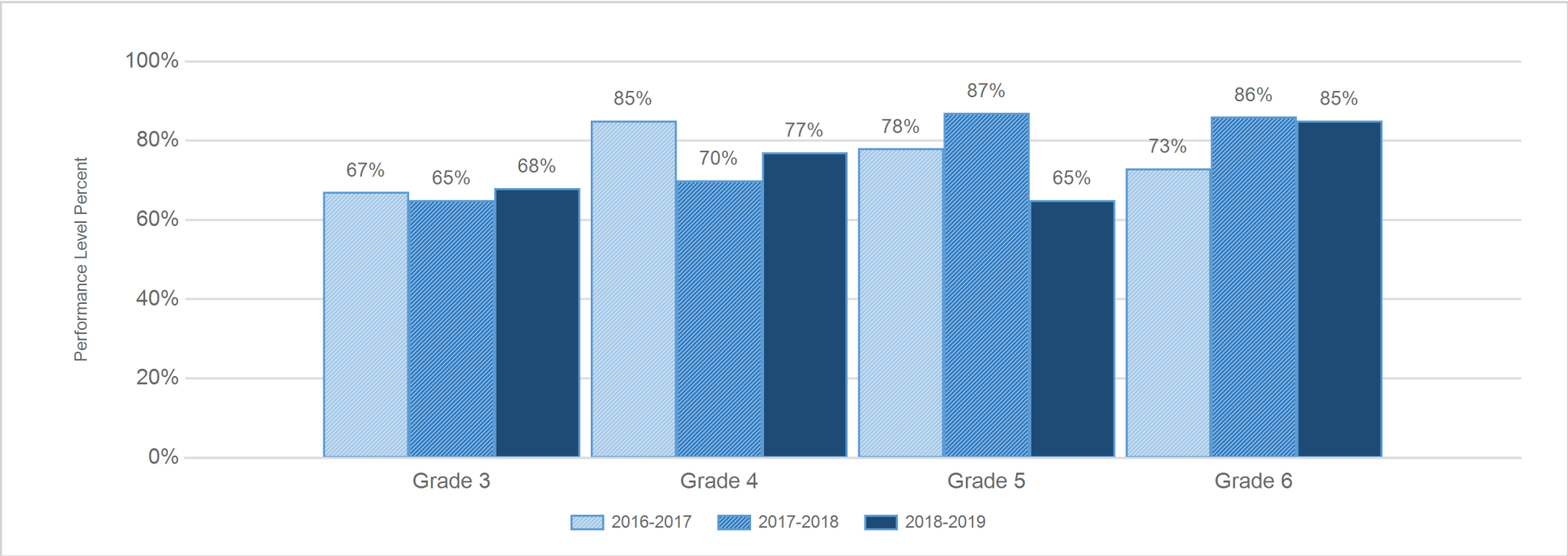


School No. 2
(03-1550-070)
Grades Offered: PK-06
2018-2019

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





School No. 2
(03-1550-070)
Grades Offered: PK-06
2018-2019

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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	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	68	766	764	748	*	15%	*	47%	21%	68%	50%
White	17	773	*	757	*	*	0%	*	*	82%	60%
Hispanic	20	740	747	734	*	*	*	*	*	45%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	26	791	775	773	*	*	*	46%	42%	88%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	32	765	766	753	*	*	*	*	*	66%	55%
Male	36	766	762	743	*	*	*	*	*	69%	46%
Economically Disadvantaged Students	15	739	750	731	*	*	*	*	*	40%	33%
Non-Economically Disadvantaged Students	53	773	767	759	*	*	*	*	*	75%	61%
Students with Disabilities	14	710	733	719	*	*	*	*	*	*	24%
Students without Disabilities	54	780	769	754	*	*	*	*	*	*	56%
English Learners	*	*	730	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



School No. 2
(03-1550-070)
Grades Offered: PK-06
2018-2019

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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	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	47	773	781	755	*	*	*	40%	36%	77%	57%
White	*	*	782	763	*	*	*	*	*	*	67%
Hispanic	15	765	764	743	*	0%	*	*	*	73%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	22	779	788	779	*	*	*	*	*	77%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	23	783	784	760	*	*	*	*	*	91%	62%
Male	24	762	777	750	*	*	*	*	*	63%	53%
Economically Disadvantaged Students	10	751	*	740	*	*	*	*	*	60%	40%
Non-Economically Disadvantaged Students	37	779	*	765	*	*	*	*	*	81%	69%
Students with Disabilities	*	*	749	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	786	761	*	*	*	*	*	*	64%
English Learners	*	*	748	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	783	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



School No. 2
(03-1550-070)
Grades Offered: PK-06
2018-2019

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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	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	71	767	775	756	*	*	15%	39%	25%	65%	58%
White	14	758	768	764	*	*	*	*	*	57%	68%
Hispanic	20	758	761	743	*	*	*	*	*	55%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	32	778	784	781	*	*	*	41%	38%	78%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	33	777	780	761	*	*	*	*	*	70%	64%
Male	38	759	770	750	*	*	*	*	*	61%	52%
Economically Disadvantaged Students	15	749	756	740	*	*	*	*	*	40%	39%
Non-Economically Disadvantaged Students	56	772	778	766	*	*	*	*	*	71%	69%
Students with Disabilities	24	721	733	724	*	*	*	*	*	13%	23%
Students without Disabilities	47	791	783	762	*	*	*	*	*	91%	65%
English Learners	*	*	725	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	777	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



School No. 2
(03-1550-070)
Grades Offered: PK-06
2018-2019

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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	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	55	779	784	754	0%	*	*	53%	33%	85%	56%
White	17	778	780	762	0%	0%	*	*	*	82%	65%
Hispanic	21	767	*	743	0%	*	*	*	*	76%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	30	783	*	762	0%	*	*	*	*	90%	64%
Male	25	774	779	748	0%	*	*	*	*	80%	48%
Economically Disadvantaged Students	*	*	769	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	786	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	742	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	790	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



School No. 2
(03-1550-070)
Grades Offered: PK-06
2018-2019

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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 only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	243	99.6	59.3	60.8	44.5	59.3	63	Met Target†
White	56	100.0	62.5	56.0	54.1	62.5	57.5	Met Target
Hispanic	73	98.7	35.6	*	28.8	35.6	44.3	Met Target†
Black or African American	*	*	*	32.4	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	97	100.0	80.4	79.0	76.5	80.4	76.9	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	117	100.0	57.3	59.6	44.9	57.3		
Male	126	99.2	61.1	61.9	44.2	61.1		
Economically Disadvantaged Students	47	98.0	40.4	41.5	26.3	40.4	42.9	Met Target†
Non-Economically Disadvantaged Students	196	100.0	63.8	64.3	54.9	63.8		
Students with Disabilities	51	100.0	15.7	*	17.4	15.7	24.4	Not Met
Students without Disabilities	192	99.5	70.8	*	50.0	70.8		
English Learners	41	100.0	56.1	58.6	25.0	56.1	43.2	Met Target
Non-English Learners	202	99.5	59.9	61.2	46.5	59.9		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

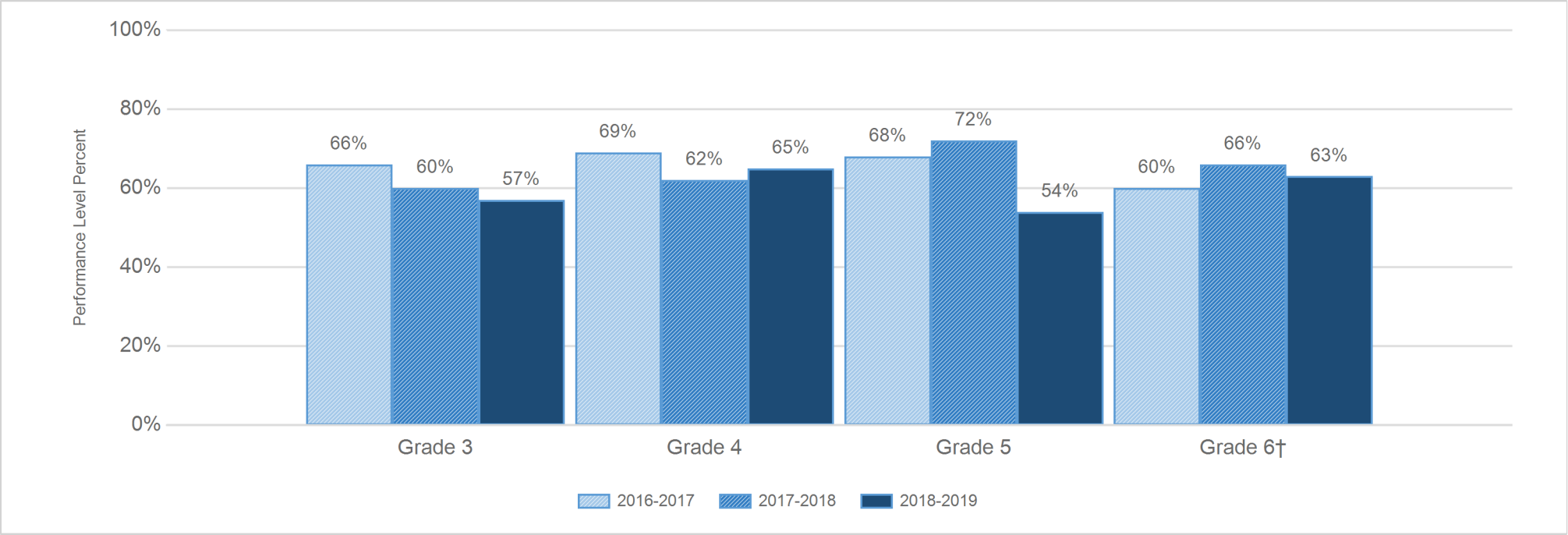


School No. 2
(03-1550-070)
Grades Offered: PK-06
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



School No. 2
(03-1550-070)
Grades Offered: PK-06
2018-2019

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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	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	68	763	763	752	*	*	34%	32%	25%	57%	55%
White	17	770	*	760	0%	0%	*	*	*	76%	66%
Hispanic	20	736	*	739	*	*	50%	*	*	20%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	26	784	775	778	0%	0%	*	*	*	85%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	32	755	758	751	*	*	*	*	*	44%	54%
Male	36	769	767	752	*	*	*	*	*	69%	56%
Economically Disadvantaged Students	15	744	749	737	*	*	*	*	*	33%	37%
Non-Economically Disadvantaged Students	53	768	766	761	*	*	*	*	*	64%	67%
Students with Disabilities	14	737	741	731	*	*	*	*	*	21%	31%
Students without Disabilities	54	769	766	756	*	*	*	*	*	67%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



School No. 2
(03-1550-070)
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2018-2019

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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	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	48	763	766	749	*	*	27%	*	*	65%	51%
White	*	*	765	757	*	*	*	*	*	*	62%
Hispanic	15	751	746	737	*	*	*	*	*	60%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	23	775	776	776	0%	0%	*	*	*	78%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	23	760	765	749	*	*	*	*	*	57%	50%
Male	25	765	767	749	*	*	*	*	*	72%	52%
Economically Disadvantaged Students	11	751	*	734	*	*	*	*	*	55%	32%
Non-Economically Disadvantaged Students	37	767	*	759	*	*	*	*	*	68%	63%
Students with Disabilities	*	*	730	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	772	754	*	*	*	*	*	*	56%
English Learners	*	*	763	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	766	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



School No. 2
(03-1550-070)
Grades Offered: PK-06
2018-2019

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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	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	72	750	762	747	*	25%	*	38%	17%	54%	47%
White	15	743	754	755	*	*	0%	*	*	53%	58%
Hispanic	20	729	737	735	*	*	*	*	*	30%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	32	768	775	775	0%	*	*	*	*	72%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	33	753	761	747	*	*	*	*	*	61%	47%
Male	39	746	762	747	*	*	*	*	*	49%	47%
Economically Disadvantaged Students	15	736	741	732	*	*	*	*	*	33%	27%
Non-Economically Disadvantaged Students	57	753	765	757	*	*	*	*	*	60%	59%
Students with Disabilities	24	716	729	725	*	*	*	*	*	*	19%
Students without Disabilities	48	766	768	752	*	*	*	*	*	*	52%
English Learners	*	*	734	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	763	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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2018-2019

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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.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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	56	753	768	741	*	*	20%	*	*	63%	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	21	736	*	729	*	*	*	*	*	38%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	30	754	*	742	*	*	*	*	*	67%	42%
Male	26	752	767	740	*	*	*	*	*	58%	40%
Economically Disadvantaged Students	*	*	749	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	771	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	730	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	774	746	*	*	*	*	*	*	46%
English Learners	*	*	741	709	*	*	*	*	*	*	*
Non-English Learners	*	*	769	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



School No. 2
(03-1550-070)
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2018-2019

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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 different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	*	*
6	N	N

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	2018-19 Target	Met Target?
Schoolwide/English Learners	76.9%	40.9%	Exceeds

† 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	28	75.0%	25.0%
3-4	10	80.0%	20.0%
5 or more	*	*	*



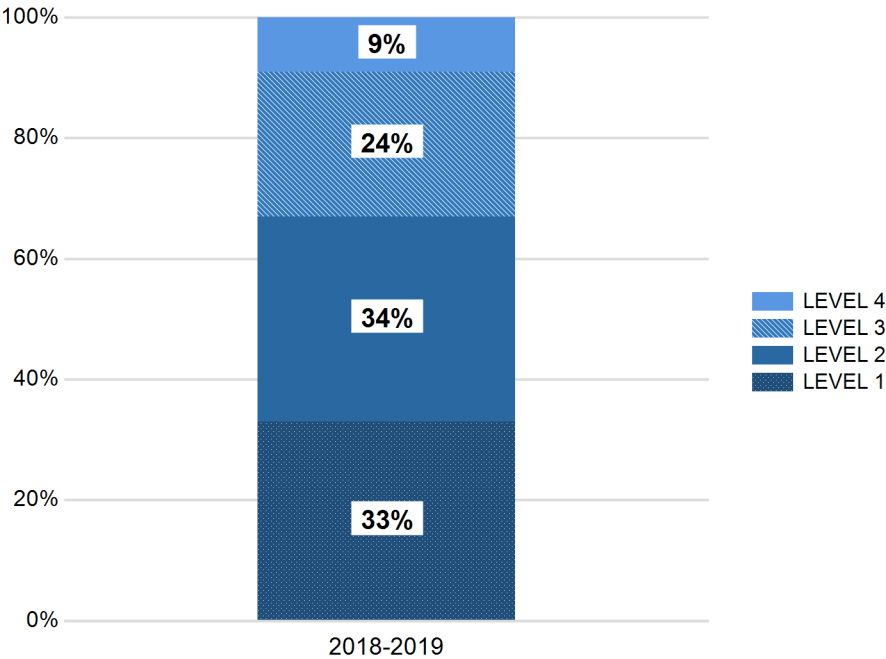
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2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, 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
Schoolwide	33	34	24	9
White	47	27	13	13
Hispanic	55	30	15	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	10	40	40	10
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	31	31	22	16
Male	34	37	26	3
Economically Disadvantaged Students	43	36	21	0
Non-Economically Disadvantaged Students	30	34	25	11
Students with Disabilities	86	9	5	0
Students without Disabilities	8	46	33	13
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	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. Students with fewer than 45 days in membership are excluded from attendance calculations.

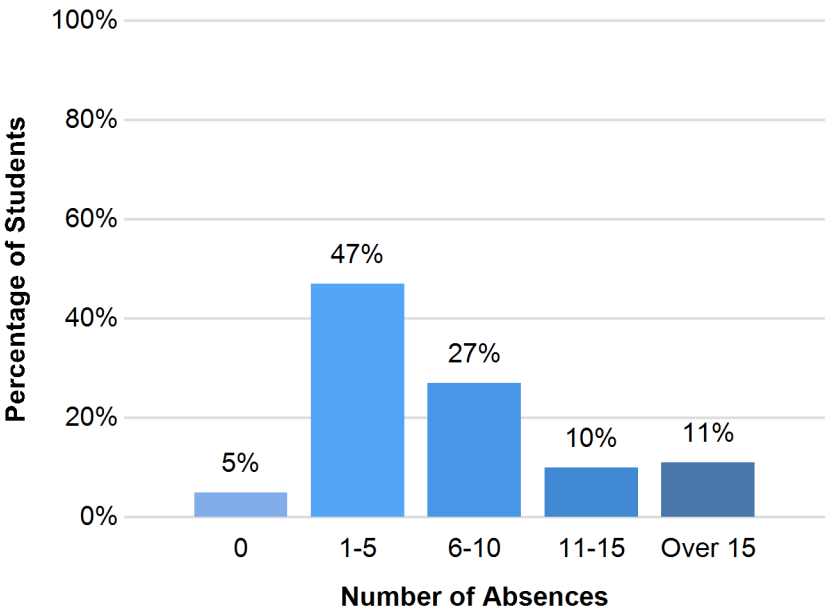
Chronic Absenteeism

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	26	6.8	8.8	Met
White	8	8.5	8.8	Met
Hispanic	10	10.5	8.8	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	5	3.0	8.8	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	11	5.9		
Male	15	7.7		
Economically Disadvantaged Students	10	13.9	8.8	Not Met
Students with Disabilities	9	17.0	8.8	Not Met
English Learners	2	5.9	8.8	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





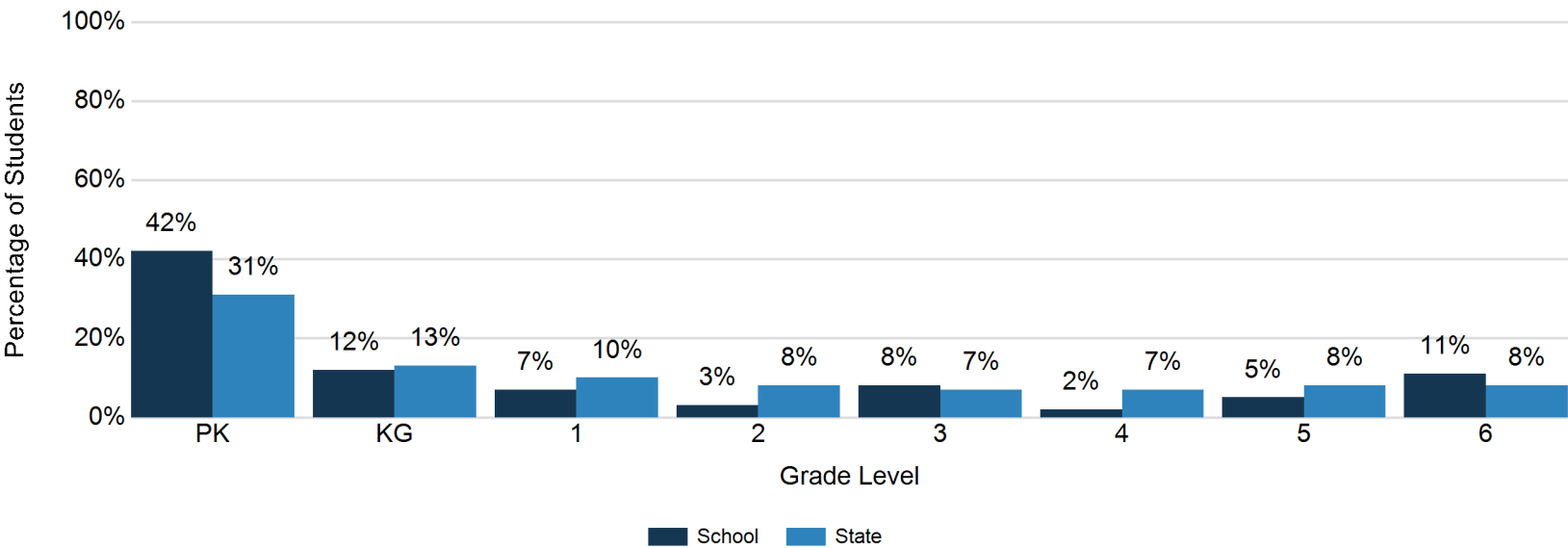
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.40

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	0
Weapons	0
Vandalism	0
Substances	0
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 Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	1	1	2
Other	1	1	2
No Identified Nature	3		3

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	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0



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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.0:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	49	118,214
Average years experience in public schools	9.4	12.1
Average years experience in district	8.7	10.8
Percentage of Teachers with 4 or more years experience in the district	71.4%	75.3%

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	20	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	8.9	12.0
Percentage of Administrators with 4 or more years experience in the district	60.0%	76.9%

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	10:1	13:1
Students to Administrators	253:1	202:1
Teachers to Administrators	25:1	15:1
Students to Librarians/Media Specialists		674:1
Students to Nurses		674:1
Students to Counselors		337:1
Students to Child Study Team Members		270:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.1%	93.9%	0.0%	48.4%	77.1%	54.9%
Male	55.9%	6.1%	100.0%	51.6%	22.9%	45.1%
White	24.7%	79.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	25.3%	4.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	42.5%	16.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	87.9%

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
2018-19	93.8%



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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	73.3%	77.1%	72.5%
Math Proficiency	63.8%	65.4%	59.3%
ELA Growth	67	69	63
Math Growth	60	55	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		66.7%	76.9%
Chronic Absenteeism	5.7%	5.2%	6.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Exceeds Standard	Met Standard	Exceeds Target	Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target	Met Target	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met	No

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





School No. 2
(03-1550-070)
Grades Offered: PK-06
2018-2019

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

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

 <div>Highlights:</div>	<ul style="list-style-type: none">• Our multicultural student population embraces our emphasis on global education.• School 2 offers a variety of programs that meet the social and emotional needs of our students.• Data analysis is used to drive instruction to best meet the needs of all learners. Technology is integrated in instruction.
 <div>Awards, Recognition, Accomplishments:</div>	<p>Children attain acknowledgment and special recognition for their efforts in ways such as letters to parents, placement on honor roll and high honor roll rosters and selection as Students of the Month for demonstration of effort, improvement and citizenship.</p>




School No. 2
(03-1550-070)
Grades Offered: PK-06
2018-2019

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School Narrative

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 <div>Clubs and Activities:</div>	<p>The SADD program provides opportunities for students to become involved and aware citizens. Our environmental club encourages students to become aware of the issues that threaten the environment and promote environmental welfare. Students also participate is Chess Club, Chorus, Theatre Club and G & T Art.</p>
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School No. 2
(03-1550-070)
Grades Offered: PK-06
2018-2019

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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 the school or district directly.

<div><div>Other Information</div></div>	<p>The focus of School Number Two is to provide children with the tools to help them achieve their maximum potential at all times. Basic skills are taught with an interdisciplinary approach designed to motivate a desire to learn, stimulate higher level thinking, and assist in pragmatic application of facts.</p>
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School No. 3
(03-1550-080)
Grades Offered: KG-06
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



School No. 3
(03-1550-080)
Grades Offered: KG-06
2018-2019

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School Contact Information

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	Fort Lee School District
Principal Name	Mr. Jay Berman
Address	2405 SECOND STREET FORT LEE, NJ 07024
Phone Number	201-585-4640
Email Address	jberman@flboe.com
Website	http://flboe.com/
Facebook	https://www.facebook.com/pages/Number-3/917395074954852
Twitter	https://twitter.com/FLSchool3Tigers



School No. 3

(03-1550-080)

Grades Offered: KG-06

2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	2016-17	2017-18	2018-19
KG	78	104	79
1	88	78	114
2	87	88	68
3	83	86	84
4	81	77	83
5	76	80	75
6	64	66	73
Total	557	579	576

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.7%	49.1%	49.3%
Male	50.3%	50.9%	50.7%
Economically Disadvantaged Students	17.8%	15.0%	15.1%
Students with Disabilities	8.3%	5.7%	6.6%
English Learners	18.9%	19.0%	18.8%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.2%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.2%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	23.9%	22.3%	21.5%
Hispanic	16.2%	15.5%	15.6%
Black or African American	5.4%	5.2%	5.0%
Asian	53.7%	56.3%	56.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.9%	0.7%	1.6%

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	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	78	104	79

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	34.0%
Korean	31.6%
Spanish	8.0%
Chinese	7.5%
Japanese	5.9%
Other Languages	13.0%



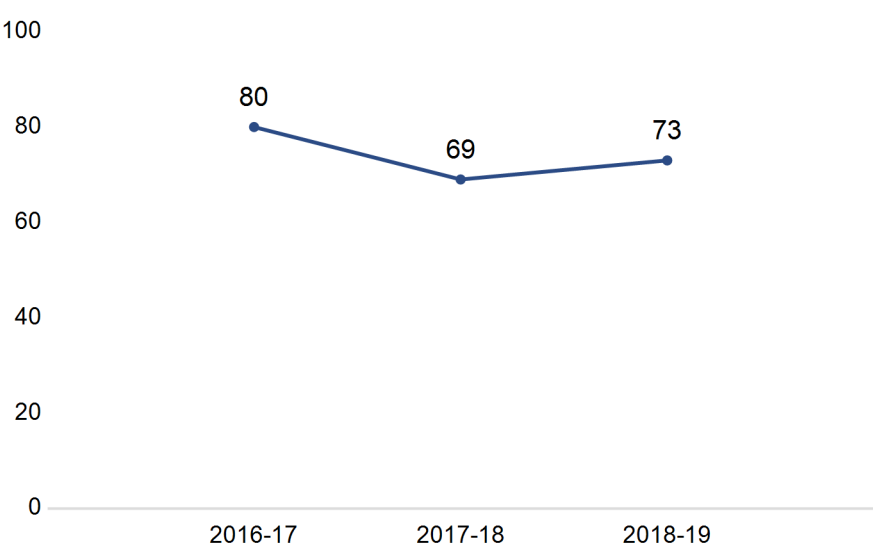
School No. 3
(03-1550-080)
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2018-2019

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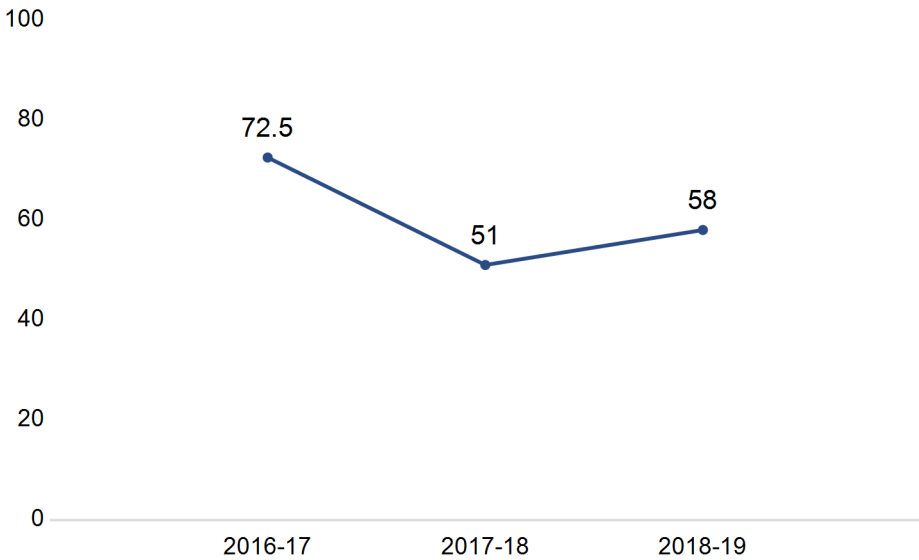
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	80	69	73	72.5	51	58
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	73	50	50	Exceeds Standard	58	59	50	Met Standard
White	65.5	42	50	Exceeds Standard	47	57	52	Met Standard
Hispanic	62	44	49	Exceeds Standard	47.5	48	47	Met Standard
Black or African American	50	39.5	45	**	53.5	55	43	**
Asian, Native Hawaiian, or Pacific Islander	78	59	59	Exceeds Standard	61	65	60	Exceeds Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	48.5	49	**	*	57	52	**
Female	72	54	53	N	51	57	50	N
Male	73.5	45.5	47	N	60	61.5	51	N
Economically Disadvantaged Students	67.5	43	48	Exceeds Standard	52	46	46	Met Standard
Students with Disabilities	46	37	43	**	33	36	45	**
English Learners	78	60	52	Exceeds Standard	64.5	67	50	Exceeds Standard
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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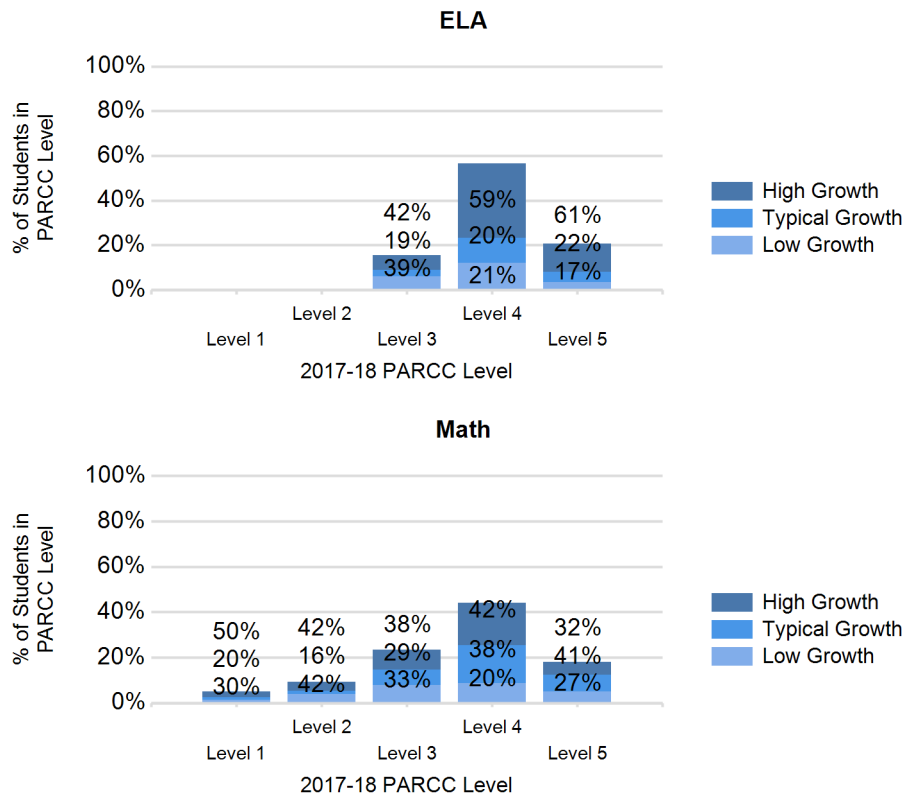
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

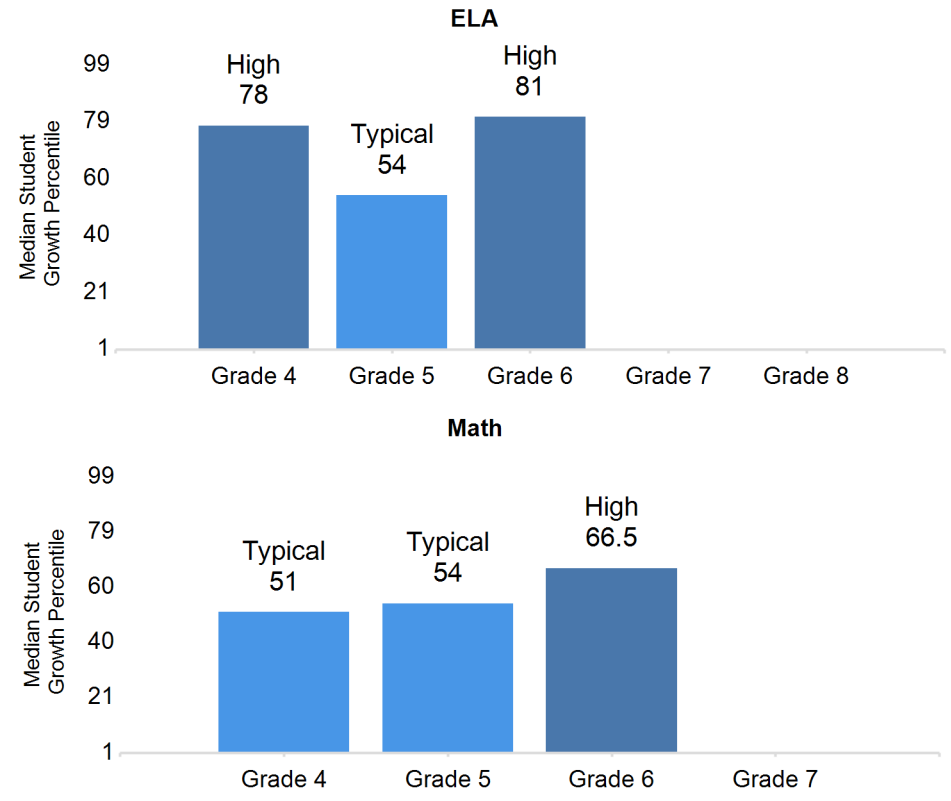
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



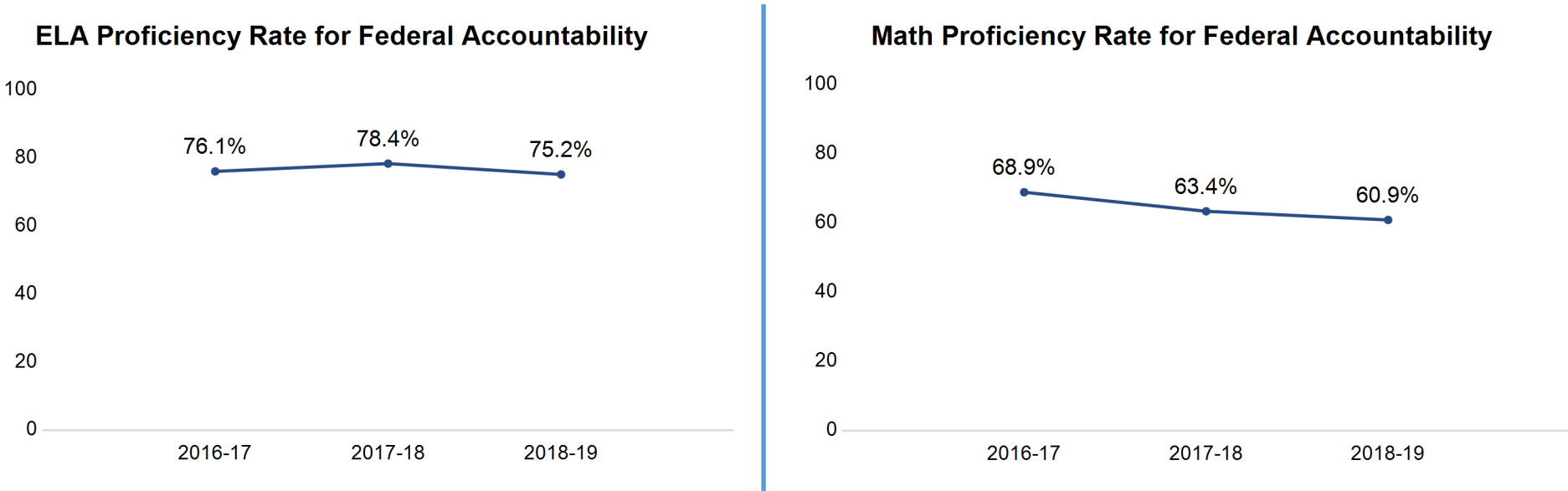


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English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	98.1%	96.9%	98.7%	98.5%	96.9%
Proficiency Rate for Federal Accountability	76.1%	78.4%	75.2%	68.9%	63.4%	60.9%
Annual Target	74.1%	74.4%	74.7%	70.7%	71.2%	71.7%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† 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 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 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	306	96.9	75.2	74.6	57.9	75.2	74.7	Met Target
White	58	98.3	75.9	73.8	66.9	75.9	74.4	Met Target
Hispanic	54	98.2	51.9	57.9	43.9	51.9	63	Met Target†
Black or African American	*	*	*	56.9	38.5	*	N	N
Asian, Native Hawaiian, or Pacific Islander	168	96.6	83.9	84.6	82.9	83.9	77.4	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	145	96.7	78.6	79.0	64.8	78.6		
Male	161	97.1	72.0	70.4	51.3	72.0		
Economically Disadvantaged Students	51	98.1	64.7	62.1	40.0	64.7	66.5	Met Target†
Non-Economically Disadvantaged Students	255	96.6	77.3	76.8	67.9	77.3		
Students with Disabilities	28	96.6	28.6	28.8	22.7	28.6	62.6	Not Met
Students without Disabilities	278	96.9	79.9	81.8	65.1	79.9		
English Learners	57	90.8	68.4	59.0	29.3	65.1	44.2	Met Target
Non-English Learners	249	98.4	76.7	77.2	60.6	76.7		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

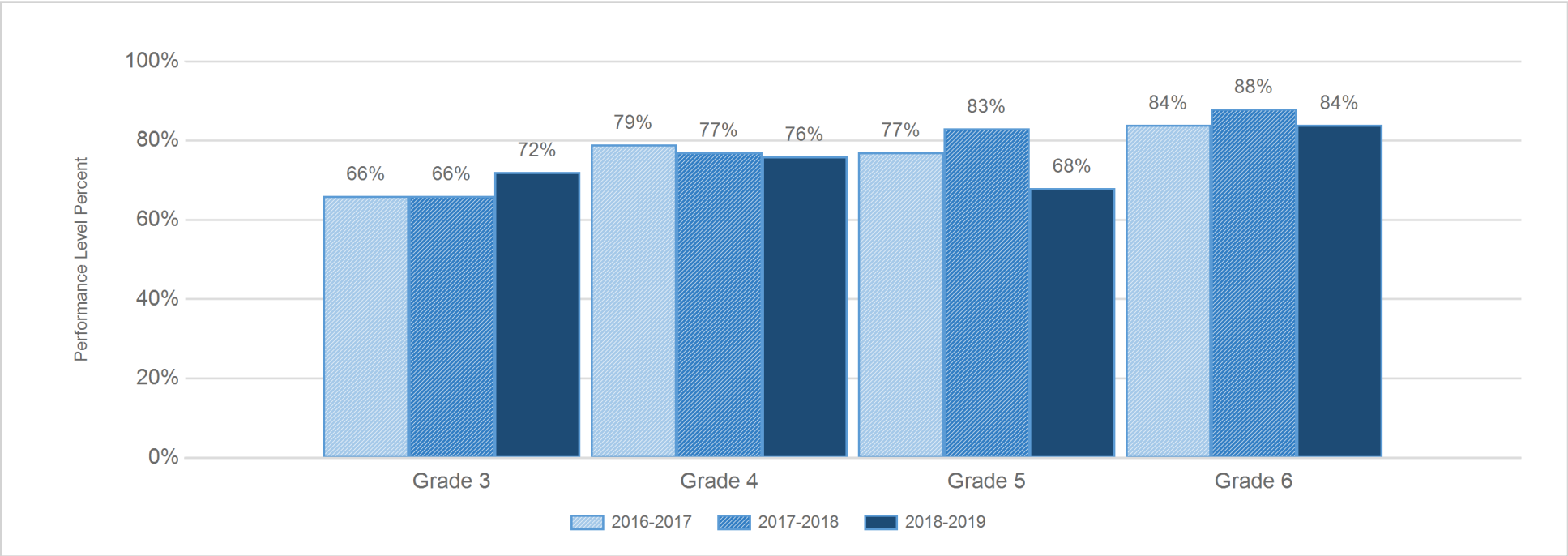


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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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	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	82	766	764	748	*	*	15%	*	*	72%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	13	768	747	734	0%	*	*	*	*	69%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	52	768	775	773	*	*	*	*	*	73%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	39	766	766	753	*	*	*	*	*	74%	55%
Male	43	766	762	743	*	*	*	*	*	70%	46%
Economically Disadvantaged Students	12	766	750	731	*	*	*	*	*	75%	33%
Non-Economically Disadvantaged Students	70	766	767	759	*	*	*	*	*	71%	61%
Students with Disabilities	*	*	733	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	769	754	*	*	*	*	*	*	56%
English Learners	*	*	730	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	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	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	83	780	781	755	0%	*	*	34%	42%	76%	57%
White	17	782	782	763	0%	*	*	*	*	76%	67%
Hispanic	18	746	764	743	0%	*	*	*	*	28%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	44	789	788	779	0%	0%	*	*	*	93%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	42	784	784	760	0%	*	*	36%	45%	81%	62%
Male	41	775	777	750	0%	*	*	32%	39%	71%	53%
Economically Disadvantaged Students	18	756	*	740	0%	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	65	786	*	765	0%	*	*	*	*	83%	69%
Students with Disabilities	*	*	749	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	786	761	*	*	*	*	*	*	64%
English Learners	*	*	748	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	783	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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2018-2019

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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	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	71	771	775	756	0%	*	23%	*	*	68%	58%
White	16	774	768	764	0%	*	*	*	*	75%	68%
Hispanic	10	758	761	743	0%	0%	*	*	*	50%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	36	774	784	781	0%	*	*	44%	28%	72%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	33	769	780	761	0%	*	*	*	*	73%	64%
Male	38	772	770	750	0%	*	*	*	*	63%	52%
Economically Disadvantaged Students	12	770	756	740	0%	*	*	*	*	67%	39%
Non-Economically Disadvantaged Students	59	771	778	766	0%	*	*	*	*	68%	69%
Students with Disabilities	*	*	733	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	783	762	*	*	*	*	*	*	65%
English Learners	*	*	725	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	777	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



School No. 3
(03-1550-080)
Grades Offered: KG-06
2018-2019

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	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	73	789	784	754	*	*	*	32%	52%	84%	56%
White	13	776	780	762	0%	*	*	*	*	77%	65%
Hispanic	13	775	*	743	0%	0%	*	*	*	69%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	38	803	*	780	0%	0%	*	*	*	97%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	30	794	*	762	*	*	*	*	*	90%	64%
Male	43	784	779	748	*	*	*	*	*	79%	48%
Economically Disadvantaged Students	*	*	769	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	786	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	742	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	790	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



School No. 3
(03-1550-080)
Grades Offered: KG-06
2018-2019

Report Key:

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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 only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	312	96.9	60.9	60.8	44.5	60.9	71.7	Not Met
White	61	98.4	52.5	56.0	54.1	52.5	66.9	Not Met
Hispanic	54	98.2	29.6	*	28.8	29.6	43.2	Not Met
Black or African American	*	*	*	32.4	23.0	*	N	N
Asian, Native Hawaiian, or Pacific Islander	171	96.7	76.6	79.0	76.5	76.6	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	146	96.7	57.5	59.6	44.9	57.5		
Male	166	97.2	63.9	61.9	44.2	63.9		
Economically Disadvantaged Students	54	98.2	42.6	41.5	26.3	42.6	55.6	Not Met
Non-Economically Disadvantaged Students	258	96.7	64.7	64.3	54.9	64.7		
Students with Disabilities	28	96.6	14.3	*	17.4	14.3	44.1	Not Met
Students without Disabilities	284	97.0	65.5	*	50.0	65.5		
English Learners	63	91.7	61.9	58.6	25.0	59.4	79.4	Not Met
Non-English Learners	249	98.4	60.6	61.2	46.5	60.6		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

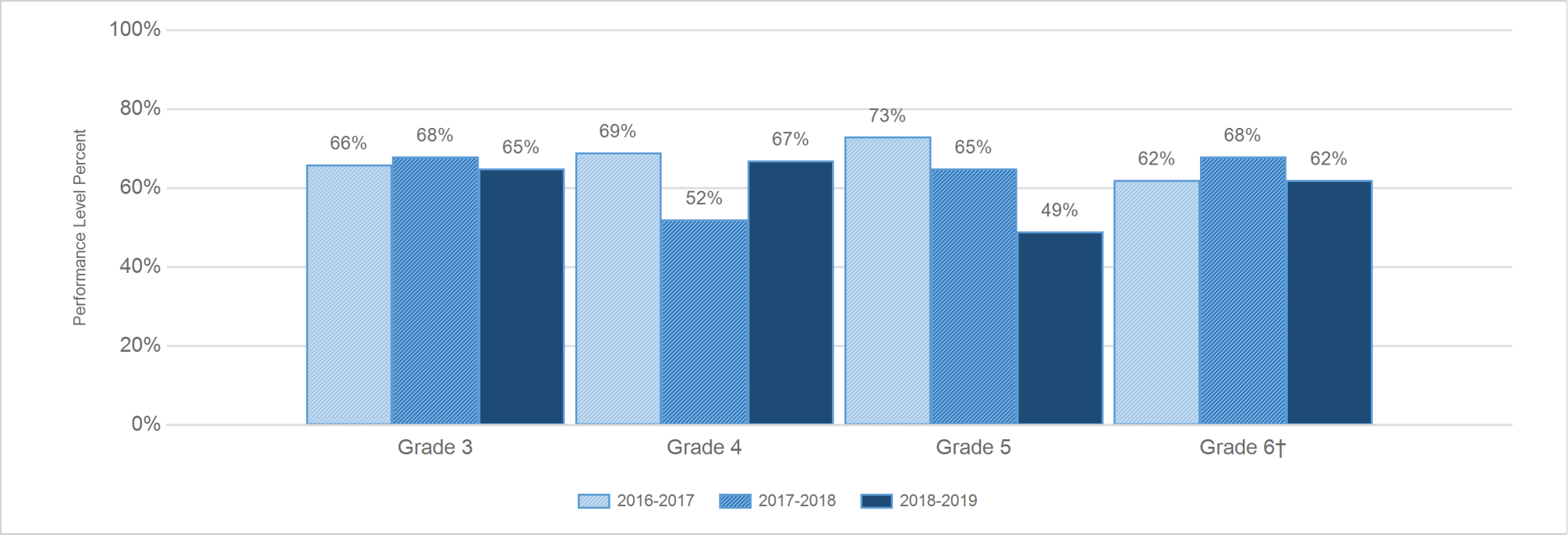


School No. 3
(03-1550-080)
Grades Offered: KG-06
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



School No. 3
(03-1550-080)
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2018-2019

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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	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	85	761	763	752	*	*	20%	49%	15%	65%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	54	770	775	778	0%	*	*	54%	22%	76%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	40	755	758	751	*	*	*	*	*	58%	54%
Male	45	766	767	752	*	*	*	*	*	71%	56%
Economically Disadvantaged Students	13	749	749	737	*	*	*	*	*	54%	37%
Non-Economically Disadvantaged Students	72	763	766	761	*	*	*	*	*	67%	67%
Students with Disabilities	*	*	741	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	766	756	*	*	*	*	*	*	60%
English Learners	11	747	*	728	*	*	*	*	*	36%	26%
Non-English Learners	74	763	*	754	*	*	*	*	*	69%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



School No. 3
(03-1550-080)
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2018-2019

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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	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	84	758	766	749	*	*	18%	*	*	67%	51%
White	17	754	765	757	*	*	*	*	*	53%	62%
Hispanic	18	721	746	737	*	*	*	*	*	17%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	45	773	776	776	0%	*	*	*	*	89%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	42	758	765	749	*	*	*	*	*	64%	50%
Male	42	758	767	749	*	*	*	*	*	69%	52%
Economically Disadvantaged Students	19	729	*	734	*	*	*	*	*	37%	32%
Non-Economically Disadvantaged Students	65	766	*	759	*	*	*	*	*	75%	63%
Students with Disabilities	*	*	730	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	772	754	*	*	*	*	*	*	56%
English Learners	*	*	763	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	766	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



School No. 3
(03-1550-080)
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2018-2019

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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	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	74	751	762	747	*	19%	30%	*	*	49%	47%
White	19	749	754	755	*	*	*	*	*	53%	58%
Hispanic	10	732	737	735	0%	*	*	*	*	20%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	36	759	775	775	0%	*	28%	*	*	58%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	33	750	761	747	*	*	*	*	*	48%	47%
Male	41	752	762	747	*	*	*	*	*	49%	47%
Economically Disadvantaged Students	13	747	741	732	*	*	*	*	*	46%	27%
Non-Economically Disadvantaged Students	61	752	765	757	*	*	*	*	*	49%	59%
Students with Disabilities	*	*	729	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	768	752	*	*	*	*	*	*	52%
English Learners	*	*	734	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	763	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



School No. 3
(03-1550-080)
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2018-2019

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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.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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	73	760	768	741	*	*	22%	42%	19%	62%	41%
White	13	748	*	749	0%	*	*	*	*	54%	51%
Hispanic	13	746	*	729	*	*	*	*	*	38%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	38	774	*	769	0%	*	*	53%	29%	82%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	30	756	*	742	*	*	*	*	*	60%	42%
Male	43	762	767	740	*	*	*	*	*	63%	40%
Economically Disadvantaged Students	*	*	749	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	771	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	730	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	774	746	*	*	*	*	*	*	46%
English Learners	*	*	741	709	*	*	*	*	*	*	*
Non-English Learners	*	*	769	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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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 different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	N	N
6	N	N

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	2018-19 Target	Met Target?
Schoolwide/English Learners	75.7%	40.9%	Exceeds

† 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	84	72.6%	27.4%
3-4	21	81.0%	19.0%
5 or more	*	*	*



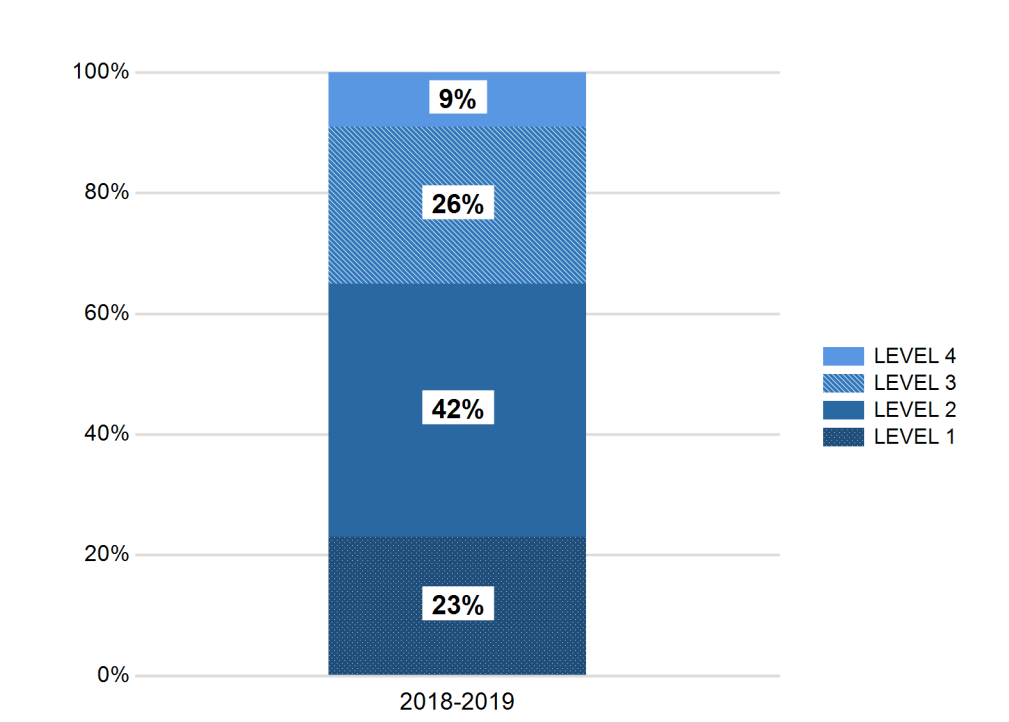
School No. 3
(03-1550-080)
Grades Offered: KG-06
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, 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
Schoolwide	23	42	26	9
White	26	37	21	16
Hispanic	30	60	10	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	17	39	36	8
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	30	42	21	6
Male	17	41	29	12
Economically Disadvantaged Students	23	46	23	8
Non-Economically Disadvantaged Students	23	41	26	10
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



School No. 3

(03-1550-080)

Grades Offered: KG-06

2018-2019

Report Key:

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

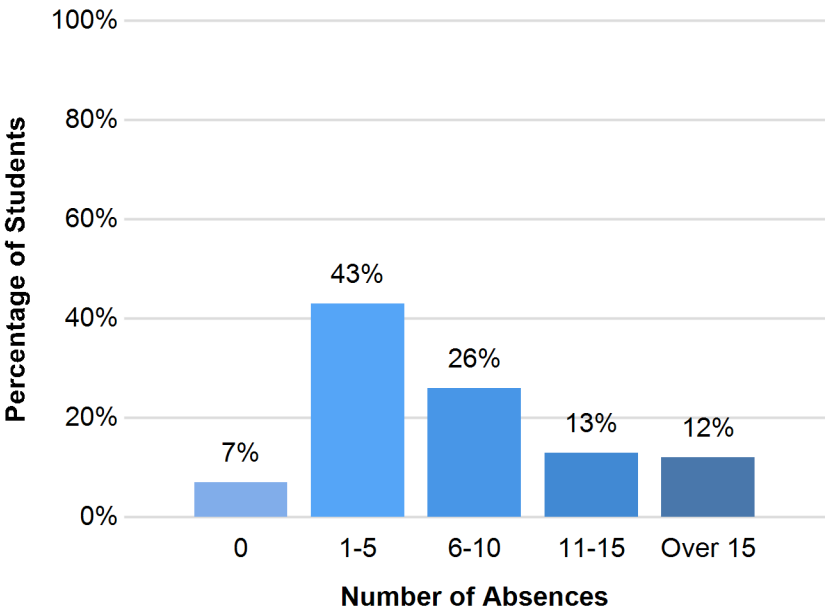
Chronic Absenteeism

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	44	7.3	8.8	Met
White	18	14.0	8.8	Not Met
Hispanic	14	14.3	8.8	Not Met
Black or African American	*	*	8.8	Not Met
Asian, Native Hawaiian, or Pacific	7	2.1	8.8	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	24	8.3		
Male	20	6.4		
Economically Disadvantaged Students	12	13.2	8.8	Not Met
Students with Disabilities	10	16.7	8.8	Not Met
English Learners	8	7.1	8.8	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





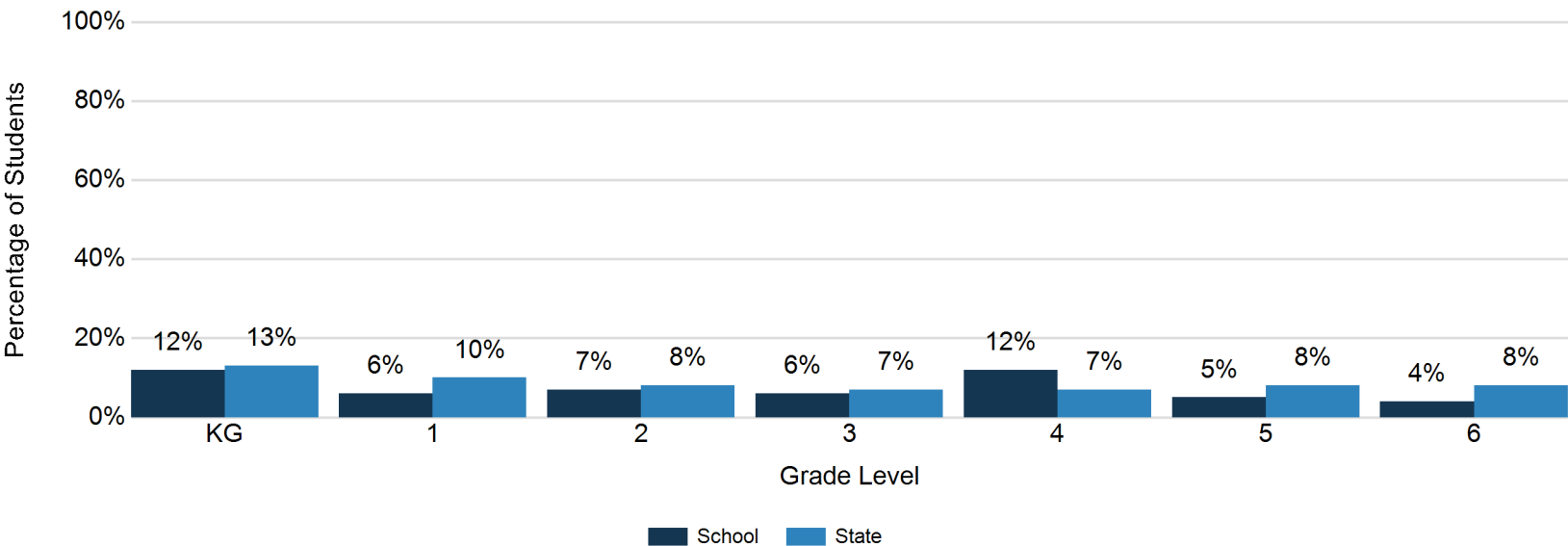
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select 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.

Chronic Absenteeism by Grade

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





School No. 3
(03-1550-080)
Grades Offered: KG-06
2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	2
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.56

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



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2018-2019

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	3	6	9
No Identified Nature	4		4

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	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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



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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.3:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	45	118,214
Average years experience in public schools	12.2	12.1
Average years experience in district	11.6	10.8
Percentage of Teachers with 4 or more years experience in the district	75.6%	75.3%

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	20	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	8.9	12.0
Percentage of Administrators with 4 or more years experience in the district	60.0%	76.9%

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	13:1	13:1
Students to Administrators	288:1	202:1
Teachers to Administrators	23:1	15:1
Students to Librarians/Media Specialists		674:1
Students to Nurses		674:1
Students to Counselors		337:1
Students to Child Study Team Members		270:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.3%	91.1%	0.0%	48.4%	77.1%	54.9%
Male	50.7%	8.9%	100.0%	51.6%	22.9%	45.1%
White	21.5%	82.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	15.6%	4.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	56.3%	13.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	87.9%

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
2018-19	94.9%



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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	76.1%	78.4%	75.2%
Math Proficiency	68.9%	63.4%	60.9%
ELA Growth	80	69	73
Math Growth	72	51	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		71.4%	75.7%
Chronic Absenteeism	6.0%	5.1%	7.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Exceeds Standard	Met Standard	Exceeds Target	Met	No
White	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target†	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Black or African American	N	N	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	**	**	n/a	Not Met	No
English Learners	Met Target	Not Met	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met	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 the school or district directly.

 <div>Highlights:</div>	<ul style="list-style-type: none">School 3 uses technology extensively in our instructional program.Our newly expanded After School Enrichment Program allows students to explore art, public speaking, STEM, robotics, chess and typing activities.School 3 collaborates with the Fort Lee High School Academy of Theater Arts to produce a major musical production each year.
 <div>Awards, Recognition, Accomplishments:</div>	<p>School 3 has been recognized as a Blue Ribbon School of Excellence by the U.S. Department of Education. Our students regularly win county and national awards in the arts.</p>




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 <div>Clubs and Activities:</div>	School 3 offers an Environmental Club, SADD Club, School Newspaper, Reading Buddies, G&T Art, Choir, Band, Orchestra, Theatre Club, Art Club, Yoga Club and Robotics Club.
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<div><div>Other Information</div></div>	<p>School No. 3 is an active and progressive community-based school with faculty, staff, parents, and community members who contribute to an educational and social environment that focuses on academic pursuits, multicultural activities, self-esteem, respect, citizenship, and environmental issues. Our focus and goals are to continue to provide an environment that allows our children to excel, and provide rich opportunities to grow and educate both the heart and mind.</p>
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School No. 4
(03-1550-090)
Grades Offered: KG-06
2018-2019

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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 at 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

Notes from the New Jersey Department of Education:



School No. 4
(03-1550-090)
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School Contact Information

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	Fort Lee School District
Principal Name	Mr. Patrick Ambrosio
Address	1193 ANDERSON AVE FORT LEE, NJ 07024-1761
Phone Number	201-585-4650
Email Address	pambrosio@flboe.com
Website	http://flboe.com/
Facebook	https://www.facebook.com/pages/Number-4/368350410008696
Twitter	https://twitter.com/School4Penguins



School No. 4

(03-1550-090)

Grades Offered: KG-06

2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	2016-17	2017-18	2018-19
KG	85	86	80
1	90	93	83
2	91	92	88
3	101	92	98
4	83	90	88
5	75	84	86
6	60	81	75
Total	585	618	598

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.9%	50.0%	49.2%
Male	49.1%	50.0%	50.8%
Economically Disadvantaged Students	14.7%	11.8%	12.0%
Students with Disabilities	11.8%	10.4%	10.0%
English Learners	16.8%	10.5%	8.7%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	32.5%	32.0%	33.8%
Hispanic	20.2%	18.0%	17.7%
Black or African American	2.2%	3.2%	3.7%
Asian	43.8%	43.9%	42.8%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.2%	0.2%
Two or More Races	1.2%	2.6%	1.8%

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	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	85	86	80

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	60.0%
Korean	14.5%
Russian	6.2%
Spanish	5.5%
Chinese	4.3%
Other Languages	9.4%



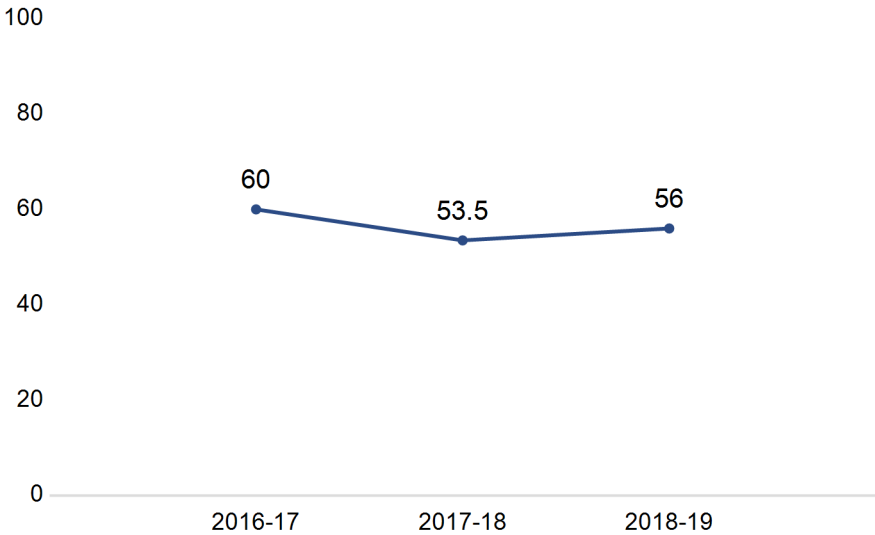
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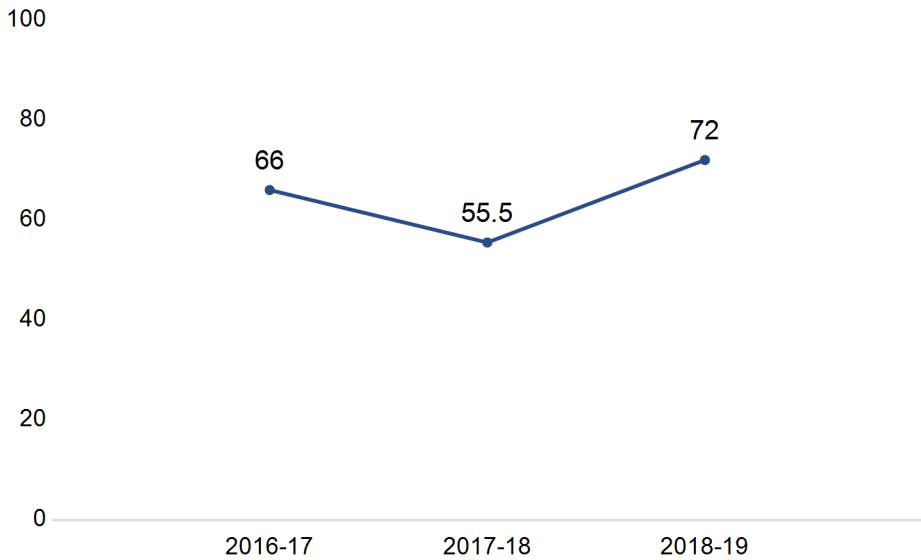
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	60	53.5	56	66	55.5	72
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



School No. 4
(03-1550-090)
Grades Offered: KG-06
2018-2019

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

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

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

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	56	50	50	Met Standard	72	59	50	Exceeds Standard
White	45	42	50	Met Standard	68	57	52	Exceeds Standard
Hispanic	47	44	49	Met Standard	58	48	47	Met Standard
Black or African American	*	39.5	45	**	*	55	43	**
Asian, Native Hawaiian, or Pacific Islander	63	59	59	Exceeds Standard	79	65	60	Exceeds Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	48.5	49	**	*	57	52	**
Female	56	54	53	N	73	57	50	N
Male	57	45.5	47	N	71	61.5	51	N
Economically Disadvantaged Students	71	43	48	Exceeds Standard	64	46	46	Exceeds Standard
Students with Disabilities	43	37	43	Met Standard	47	36	45	Met Standard
English Learners	72	60	52	Exceeds Standard	73.5	67	50	Exceeds Standard
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



School No. 4
(03-1550-090)
Grades Offered: KG-06
2018-2019

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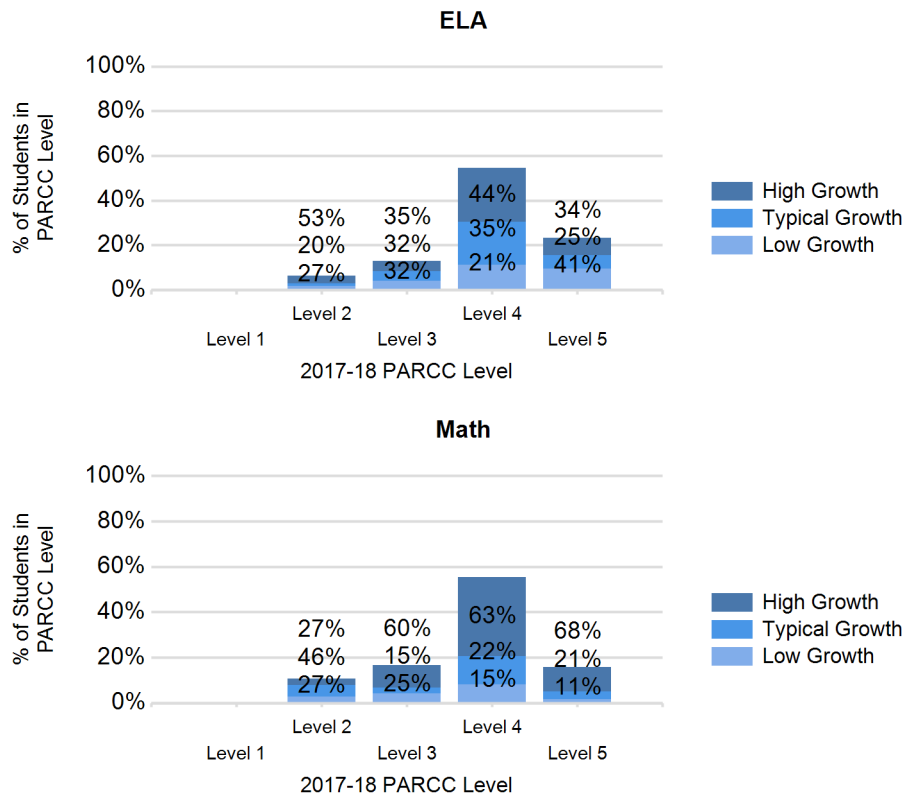
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

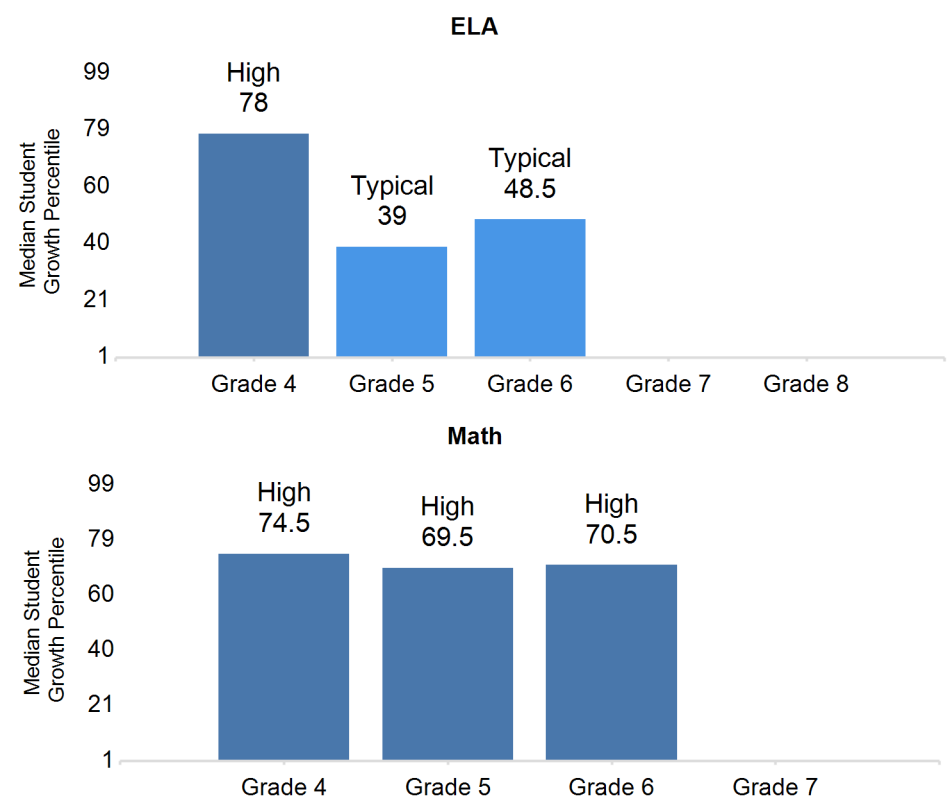
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



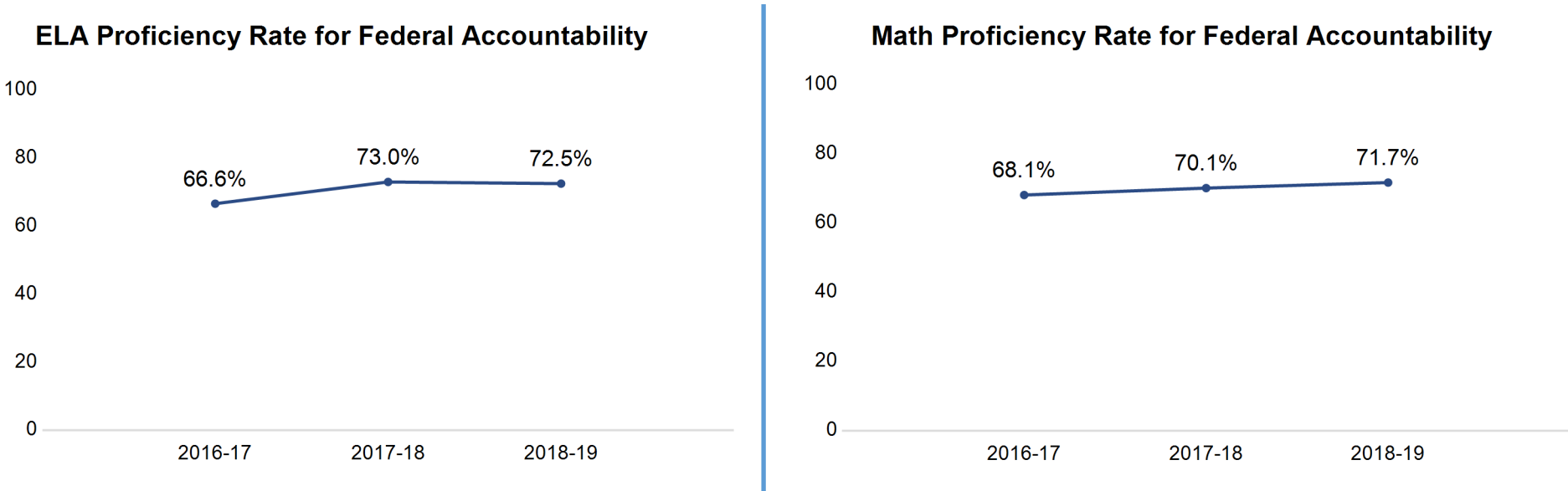


School No. 4
(03-1550-090)
Grades Offered: KG-06
2018-2019

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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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.1%	98.3%	98.9%	97.9%	98.1%	98.9%
Proficiency Rate for Federal Accountability	66.6%	73.0%	72.5%	68.1%	70.1%	71.7%
Annual Target	67.6%	68.2%	68.9%	67.9%	68.6%	69.2%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



School No. 4
(03-1550-090)
Grades Offered: KG-06
2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts 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 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	342	98.9	72.5	74.6	57.9	72.5	68.9	Met Target
White	119	98.3	75.6	73.8	66.9	75.6	64.9	Met Target
Hispanic	64	100.0	53.1	57.9	43.9	53.1	43.5	Met Target
Black or African American	*	*	*	56.9	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	144	98.6	81.3	84.6	82.9	81.3	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	173	99.4	75.1	79.0	64.8	75.1		
Male	169	98.3	69.8	70.4	51.3	69.8		
Economically Disadvantaged Students	40	97.6	60.0	62.1	40.0	60.0	48.7	Met Target
Non-Economically Disadvantaged Students	302	99.0	74.2	76.8	67.9	74.2		
Students with Disabilities	41	95.3	31.7	28.8	22.7	31.7	38.6	Met Target†
Students without Disabilities	301	99.3	78.1	81.8	65.1	78.1		
English Learners	51	98.1	64.7	59.0	29.3	64.7	51.4	Met Target
Non-English Learners	291	99.0	73.9	77.2	60.6	73.9		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

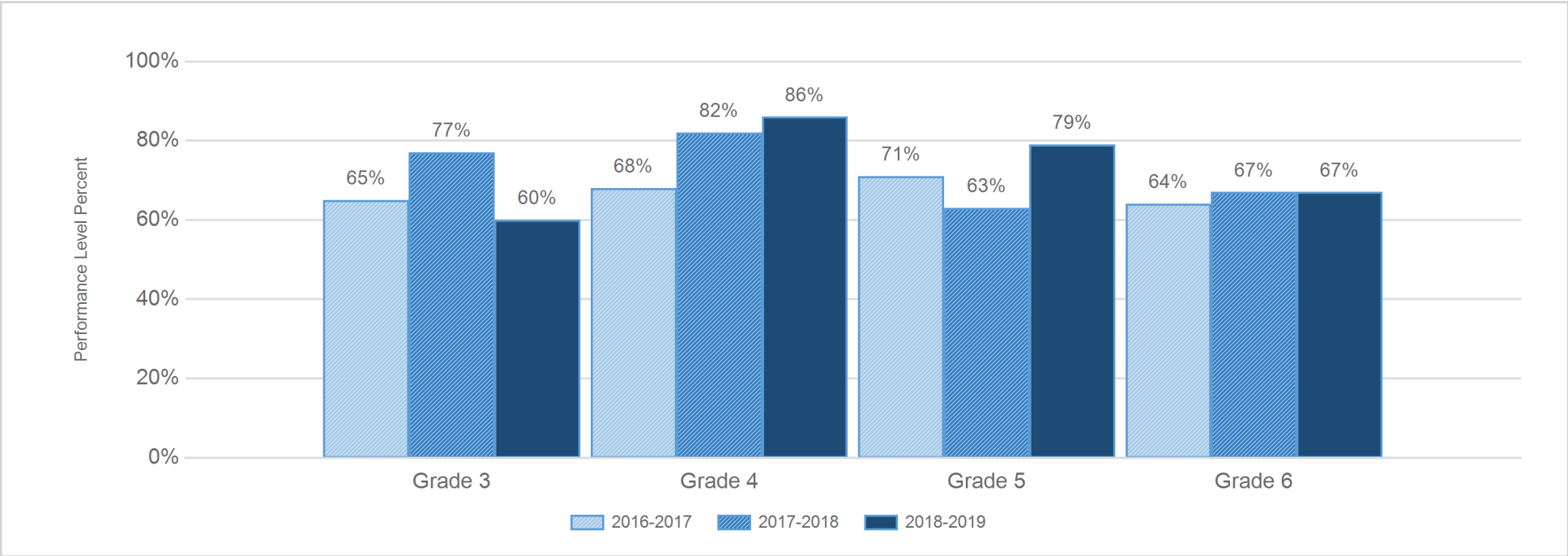


School No. 4
(03-1550-090)
Grades Offered: KG-06
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





School No. 4
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2018-2019

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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	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	94	758	764	748	*	13%	20%	*	*	60%	50%
White	35	760	*	757	*	*	*	*	*	63%	60%
Hispanic	17	732	747	734	*	*	*	*	*	35%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	35	769	775	773	*	*	*	*	*	69%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	52	766	766	753	*	*	*	*	*	65%	55%
Male	42	748	762	743	*	*	*	*	*	52%	46%
Economically Disadvantaged Students	14	744	750	731	*	*	*	*	*	43%	33%
Non-Economically Disadvantaged Students	80	760	767	759	*	*	*	*	*	63%	61%
Students with Disabilities	*	*	733	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	769	754	*	*	*	*	*	*	56%
English Learners	*	*	730	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	767	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



School No. 4
(03-1550-090)
Grades Offered: KG-06
2018-2019

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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	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	784	781	755	*	*	*	39%	48%	86%	57%
White	32	786	782	763	*	*	0%	38%	53%	91%	67%
Hispanic	16	767	764	743	*	*	*	*	*	69%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	36	794	788	779	0%	*	*	39%	56%	94%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	50	783	784	760	*	*	*	34%	50%	84%	62%
Male	38	786	777	750	*	*	*	45%	45%	89%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	69%
Students with Disabilities	13	745	749	725	*	*	*	*	*	46%	25%
Students without Disabilities	75	791	786	761	*	*	*	*	*	93%	64%
English Learners	*	*	748	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	783	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



School No. 4
(03-1550-090)
Grades Offered: KG-06
2018-2019

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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	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	85	773	775	756	*	*	14%	61%	18%	79%	58%
White	29	766	768	764	0%	*	*	*	*	76%	68%
Hispanic	11	772	761	743	*	*	*	*	*	73%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	43	779	784	781	0%	*	*	58%	26%	84%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	35	779	780	761	*	*	*	*	*	83%	64%
Male	50	769	770	750	*	*	*	*	*	76%	52%
Economically Disadvantaged Students	10	749	756	740	*	*	*	*	*	60%	39%
Non-Economically Disadvantaged Students	75	776	778	766	*	*	*	*	*	81%	69%
Students with Disabilities	*	*	733	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	783	762	*	*	*	*	*	*	65%
English Learners	N	N	725	713	N	N	N	N	N	N	11%
Non-English Learners	85	773	777	758	*	*	14%	61%	18%	79%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



School No. 4
(03-1550-090)
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2018-2019

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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	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	75	761	784	754	0%	13%	20%	52%	15%	67%	56%
White	23	759	780	762	0%	*	*	*	*	74%	65%
Hispanic	19	748	*	743	0%	*	*	*	*	47%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	30	774	*	780	0%	0%	*	*	*	80%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	37	761	*	762	0%	*	*	*	*	70%	64%
Male	38	761	779	748	0%	*	*	*	*	63%	48%
Economically Disadvantaged Students	*	*	769	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	786	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	742	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	790	761	*	*	*	*	*	*	64%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	75	761	*	756	0%	13%	20%	52%	15%	67%	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



School No. 4
(03-1550-090)
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2018-2019

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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 only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	346	98.9	71.7	60.8	44.5	71.7	69.2	Met Target
White	121	98.4	72.7	56.0	54.1	72.7	64.4	Met Target
Hispanic	66	100.0	34.8	*	28.8	34.8	41.2	Met Target†
Black or African American	*	*	*	32.4	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	144	98.6	89.6	79.0	76.5	89.6	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	175	99.4	69.1	59.6	44.9	69.1		
Male	171	98.3	74.3	61.9	44.2	74.3		
Economically Disadvantaged Students	43	97.7	44.2	41.5	26.3	44.2	46.4	Met Target†
Non-Economically Disadvantaged Students	303	99.0	75.6	64.3	54.9	75.6		
Students with Disabilities	41	95.3	24.4	*	17.4	24.4	43.9	Not Met
Students without Disabilities	305	99.4	78.0	*	50.0	78.0		
English Learners	55	98.2	67.3	58.6	25.0	67.3	47.8	Met Target
Non-English Learners	291	99.0	72.5	61.2	46.5	72.5		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

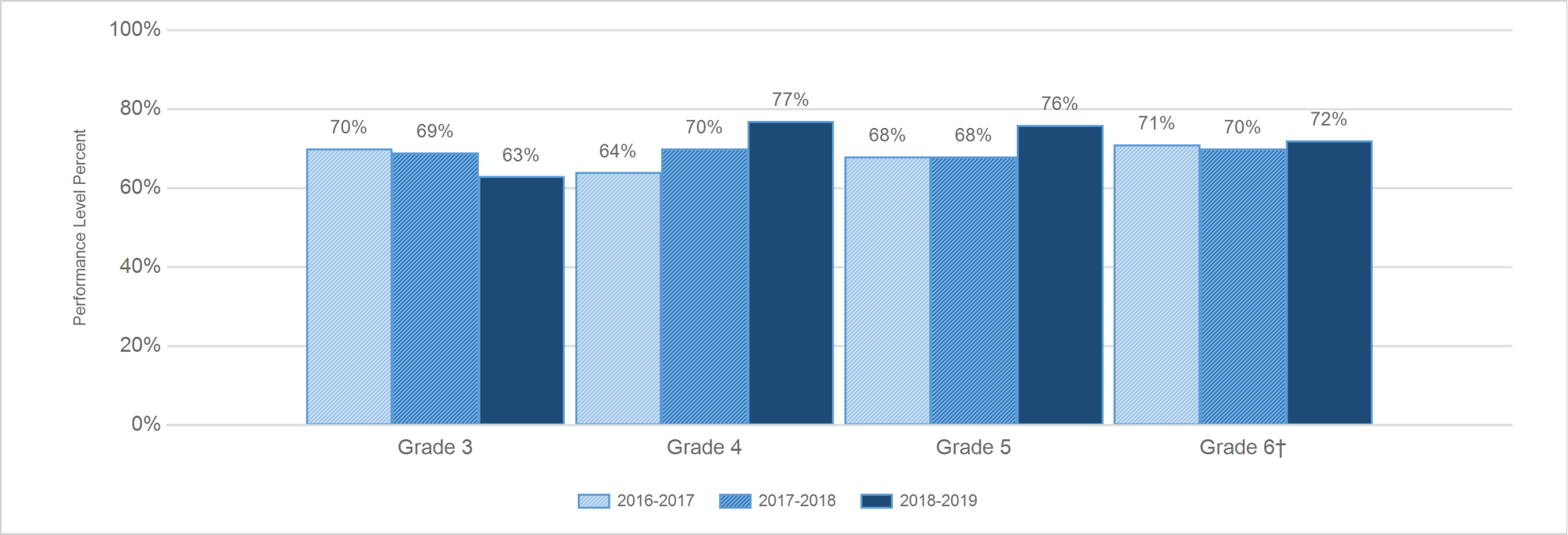


School No. 4
(03-1550-090)
Grades Offered: KG-06
2018-2019

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N No Data is available to display
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



School No. 4
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2018-2019

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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	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	98	758	763	752	*	15%	20%	*	*	63%	55%
White	37	759	*	760	0%	*	27%	*	*	65%	66%
Hispanic	19	730	*	739	*	*	*	*	*	21%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	35	771	775	778	0%	*	*	*	*	83%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	54	758	758	751	*	*	*	*	*	56%	54%
Male	44	759	767	752	*	*	*	*	*	73%	56%
Economically Disadvantaged Students	16	750	749	737	*	*	*	*	*	38%	37%
Non-Economically Disadvantaged Students	82	760	766	761	*	*	*	*	*	68%	67%
Students with Disabilities	*	*	741	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	766	756	*	*	*	*	*	*	60%
English Learners	12	741	*	728	*	*	*	*	*	50%	26%
Non-English Learners	86	761	*	754	*	*	*	*	*	65%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



School No. 4
(03-1550-090)
Grades Offered: KG-06
2018-2019

Report Key:

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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	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	771	766	749	*	*	16%	57%	20%	77%	51%
White	32	774	765	757	*	*	*	*	*	81%	62%
Hispanic	16	747	746	737	*	0%	*	*	*	44%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	36	782	776	776	*	0%	*	*	*	94%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	50	767	765	749	*	*	*	*	*	76%	50%
Male	38	776	767	749	*	*	*	*	*	79%	52%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	63%
Students with Disabilities	13	731	730	726	*	*	*	*	*	38%	25%
Students without Disabilities	75	778	772	754	*	*	*	*	*	84%	56%
English Learners	*	*	763	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	766	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



School No. 4
(03-1550-090)
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2018-2019

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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	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	769	762	747	*	*	13%	50%	26%	76%	47%
White	29	760	754	755	*	*	*	*	*	69%	58%
Hispanic	12	747	737	735	0%	*	*	*	*	42%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	43	782	775	775	0%	*	*	51%	40%	91%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	35	767	761	747	*	*	*	49%	29%	77%	47%
Male	51	770	762	747	*	*	*	51%	24%	75%	47%
Economically Disadvantaged Students	11	741	741	732	*	*	*	*	*	36%	27%
Non-Economically Disadvantaged Students	75	773	765	757	*	*	*	*	*	81%	59%
Students with Disabilities	*	*	729	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	768	752	*	*	*	*	*	*	52%
English Learners	*	*	734	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	763	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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	75	764	768	741	*	*	*	55%	17%	72%	41%
White	23	765	*	749	0%	*	*	*	*	78%	51%
Hispanic	19	740	*	729	*	*	*	*	*	37%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	30	779	*	769	0%	0%	*	*	*	93%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	37	761	*	742	*	*	*	*	*	73%	42%
Male	38	766	767	740	*	*	*	*	*	71%	40%
Economically Disadvantaged Students	*	*	749	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	771	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	730	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	774	746	*	*	*	*	*	*	46%
English Learners	N	N	741	709	N	N	N	N	N	N	*
Non-English Learners	75	764	769	743	*	*	*	55%	17%	72%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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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 different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	*	*
6	N	N

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	2018-19 Target	Met Target?
Schoolwide/English Learners	68.6%	40.9%	Exceeds

† 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	33	81.8%	18.2%
3-4	16	68.8%	31.3%
5 or more	*	*	*



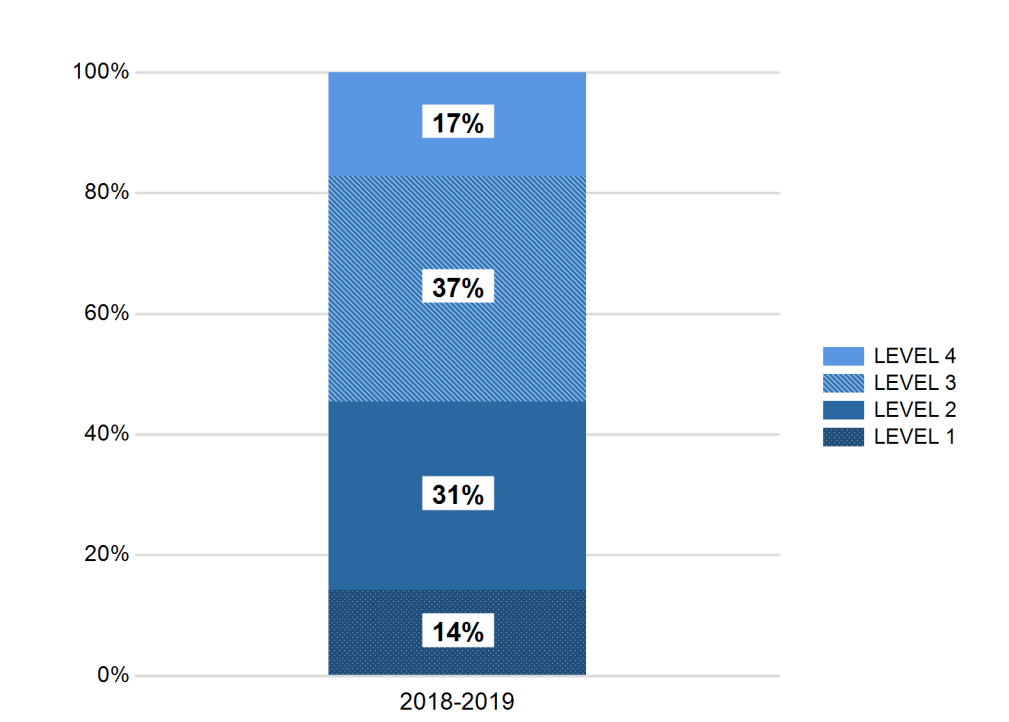
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2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, 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
Schoolwide	14	31	37	17
White	17	38	34	10
Hispanic	17	42	25	17
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	9	26	42	23
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	17	29	34	20
Male	12	33	39	16
Economically Disadvantaged Students	27	36	18	18
Non-Economically Disadvantaged Students	12	31	40	17
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	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. Students with fewer than 45 days in membership are excluded from attendance calculations.

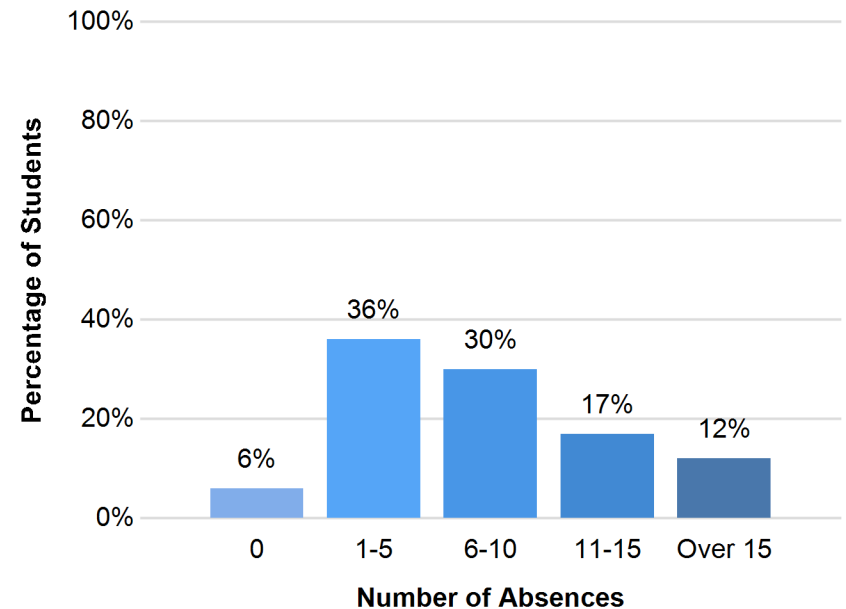
Chronic Absenteeism

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	42	6.8	8.8	Met
White	24	11.5	8.8	Not Met
Hispanic	8	7.3	8.8	Met
Black or African American	5	20.8	8.8	Not Met
Asian, Native Hawaiian, or Pacific	5	1.9	8.8	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	19	6.5		
Male	23	7.1		
Economically Disadvantaged Students	3	3.8	8.8	Met
Students with Disabilities	7	8.5	8.8	Met
English Learners	3	6.3	8.8	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





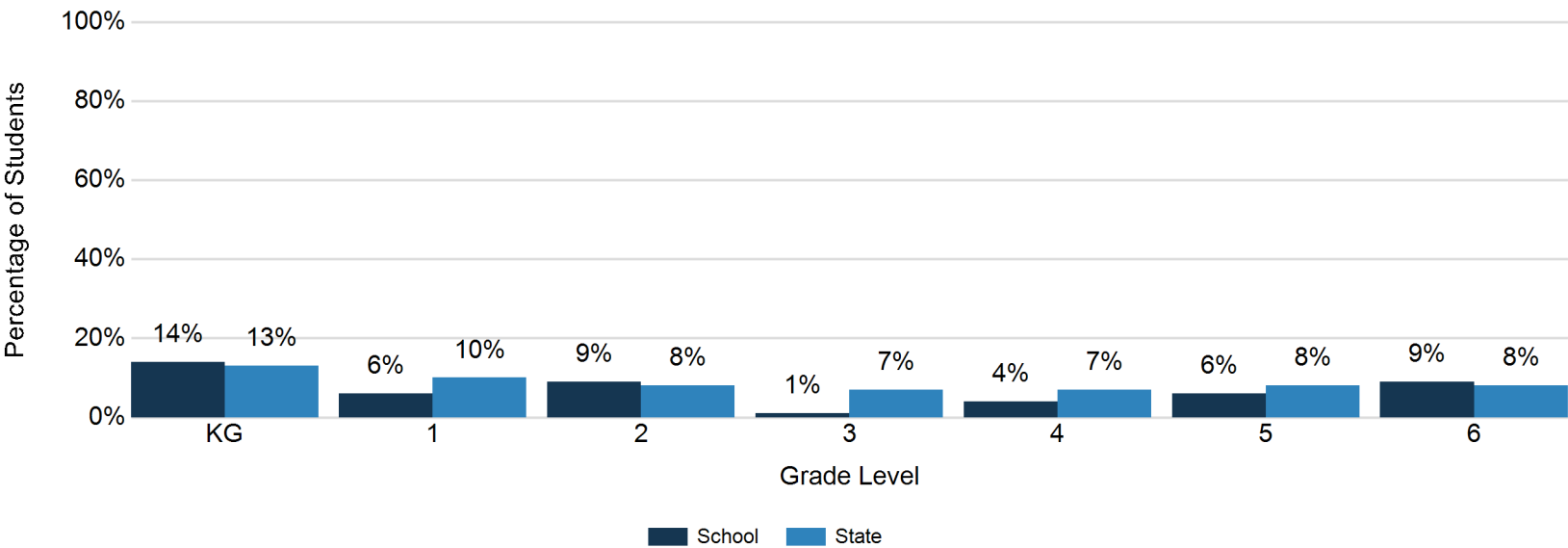
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.17

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
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 Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	7		7

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	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0



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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.4:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	45	118,214
Average years experience in public schools	13.2	12.1
Average years experience in district	12.0	10.8
Percentage of Teachers with 4 or more years experience in the district	80.0%	75.3%

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	20	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	8.9	12.0
Percentage of Administrators with 4 or more years experience in the district	60.0%	76.9%

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	13:1	13:1
Students to Administrators	299:1	202:1
Teachers to Administrators	23:1	15:1
Students to Librarians/Media Specialists		674:1
Students to Nurses		674:1
Students to Counselors		337:1
Students to Child Study Team Members		270:1



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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

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.2%	86.7%	0.0%	48.4%	77.1%	54.9%
Male	50.8%	13.3%	100.0%	51.6%	22.9%	45.1%
White	33.8%	80.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	17.7%	8.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	42.8%	11.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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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 and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.3%	90.5%
2017-18 Administrators: Same district 2018-19	90.5%	87.9%

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
2018-19	94.1%



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2018-2019

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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	66.6%	73.0%	72.5%
Math Proficiency	68.1%	70.1%	71.7%
ELA Growth	60	54	56
Math Growth	66	56	72
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		91.3%	68.6%
Chronic Absenteeism	8.4%	5.5%	6.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Exceeds Standard	Exceeds Target	Met	No
White	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
English Learners	Met Target	Met Target	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met	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 the school or district directly.

 <div>Highlights:</div>	<ul style="list-style-type: none">Created and developed, with PTA support, a meaningful and educational after-school club activities that include: STEAM Club, Chess Club, Art Club, and Theatre Club.Created and implemented, in partnership with our PTA, a series of informative, multi-cultural events, to expose our student population to other cultures represented within our community.School No. 4 has developed a Mindfulness initiative that has been embedded within our school culture to ensure the social and emotional well-being of our students.
 <div>Awards, Recognition, Accomplishments:</div>	<p>School No. 4 students and teachers have attained recognition for excellence in academic achievement from the New Jersey Department of Education as a "Reward School." In addition School No. 4 students and staff have received National Current Events Awards and Presidential Educational Awards. Most recently, our Environmental Club was the recipient of the Bergen County Utilities Authority Environmental Awareness Grant for their work.</p>




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 <div>Clubs and Activities:</div>	Students participate in the Martin Luther King, Jr. Day of Service Project, Leukemia-Lymphoma Society-School & Youth Program as “Champions of Change,” Holiday Food/Clothing Drives, Hurricane Relief & “Bear Hugs for the Holidays” project. We also offer the following clubs: Environmental Club, Students Against Destructive Decisions, (S.A.D.D.), Drug Abuse Resistance Education, (D.A.R.E.), STE(A)M Club, Theatre Arts Club, Chess Club, Art Club, Kindergarten/4th Grade Buddies, Divorce & Bereavement Group, Social Skills Group & Peer Mediators Group.
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<div><div>Other Information</div></div>	<p>At School No. 4, we have created a climate and culture that promotes teamwork. We are dedicated to a strong Character Education Program that drives our daily purpose. Our commitment to technology awareness and integration has been a top priority. These initiatives, coupled with Mindfulness integration, has developed a positive environment for learning. Lastly, through school clubs and organizations, such as our SADD Committee, and Environmental Club, we have partnered with our PTA to become a service-oriented school that is recognized in the community for giving to others.</p>
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