



State of New Jersey  
2015-2016

Grade Span 09-12

03-1550-050

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FORT LEE BORO

Fort Lee High School

3000 LEMOINE AVE

FORT LEE, NJ 07024

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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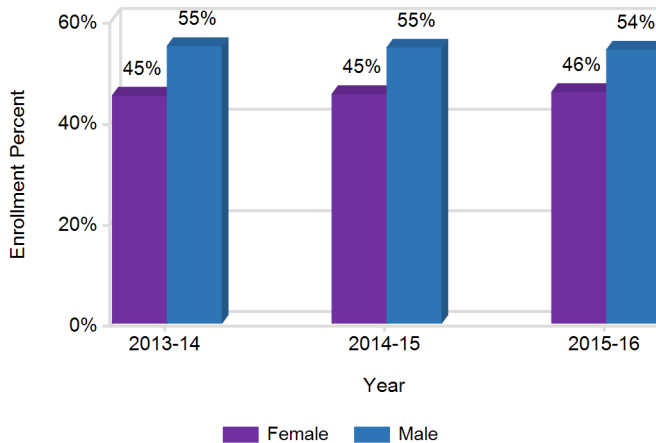
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	248	236	236
Grade 10	243	243	228
Grade 11	250	246	243
Grade 12	237	257	242
UG	0	1	0
<b>Total</b>	<b>978</b>	<b>983</b>	<b>949</b>

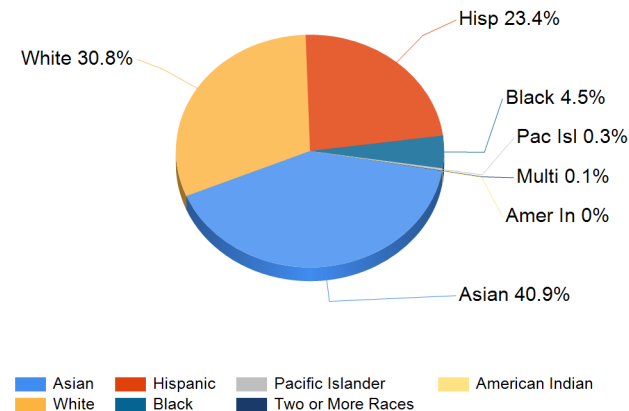
### Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



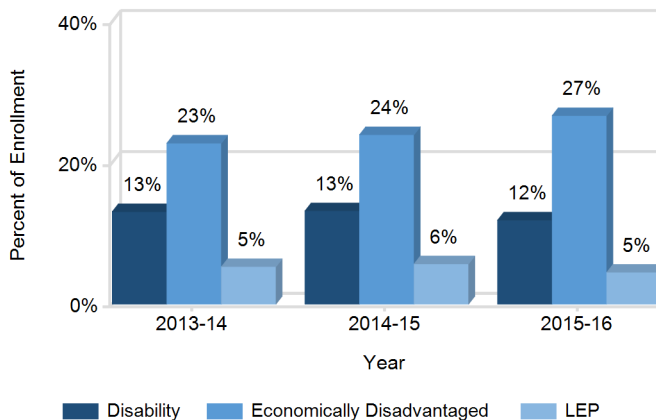
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	43.4%
Korean	21.2%
Spanish	11.8%
Chinese	6.0%
Russian	3.2%
Other	14.1%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	69%	S	85
Mathematics Met or Exceeded Expectations	45%	S	76

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	400	69%	85	91%	X	389	45%	76	91%	✓
White	111	68%	76	86%	X	110	50%	69	85%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	88	46%	64	86%	X	88	18%	45	86%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	182	83%	69	98%	✓	172	59%	59	98%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	44	21%	89	86%	X	43	7%	65	84%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	105	59%	94	93%	✓	104	28%	83	92%	✓



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## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>225</b>	<b>774</b>	<b>774</b>	<b>746</b>	<b>2%</b>	<b>4%</b>	<b>15%</b>	<b>47%</b>	<b>31%</b>	<b>78%</b>	<b>49%</b>
White	66	776	776	754	3%	2%	15%	52%	29%	80%	58%
African American	S	S	S	729	S	S	S	S	S	S	30%
Hispanic	54	757	757	730	4%	13%	28%	41%	15%	56%	34%
Asian	92	786	786	774	1%	2%	5%	46%	46%	91%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	18	743	743	713	N	22%	39%	33%	6%	39%	12%
English Language Learners	12	726	726	693	25%	42%	N	33%	N	33%	4%
Economically Disadvantaged Students	61	768	768	729	2%	N	23%	56%	20%	75%	31%

■ Did Not Yet Meet Expectations  
 ■ Partially Met Expectations  
 ■ Approached Expectations  
 ■ Met Expectations  
 ■ Exceeded Expectations



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## PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>199</b>	<b>761</b>	<b>761</b>	<b>740</b>	<b>13%</b>	<b>10%</b>	<b>20%</b>	<b>29%</b>	<b>29%</b>	<b>57%</b>	<b>44%</b>
White	53	758	758	747	19%	6%	21%	28%	26%	55%	50%
African American	S	S	S	722	S	S	S	S	S	S	28%
Hispanic	S	S	S	726	S	S	S	S	S	S	33%
Asian	95	776	776	767	2%	8%	16%	37%	37%	74%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	S	S	S	702	S	S	S	S	S	S	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	50	746	746	723	22%	14%	24%	18%	22%	40%	30%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
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## \*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>161</b>	<b>737</b>	<b>737</b>	<b>736</b>	<b>21%</b>	<b>11%</b>	<b>25%</b>	<b>35%</b>	<b>8%</b>	<b>43%</b>	<b>40%</b>
White	51	741	741	739	16%	10%	24%	45%	6%	51%	42%
African American	S	S	S	728	S	S	S	S	S	S	30%
Hispanic	53	726	726	732	30%	13%	26%	26%	4%	30%	37%
Asian	S	S	S	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	39	715	715	710	46%	8%	18%	26%	3%	28%	13%
English Language Learners	12	719	719	702	42%	N	42%	8%	8%	17%	8%
Economically Disadvantaged Students	41	733	733	730	24%	12%	27%	34%	2%	37%	33%

■ Did Not Yet Meet Expectations  
 ■ Partially Met Expectations  
 ■ Approached Expectations  
 ■ Met Expectations  
 ■ Exceeded Expectations

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



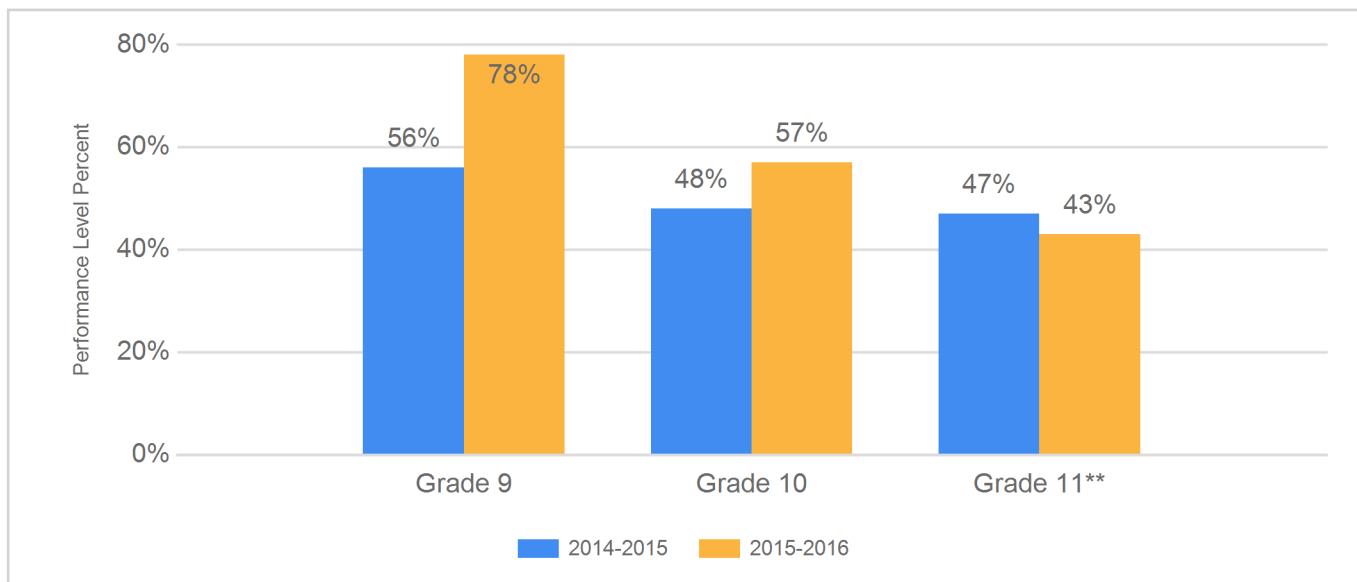
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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

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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>206</b>	<b>732</b>	<b>732</b>	<b>727</b>	<b>14%</b>	<b>25%</b>	<b>29%</b>	<b>31%</b>	<b>1%</b>	<b>32%</b>	<b>41%</b>
White	61	733	733	734	12%	28%	21%	39%	N	39%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	72	723	723	720	22%	29%	32%	17%	N	17%	25%
Asian	54	747	747	746	6%	11%	33%	48%	2%	50%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	15	734	734	707	13%	40%	13%	33%	N	33%	9%
Economically Disadvantaged Students	67	727	727	719	19%	28%	33%	19%	N	19%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>211</b>	<b>736</b>	<b>736</b>	<b>730</b>	<b>11%</b>	<b>27%</b>	<b>25%</b>	<b>30%</b>	<b>7%</b>	<b>37%</b>	<b>27%</b>
White	61	732	732	736	10%	31%	23%	34%	2%	36%	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	S	S	S	720	S	S	S	S	S	S	13%
Asian	90	753	753	750	2%	12%	29%	42%	14%	57%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	51	726	726	719	18%	37%	22%	20%	4%	24%	12%

Did Not Yet Meet Expectations

Partially Met Expectations

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Met Expectations

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## PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>125</b>	<b>735</b>	<b>735</b>	<b>722</b>	<b>22%</b>	<b>21%</b>	<b>21%</b>	<b>31%</b>	<b>5%</b>	<b>36%</b>	<b>27%</b>
White	39	729	729	728	28%	23%	18%	28%	3%	31%	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	S	S	S	707	S	S	S	S	S	S	12%
Asian	58	752	752	754	10%	12%	26%	43%	9%	52%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	29	728	728	705	21%	28%	21%	31%	N	31%	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



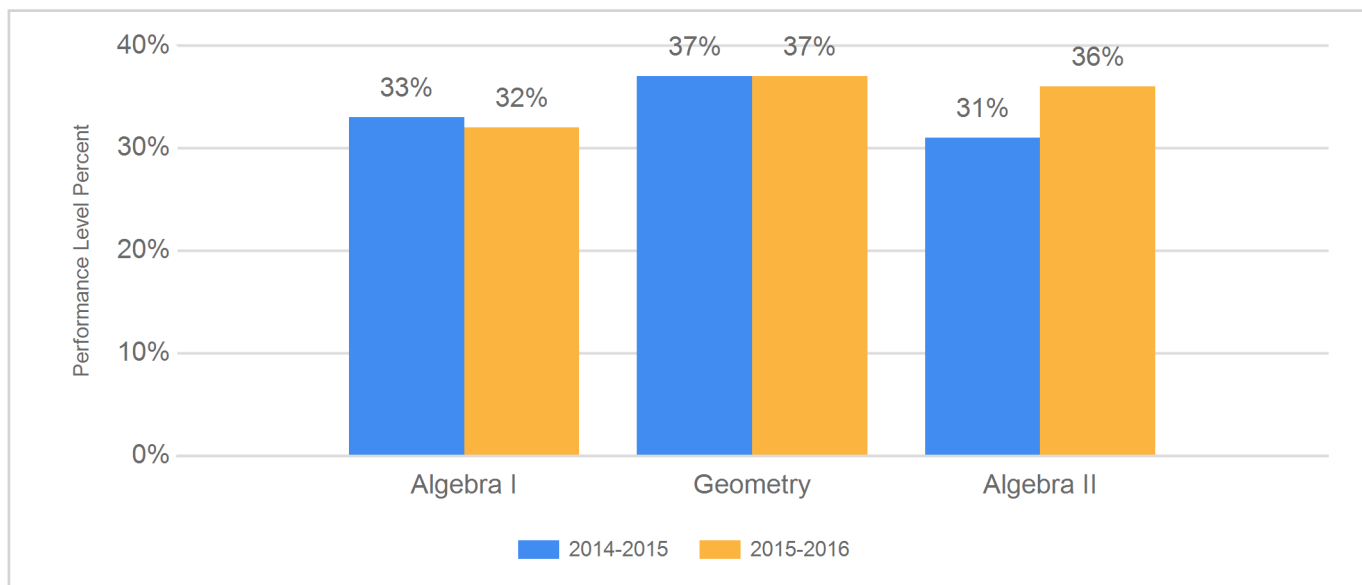
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### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

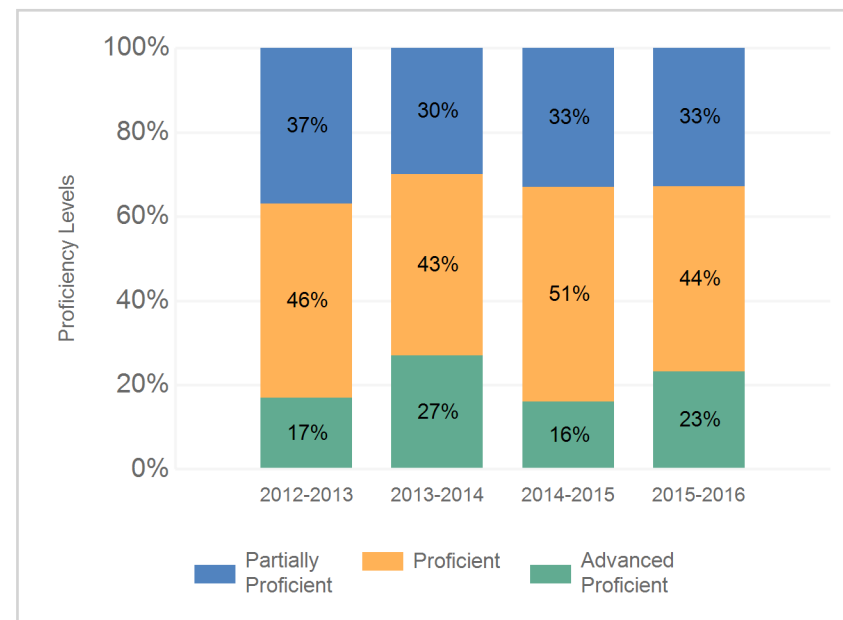
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	23%	44%	33%
White	29%	34%	37%
African American	N	33%	67%
Hispanic	17%	31%	52%
American Indian	N	N	N
Asian	26%	58%	17%
Two or More Races	N	N	N
Students with Disability	3%	9%	89%
English Language Learners	N	46%	54%
Economically Disadvantaged Students	17%	45%	38%

### Proficiency Trends - Biology

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





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

### PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	67.6%	58.0%
Percent of Students Participating in ACT	17.4%	27.6%

### PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	84%	71%
Math	530	71%	53%
<b>ACT</b>	-	-	-
Reading	22	74%	58%
English	18	90%	74%
Math	22	64%	61%
Science	23	57%	49%

### PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	1019	950
<b>SAT</b>	-	-
Reading and Writing	590	537
Math	599	538
<b>ACT</b>	-	-
Reading	25	23
English	26	22
Math	25	23
Science	24	22

### PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1140	1000	880
<b>SAT</b>	-	-	-
Reading and Writing	680	590	510
Math	700	590	510
<b>ACT</b>	-	-	-
Reading	30	26	21
English	30	27	21
Math	30	25	19
Science	26	24	21

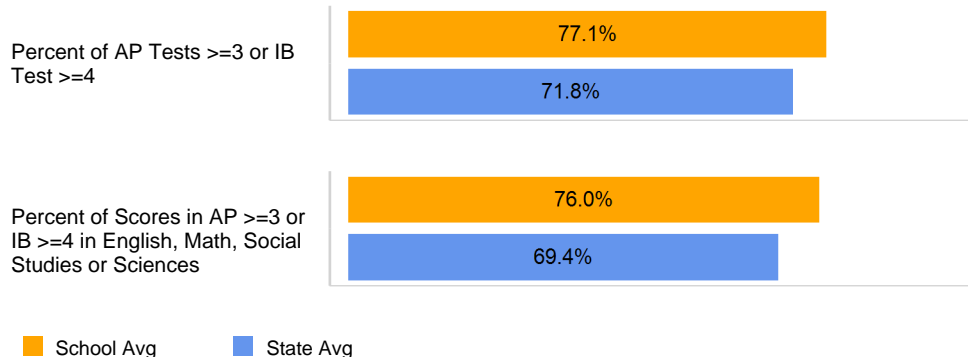


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### AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.



### Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	50.5%	39.1%
One of More Test	38.1%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	37.1%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

### AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	43	42
AP Calculus AB	14	13
AP Calculus BC	16	18
AP Chemistry	10	7
AP Chinese Language and Culture	0	1
AP Computer Science A	0	2
AP English Language and Composition	18	18
AP English Literature and Composition	30	29
AP Physics 1	0	2
AP Physics 2	0	1
AP Physics C: Electricity and Magnetism	0	2
AP Physics C: Mechanics	0	2
AP Psychology	83	0
AP Spanish Language	5	4
AP Studio Art—Two-Dimensional	0	1
AP U.S. Government and Politics	27	26
AP U.S. History	31	29
AP World History	66	72
IB Business and Management	6	0
IB Economics	14	0
IB Further Mathematics—SL	6	0
IB History	26	9
IB Language A (English)	77	18
IB Language B—Spanish	17	7
IB Mathematics	3	7



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AP/IB Course	Students Enrolled	Students Tested
IB Mathematics and Computing—SL	7	0
IB Physics	22	20
IB Theory of Knowledge	23	0
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		178



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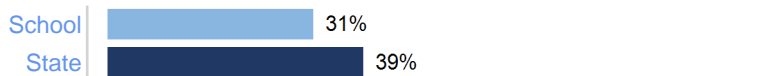
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### Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

#### MUSIC



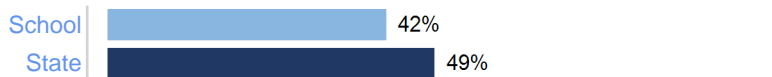
#### DRAMA



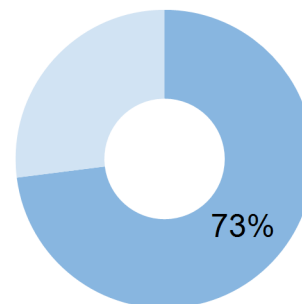
#### DANCE



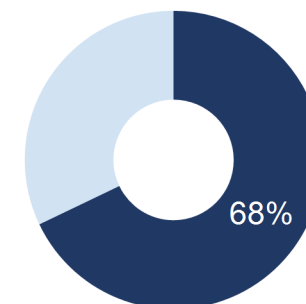
#### VISUAL ARTS



#### Any Visual and Performing Arts



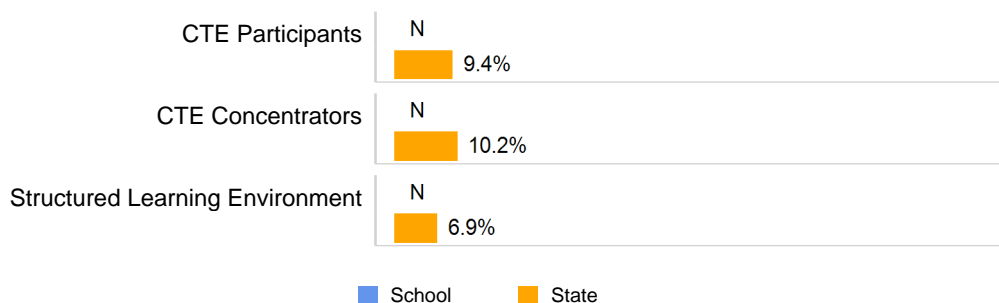
School



State

### Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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FORT LEE BORO

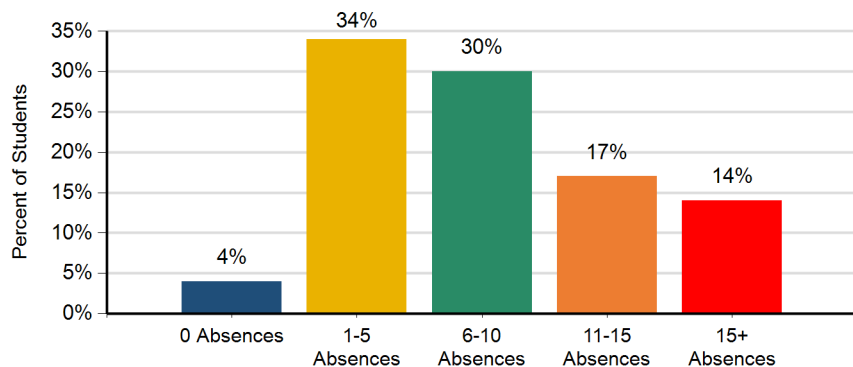
Fort Lee High School

3000 LEMOINE AVE

FORT LEE, NJ 07024

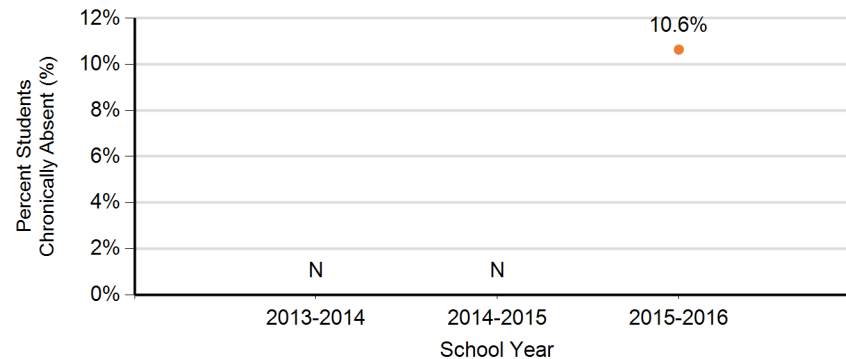
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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### Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	97.2%	85	81%
White	98.8%	83	
African American	S	S	
Hispanic	92.7%	64	
American Indian	N	N	
Asian	98.1%	32	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	92.1%	81	
English Language Learners	S	S	
Economically Disadvantaged Students	95.6%	81	

### Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.1%	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	0.5%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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### Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	96%	98%
2014	92%	95%
2015	97%	97%
2016	97%	

### Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	84.1%	19.9%	80.1%
White	84.6%	18.2%	81.8%
African American	S	S	S
Hispanic	90.5%	42.1%	57.9%
American Indian	0.0%	0.0%	0.0%
Asian	83.0%	10.2%	89.8%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	85.5%	25.5%	74.5%



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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 51 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 44 Mins.
Shared Time	2 Hrs. 52 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	190:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	4.6%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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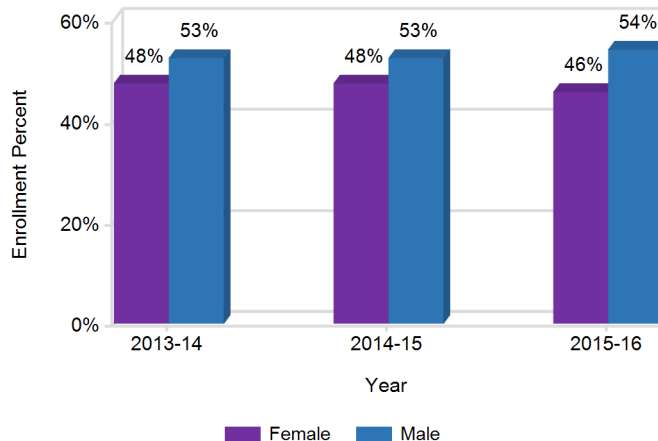
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 07	278	254	256
Grade 08	279	279	246
UG	1	0	2
<b>Total</b>	<b>558</b>	<b>533</b>	<b>504</b>

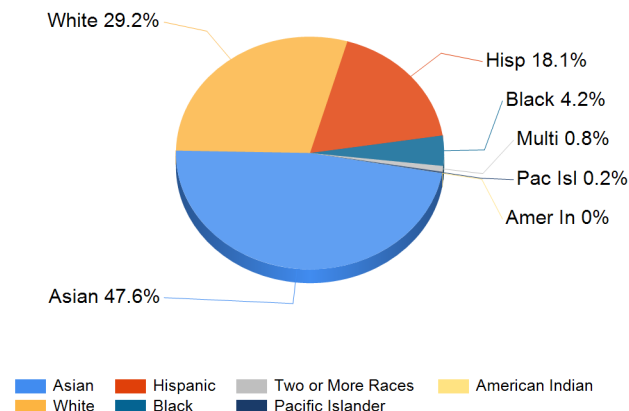
### Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



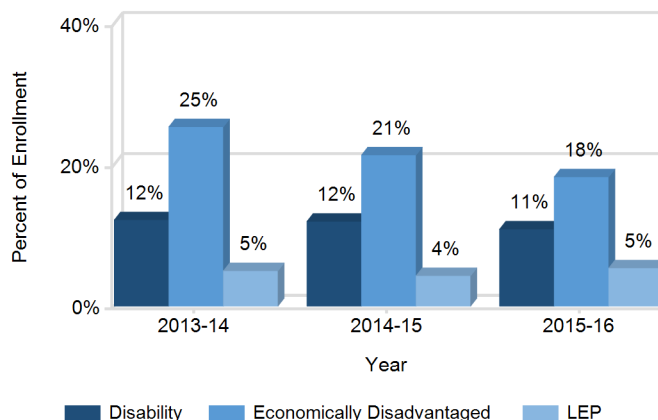
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	44.2%
Korean	24.0%
Spanish	9.3%
Chinese	6.0%
Russian	4.2%
Other	12.4%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

### Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	73%	80	83
Mathematics Met or Exceeded Expectations	65%	40	77

### Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	456	73%	83	95%	√	458	65%	77	95%	√
White	133	71%	73	92%	X	134	59%	60	93%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	78	50%	69	92%	X	78	32%	42	91%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	227	82%	56	98%	√	228	81%	55	98%	√
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	52	12%	30	83%	X	52	8%	28	83%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	77	70%	95	92%	√	77	51%	87	91%	√



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## PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	249	771	771	753	7%	6%	14%	35%	39%	74%	56%
White	65	772	772	760	8%	6%	11%	34%	42%	75%	65%
African American	S	S	S	733	S	S	S	S	S	S	35%
Hispanic	48	742	742	739	15%	15%	19%	42%	10%	52%	41%
Asian	122	784	784	781	3%	3%	13%	31%	51%	82%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	25	709	709	716	48%	32%	8%	4%	8%	12%	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	43	753	753	735	9%	9%	14%	51%	16%	67%	37%
PARCC MATH											
<b>Schoolwide</b>	232	759	759	740	3%	10%	22%	46%	19%	66%	39%
White	64	753	753	747	5%	13%	23%	42%	17%	59%	47%
African American	S	S	S	724	S	S	S	S	S	S	19%
Hispanic	48	738	738	729	4%	21%	46%	29%	N	29%	23%
Asian	106	775	775	763	N	2%	11%	57%	30%	87%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	S	744	S	S	S	S	S	S	44%
Students with Disability	S	S	S	713	S	S	S	S	S	S	9%
English Language Learners	13	762	762	711	8%	8%	8%	54%	23%	77%	10%
Economically Disadvantaged Students	44	748	748	727	2%	18%	34%	34%	11%	46%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	227	772	772	753	5%	6%	15%	42%	31%	73%	55%
White	70	768	768	759	4%	3%	24%	47%	21%	69%	63%
African American	S	S	S	732	S	S	S	S	S	S	34%
Hispanic	S	S	S	740	S	S	S	S	S	S	43%
Asian	114	783	783	780	4%	6%	6%	40%	43%	83%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	S	715	S	S	S	S	S	S	16%
English Language Learners	S	S	S	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	40	763	763	736	5%	15%	8%	53%	20%	73%	38%
**PARCC MATH											
<b>Schoolwide</b>	S	S	S	726	S	S	S	S	S	S	26%
White	S	S	S	732	S	S	S	S	S	S	32%
African American	N	N	N	712	N	N	N	N	N	N	14%
Hispanic	S	S	S	721	S	S	S	S	S	S	20%
Asian	S	S	S	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	S	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	S	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*Grade 8 does not include students who took an Algebra test.

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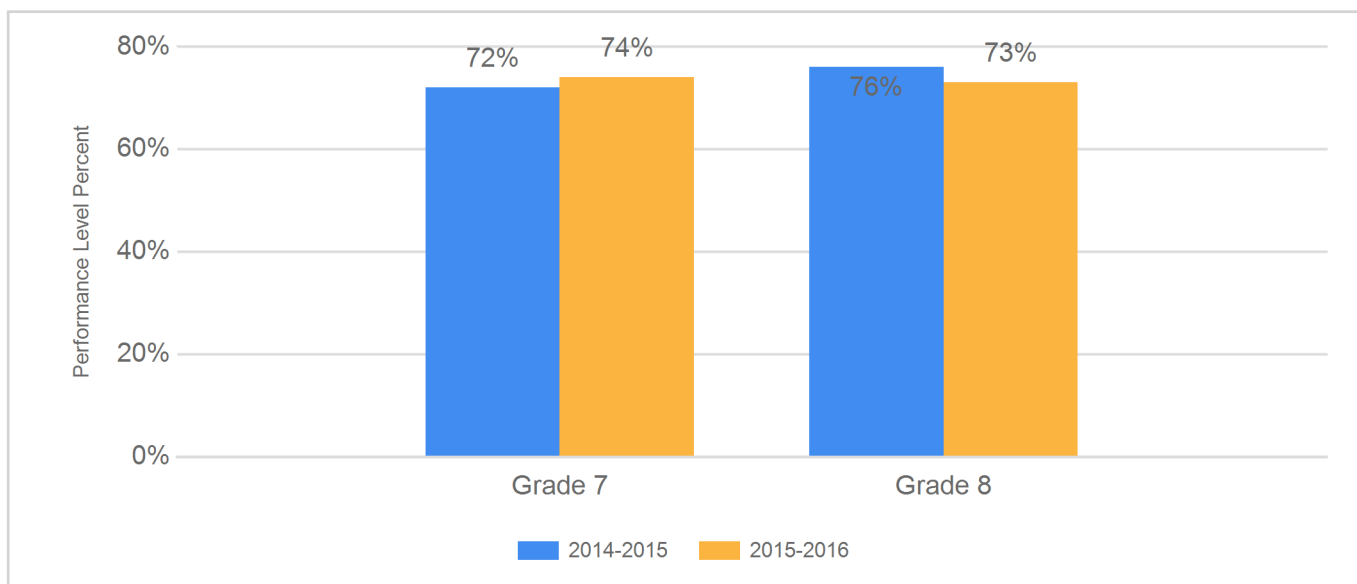
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>220</b>	<b>762</b>	<b>762</b>	<b>769</b>	<b>3%</b>	<b>10%</b>	<b>23%</b>	<b>51%</b>	<b>13%</b>	<b>64%</b>	<b>41%</b>
White	72	755	755	772	4%	11%	24%	56%	6%	61%	51%
African American	S	S	S	748	S	S	S	S	S	S	20%
Hispanic	S	S	S	746	S	S	S	S	S	S	25%
Asian	110	776	776	789	1%	5%	18%	54%	23%	76%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	13	719	719	738	8%	54%	23%	15%	N	15%	10%
English Language Learners	S	S	S	723	S	S	S	S	S	S	9%
Economically Disadvantaged Students	33	750	750	746	3%	15%	24%	55%	3%	58%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>19</b>	<b>805</b>	<b>805</b>	<b>776</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>11%</b>	<b>90%</b>	<b>100%</b>	<b>27%</b>
White	S	S	S	772	S	S	S	S	S	S	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	N	N	N	761	N	N	N	N	N	N	13%
Asian	S	S	S	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	N	N	N	778	N	N	N	N	N	N	29%
Students with Disability	N	N	N	771	N	N	N	N	N	N	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	S	759	S	S	S	S	S	S	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



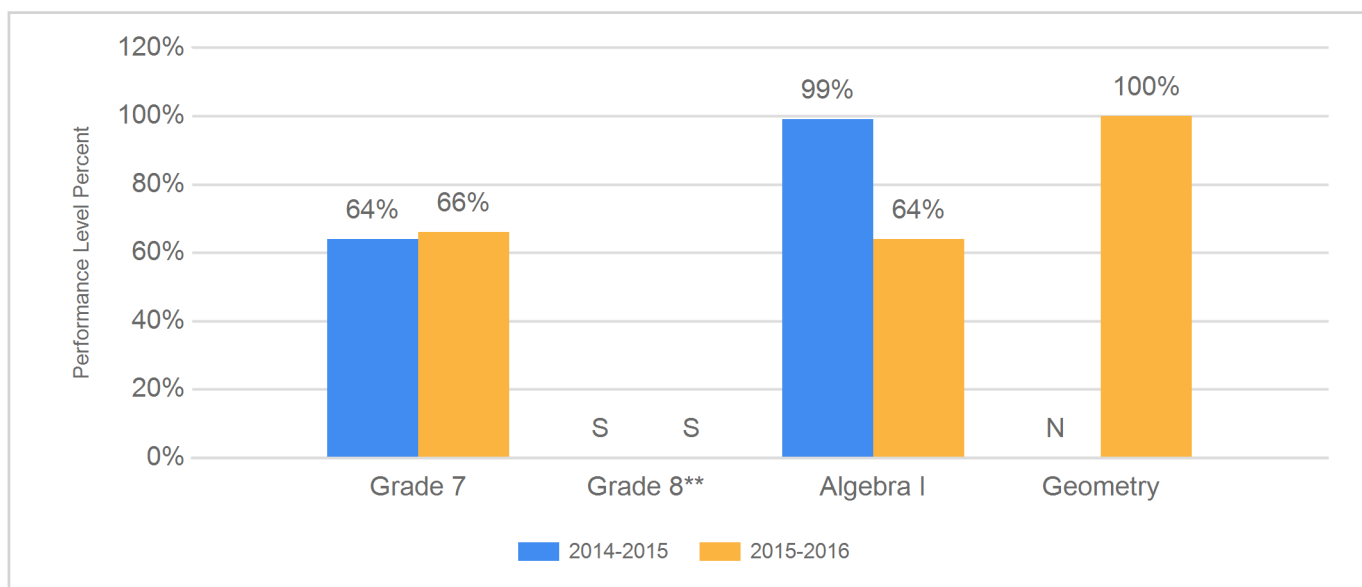
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### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\*Grade 8 does not include students who took an Algebra test.

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

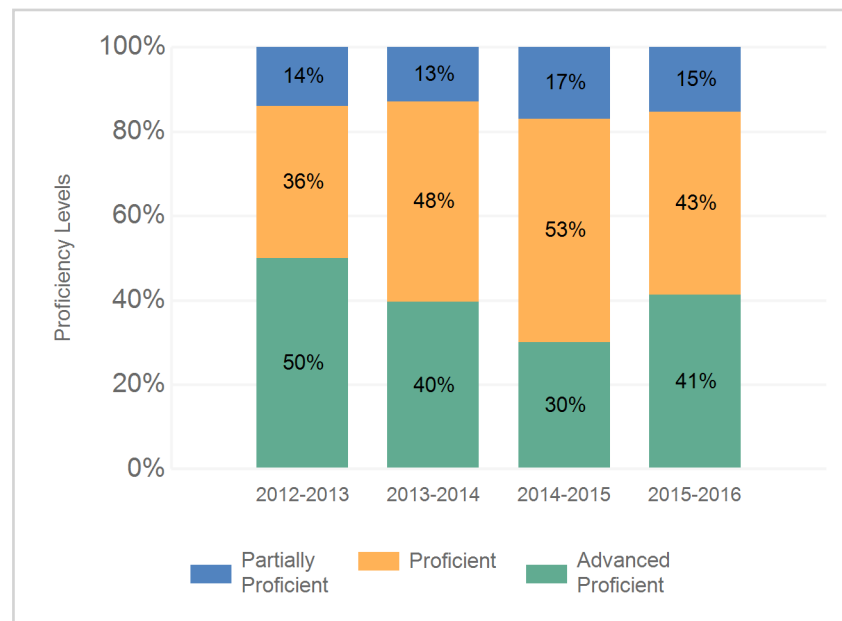
### NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	41%	43%	15%
White	35%	44%	21%
African American	S	S	S
Hispanic	20%	49%	32%
American Indian	N	N	N
Asian	55%	38%	7%
Two or More Races	N	N	N
Students with Disability	3%	31%	66%
English Language Learners	S	S	S
Economically Disadvantaged Students	27%	46%	27%

### NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	45	60	50
Student Growth on Math	44	58	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	1%	0%
Partially Met (L2)	5%	0%	0%
Approached (L3)	9%	3%	1%
Met (L4)	17%	13%	8%
Exceeded (L5)	4%	13%	21%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	2%	0%
Partially Met (L2)	5%	5%	0%
Approached (L3)	13%	5%	3%
Met (L4)	15%	16%	15%
Exceeded (L5)	4%	5%	10%



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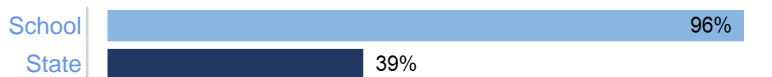
467 STILLWELL AVENUE

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### Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

#### MUSIC



#### DRAMA



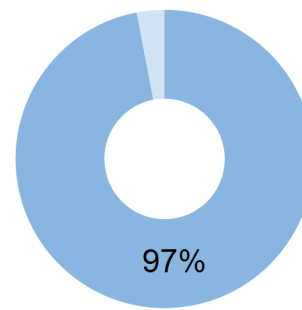
#### DANCE



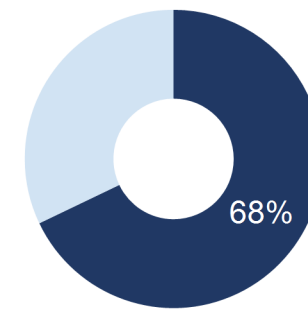
#### VISUAL ARTS



#### Any Visual and Performing Arts



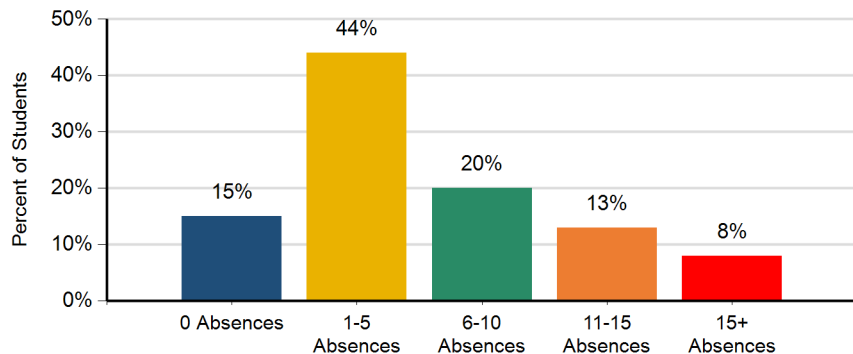
School



State

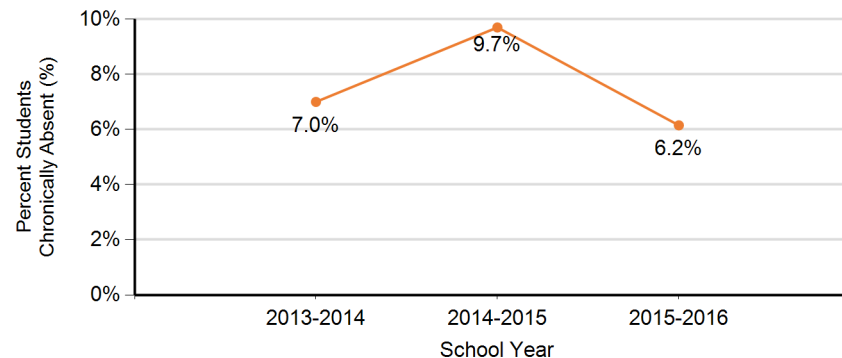
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 10 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	4 Hrs. 54 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	252:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.6%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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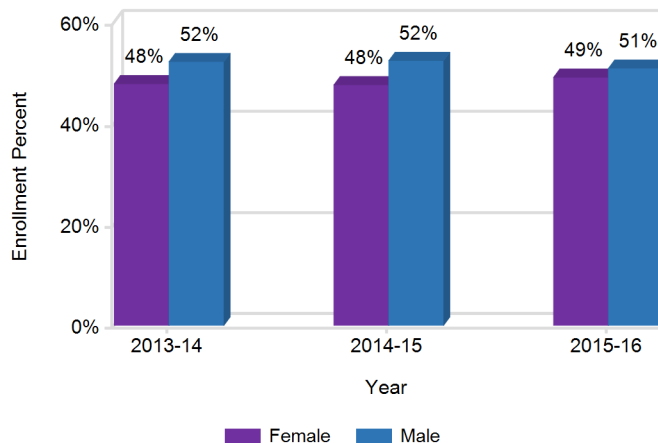
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	100	96	102
Grade 01	113	103	84
Grade 02	95	114	96
Grade 03	103	86	106
Grade 04	95	99	83
Grade 05	84	91	95
Grade 06	67	74	90
UG	7	1	0
<b>Total</b>	<b>696</b>	<b>664</b>	<b>656</b>

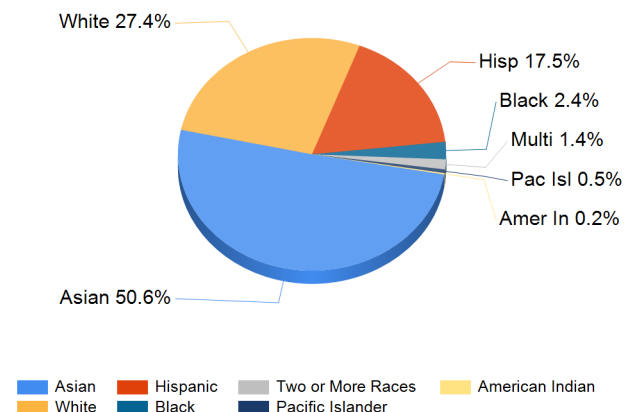
### Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



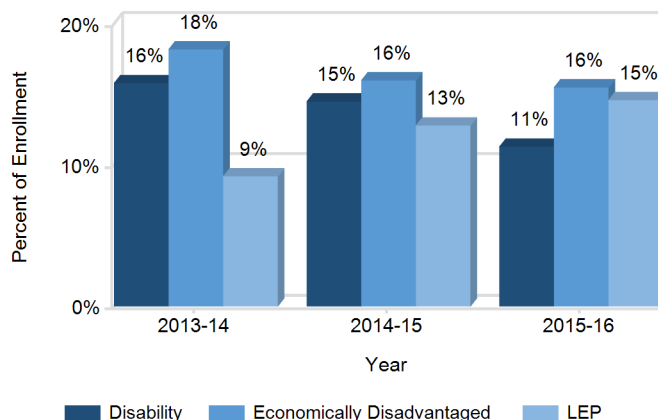
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	53.4%
Korean	22.4%
Spanish	6.9%
Japanese	5.2%
Chinese	3.4%
Other	9.1%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	80%	100	92
Mathematics Met or Exceeded Expectations	81%	100	95

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	329	80%	92	97%	✓	329	81%	95	97%	✓
White	102	75%	82	97%	✓	102	76%	86	96%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	58	69%	88	98%	✓	58	60%	84	99%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	155	87%	60	97%	✓	155	92%	73	97%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	45	58%	97	92%	✗	45	62%	98	92%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	49	69%	95	100%	✓	49	65%	94	100%	✓



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	99	774	763	746	3%	12%	8%	63%	14%	77%	48%
White	23	770	759	756	4%	9%	17%	65%	4%	70%	58%
African American	S	S	742	727	S	S	S	S	S	S	30%
Hispanic	13	775	750	730	N	15%	8%	54%	23%	77%	31%
Asian	57	776	771	772	2%	14%	5%	63%	16%	79%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	770	753	S	S	S	S	S	S	55%
Students with Disability	16	764	743	718	6%	19%	6%	56%	13%	69%	22%
English Language Learners	S	S	722	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	741	727	S	S	S	S	S	S	28%
PARCC MATH											
<b>Schoolwide</b>	104	775	767	749	N	8%	13%	52%	28%	80%	52%
White	24	768	759	757	N	17%	8%	50%	25%	75%	63%
African American	S	S	745	730	S	S	S	S	S	S	31%
Hispanic	14	774	751	736	N	7%	29%	29%	36%	64%	35%
Asian	60	779	778	777	N	3%	12%	57%	28%	85%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	768	754	S	S	S	S	S	S	57%
Students with Disability	16	772	753	727	N	6%	19%	44%	31%	75%	28%
English Language Learners	12	752	751	724	N	17%	25%	58%	N	58%	20%
Economically Disadvantaged Students	S	S	749	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	81	771	768	750	3%	4%	19%	48%	27%	75%	54%
White	28	767	764	759	7%	N	21%	46%	25%	71%	64%
African American	S	S	764	733	S	S	S	S	S	S	33%
Hispanic	15	760	754	737	N	13%	27%	33%	27%	60%	37%
Asian	34	775	774	773	N	3%	15%	59%	24%	82%	79%
American Indian	S	S	S	748	S	S	S	S	S	S	55%
Two or More Races	S	S	764	756	S	S	S	S	S	S	62%
Students with Disability	S	S	742	723	S	S	S	S	S	S	22%
English Language Learners	S	S	726	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	12	755	756	734	N	8%	33%	50%	8%	58%	33%
PARCC MATH											
<b>Schoolwide</b>	82	767	758	745	4%	5%	12%	68%	11%	79%	47%
White	29	761	751	752	7%	7%	17%	59%	10%	69%	57%
African American	S	S	736	727	S	S	S	S	S	S	24%
Hispanic	15	756	742	733	7%	7%	20%	60%	7%	67%	30%
Asian	34	775	768	771	N	3%	6%	79%	12%	91%	78%
American Indian	S	S	S	742	S	S	S	S	S	S	44%
Two or More Races	S	S	745	750	S	S	S	S	S	S	54%
Students with Disability	S	S	725	724	S	S	S	S	S	S	22%
English Language Learners	S	S	744	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	12	750	738	730	8%	N	25%	67%	N	67%	27%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
 ■ Approached Expectations    
 ■ Met Expectations    
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	92	771	765	751	1%	3%	22%	53%	21%	74%	53%
White	27	765	758	758	N	N	37%	52%	11%	63%	64%
African American	S	S	754	733	S	S	S	S	S	S	32%
Hispanic	S	S	750	738	S	S	S	S	S	S	37%
Asian	43	782	779	773	2%	2%	5%	58%	33%	91%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	13	760	736	723	N	8%	46%	31%	15%	46%	20%
English Language Learners	S	S	730	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	15	751	749	735	N	20%	33%	33%	13%	47%	33%
PARCC MATH											
<b>Schoolwide</b>	96	767	763	747	1%	8%	18%	54%	19%	73%	47%
White	27	757	753	753	4%	4%	22%	67%	4%	70%	57%
African American	S	S	743	728	S	S	S	S	S	S	24%
Hispanic	S	S	740	735	S	S	S	S	S	S	31%
Asian	45	782	782	774	N	2%	4%	58%	36%	93%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	13	756	731	725	8%	8%	23%	39%	23%	62%	19%
English Language Learners	S	S	740	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	17	741	745	732	6%	29%	35%	24%	6%	29%	28%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
 ■ Approached Expectations    
 ■ Met Expectations    
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	87	781	773	750	2%	N	7%	51%	40%	91%	52%
White	34	785	772	756	3%	N	N	59%	38%	97%	61%
African American	S	S	756	732	S	S	S	S	S	S	31%
Hispanic	S	S	758	738	S	S	S	S	S	S	37%
Asian	34	784	778	772	N	N	12%	41%	47%	88%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	733	719	S	S	S	S	S	S	15%
English Language Learners	S	S	729	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	18	772	762	735	6%	N	6%	61%	28%	89%	33%
PARCC MATH											
<b>Schoolwide</b>	86	773	765	743	N	5%	9%	61%	26%	86%	43%
White	33	770	761	750	N	3%	12%	58%	27%	85%	53%
African American	S	S	736	724	S	S	S	S	S	S	20%
Hispanic	S	S	742	730	S	S	S	S	S	S	26%
Asian	34	782	776	768	N	3%	N	65%	32%	97%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	725	717	S	S	S	S	S	S	13%
English Language Learners	S	S	749	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	18	764	748	728	N	11%	11%	56%	22%	78%	23%

■ Did Not Yet Meet Expectations  
 ■ Partially Met Expectations  
 ■ Approached Expectations  
 ■ Met Expectations  
 ■ Exceeded Expectations



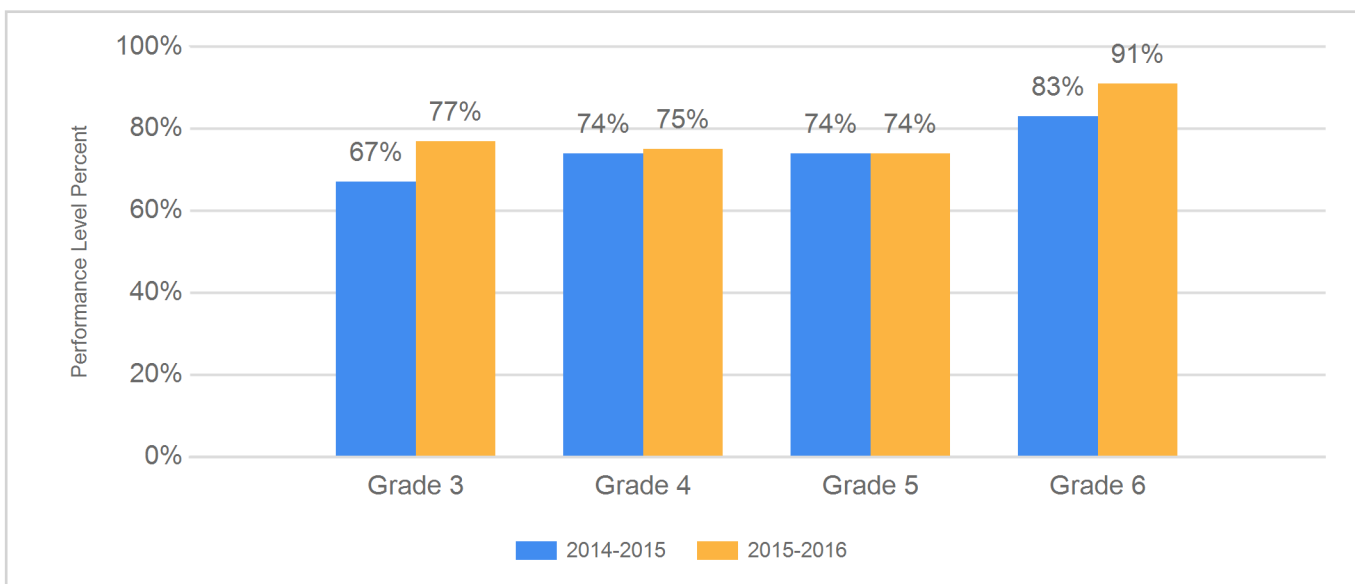
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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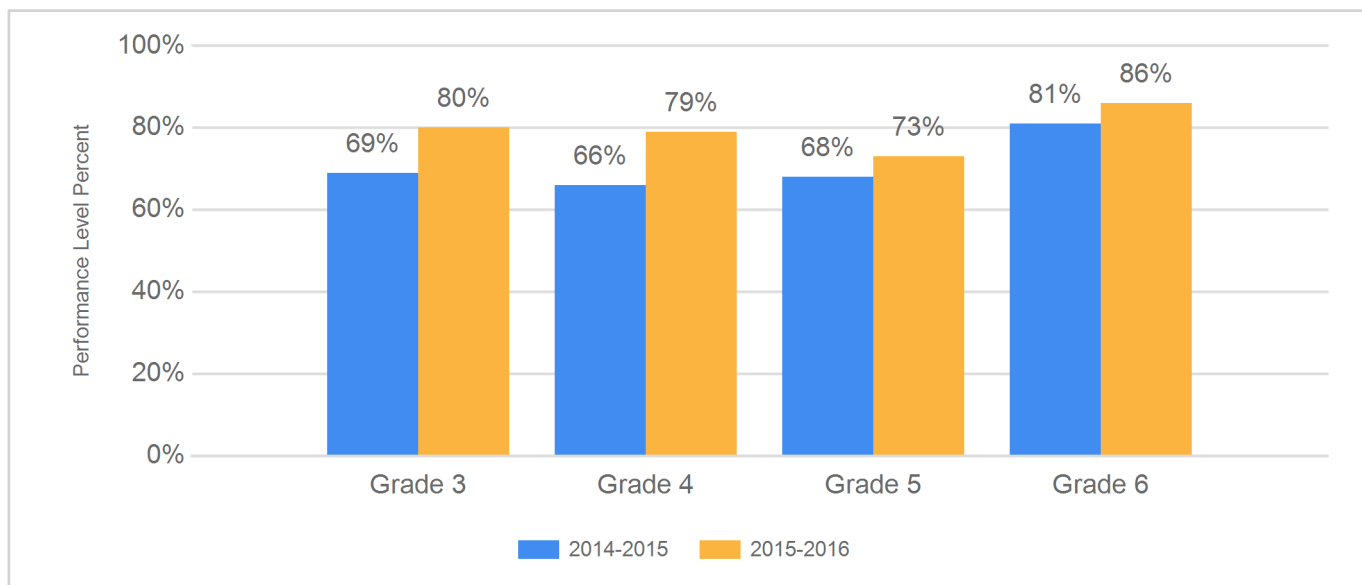
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### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

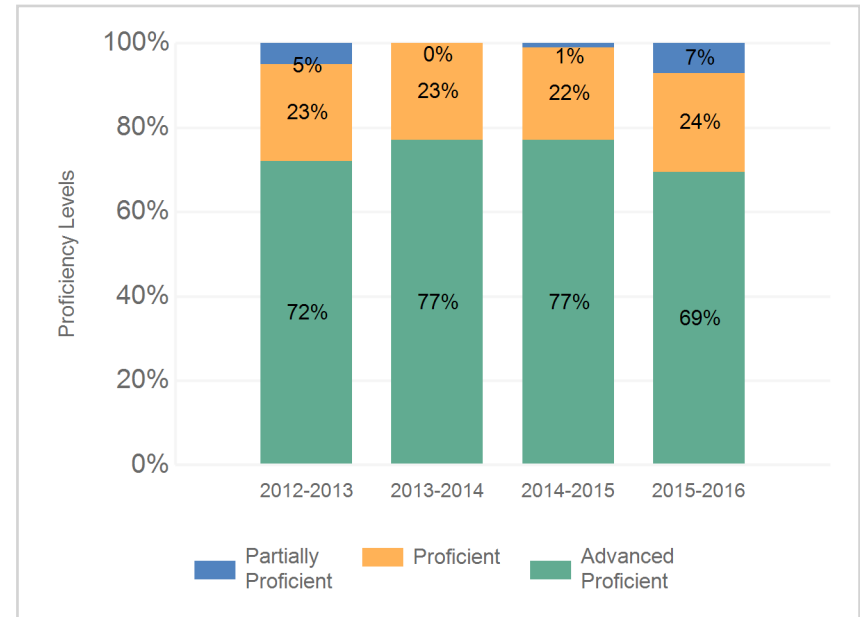
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	69%	24%	7%
White	63%	25%	13%
African American	S	S	S
Hispanic	47%	47%	7%
American Indian	S	S	S
Asian	82%	15%	3%
Two or More Races	S	S	S
Students with Disability	25%	42%	33%
English Language Learners	S	S	S
Economically Disadvantaged Students	54%	39%	8%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	74	60	50
Student Growth on Math	72	58	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	0%	1%	0%
Approached (L3)	8%	4%	4%
Met (L4)	10%	14%	25%
Exceeded (L5)	0%	4%	29%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	2%	2%	0%
Approached (L3)	2%	5%	4%
Met (L4)	6%	18%	39%
Exceeded (L5)	0%	3%	17%



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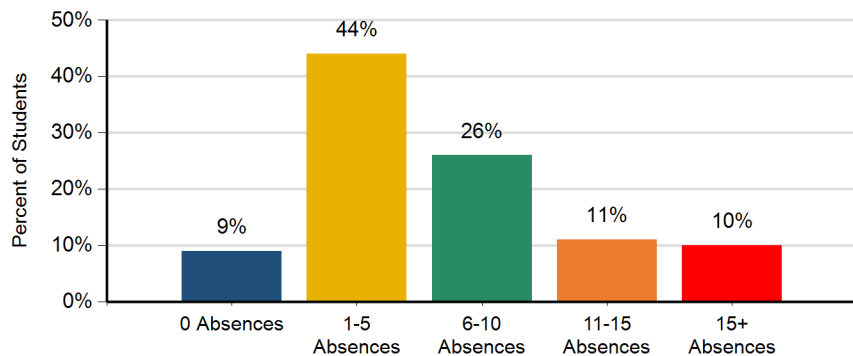
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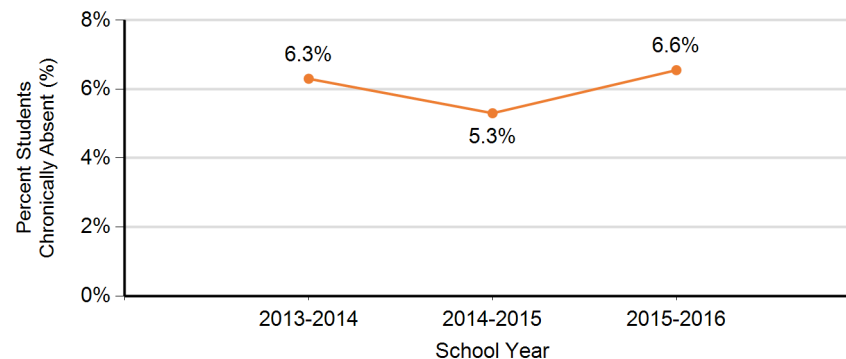
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 20 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	81:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.8%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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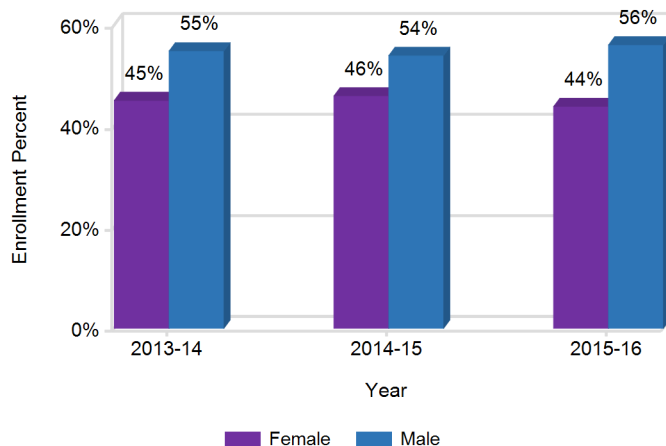
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	47	22
Grade KG	70	56	62
Grade 01	55	70	46
Grade 02	69	56	58
Grade 03	57	64	49
Grade 04	72	51	58
Grade 05	55	66	52
Grade 06	65	59	62
UG	16	1	79
<b>Total</b>	<b>459</b>	<b>470</b>	<b>488</b>

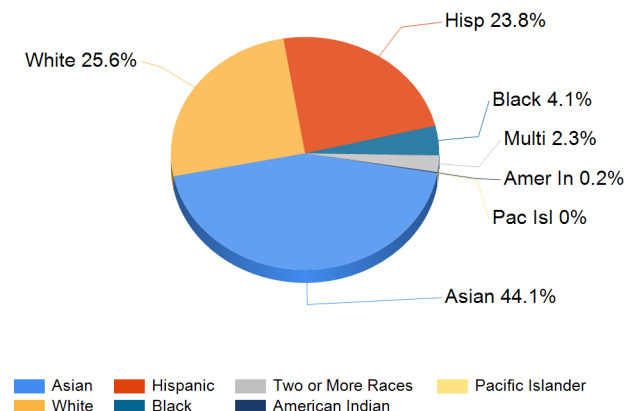
### Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



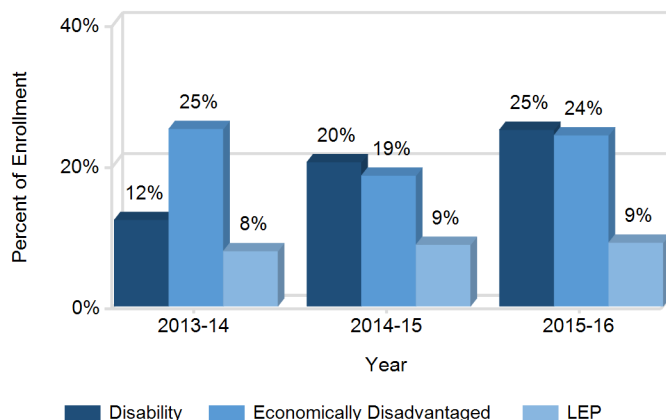
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	44.9%
Korean	23.8%
Spanish	9.2%
Chinese	5.1%
Russian	4.3%
Other	12.5%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	67%	40	75
Mathematics Met or Exceeded Expectations	60%	20	67

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	232	67%	75	99%	✓	235	60%	67	99%	✓
White	71	68%	67	99%	✓	71	54%	43	99%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	49	47%	54	100%	✓	50	38%	46	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	104	78%	54	99%	✓	106	76%	50	99%	✓
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	48	13%	24	98%	✓	48	15%	26	98%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	55	47%	71	100%	✓	55	36%	61	100%	✓



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	50	769	763	746	6%	8%	22%	46%	18%	64%	48%
White	S	S	759	756	S	S	S	S	S	S	58%
African American	S	S	742	727	S	S	S	S	S	S	30%
Hispanic	16	737	750	730	19%	25%	19%	38%	N	38%	31%
Asian	18	786	771	772	N	N	22%	56%	22%	78%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	743	718	S	S	S	S	S	S	22%
English Language Learners	S	S	722	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	741	727	S	S	S	S	S	S	28%
PARCC MATH											
<b>Schoolwide</b>	54	759	767	749	2%	11%	24%	46%	17%	63%	52%
White	S	S	S	757	S	S	S	S	S	S	63%
African American	S	S	745	730	S	S	S	S	S	S	31%
Hispanic	S	S	751	736	S	S	S	S	S	S	35%
Asian	21	776	778	777	N	5%	19%	48%	29%	76%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	753	727	S	S	S	S	S	S	28%
English Language Learners	S	S	751	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	11	743	749	732	9%	27%	18%	36%	9%	46%	32%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
 ■ Approached Expectations    
 ■ Met Expectations    
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	61	769	768	750	N	15%	15%	39%	31%	71%	54%
White	19	763	764	759	N	26%	11%	42%	21%	63%	64%
African American	S	S	764	733	S	S	S	S	S	S	33%
Hispanic	S	S	754	737	S	S	S	S	S	S	37%
Asian	28	783	774	773	N	7%	7%	32%	54%	86%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	742	723	S	S	S	S	S	S	22%
English Language Learners	S	S	726	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	15	747	756	734	N	27%	33%	33%	7%	40%	33%
PARCC MATH											
<b>Schoolwide</b>	63	751	758	745	11%	13%	21%	46%	10%	56%	47%
White	20	741	751	752	15%	15%	35%	25%	10%	35%	57%
African American	S	S	736	727	S	S	S	S	S	S	24%
Hispanic	S	S	742	733	S	S	S	S	S	S	30%
Asian	29	770	768	771	3%	3%	10%	69%	14%	83%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	725	724	S	S	S	S	S	S	22%
English Language Learners	S	S	744	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	16	724	738	730	31%	19%	31%	19%	N	19%	27%

■ Did Not Yet Meet Expectations  
 ■ Partially Met Expectations  
 ■ Approached Expectations  
 ■ Met Expectations  
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	53	758	765	751	11%	11%	13%	47%	17%	64%	53%
White	16	745	758	758	25%	13%	13%	38%	13%	50%	64%
African American	S	S	754	733	S	S	S	S	S	S	32%
Hispanic	S	S	750	738	S	S	S	S	S	S	37%
Asian	22	780	779	773	N	N	14%	59%	27%	86%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	736	723	S	S	S	S	S	S	20%
English Language Learners	S	S	730	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	15	746	749	735	13%	13%	13%	53%	7%	60%	33%
PARCC MATH											
<b>Schoolwide</b>	56	749	763	747	11%	20%	13%	32%	25%	57%	47%
White	17	739	753	753	18%	18%	12%	29%	24%	53%	57%
African American	S	S	743	728	S	S	S	S	S	S	24%
Hispanic	S	S	740	735	S	S	S	S	S	S	31%
Asian	22	776	782	774	N	5%	9%	46%	41%	86%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	731	725	S	S	S	S	S	S	19%
English Language Learners	S	S	740	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	16	736	745	732	13%	25%	25%	31%	6%	38%	28%

■ Did Not Yet Meet Expectations  
 ■ Partially Met Expectations  
 ■ Approached Expectations  
 ■ Met Expectations  
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	67	769	773	750	6%	10%	10%	42%	31%	73%	52%
White	21	776	772	756	N	10%	10%	38%	43%	81%	61%
African American	S	S	756	732	S	S	S	S	S	S	31%
Hispanic	S	S	758	738	S	S	S	S	S	S	37%
Asian	33	771	778	772	6%	9%	9%	49%	27%	76%	79%
American Indian	S	S	784	750	S	S	S	S	S	S	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	13	715	733	719	23%	46%	8%	23%	N	23%	15%
English Language Learners	S	S	729	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	17	748	762	735	18%	18%	18%	29%	18%	47%	33%
PARCC MATH											
<b>Schoolwide</b>	68	751	765	743	10%	13%	19%	46%	12%	57%	43%
White	21	756	761	750	N	14%	29%	48%	10%	57%	53%
African American	S	S	736	724	S	S	S	S	S	S	20%
Hispanic	11	725	742	730	27%	36%	9%	18%	9%	27%	26%
Asian	33	759	776	768	9%	3%	18%	55%	15%	70%	76%
American Indian	S	S	787	745	S	S	S	S	S	S	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	725	717	S	S	S	S	S	S	13%
English Language Learners	S	S	749	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	17	731	748	728	29%	6%	29%	29%	6%	35%	23%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
 ■ Approached Expectations    
 ■ Met Expectations    
 ■ Exceeded Expectations



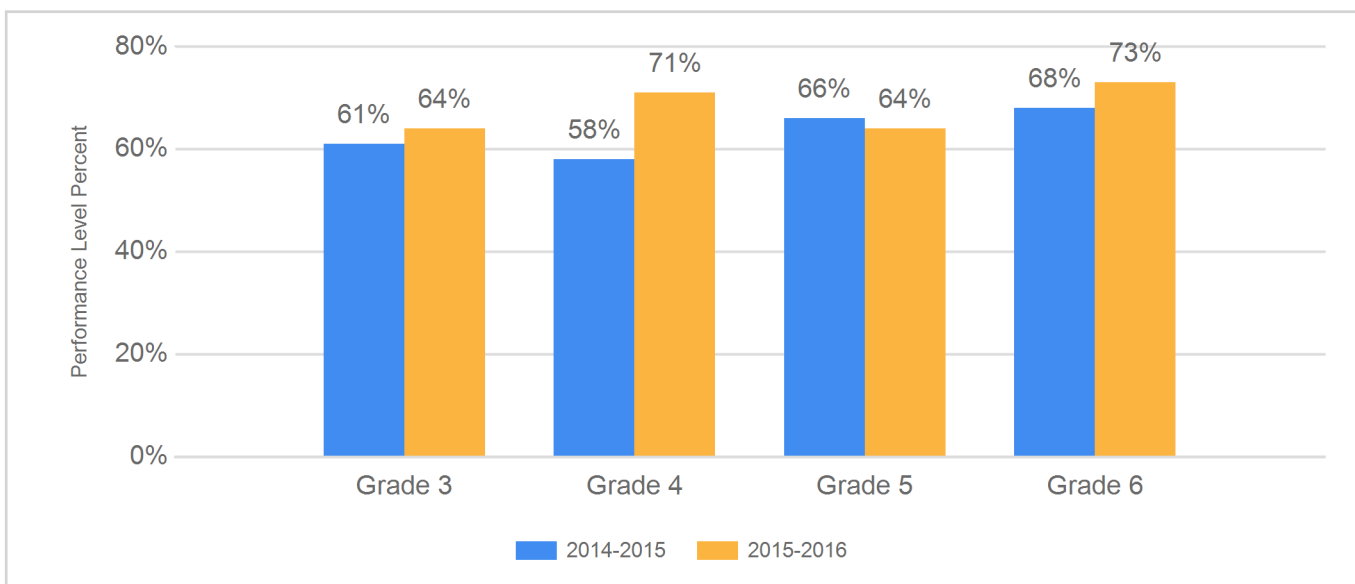
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



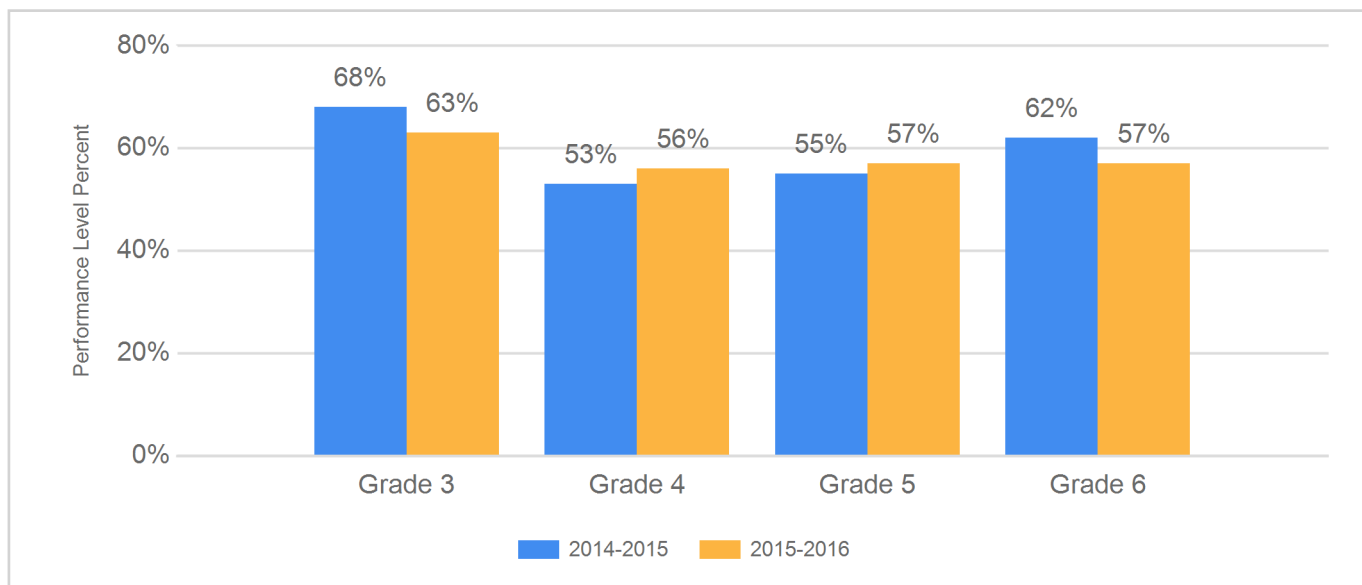
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### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

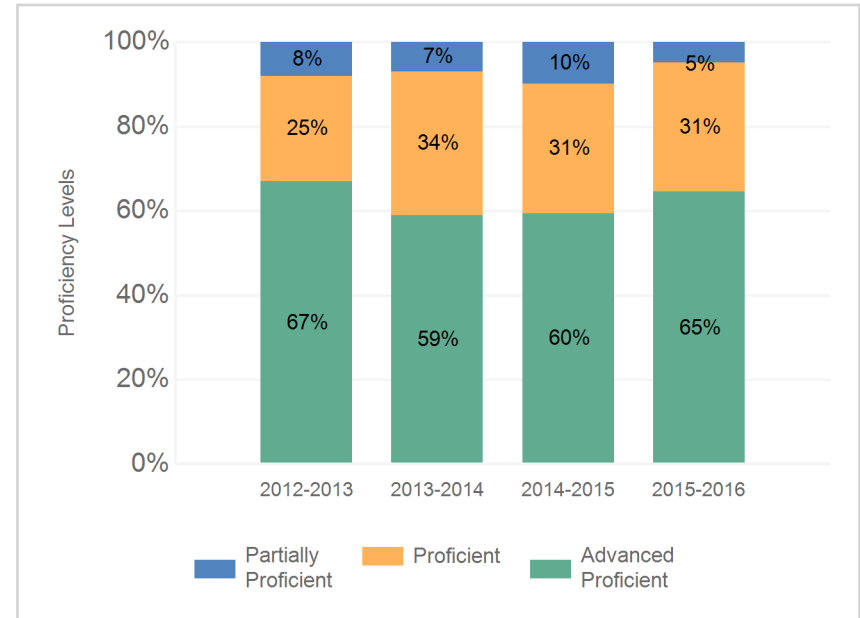
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	65%	31%	5%
White	53%	47%	N
African American	S	S	S
Hispanic	42%	50%	8%
American Indian	N	N	N
Asian	86%	10%	3%
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	38%	44%	19%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	64	60	50
Student Growth on Math	45	58	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	1%	0%
Partially Met (L2)	4%	5%	3%
Approached (L3)	4%	4%	5%
Met (L4)	6%	18%	20%
Exceeded (L5)	1%	7%	20%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	8%	1%	0%
Partially Met (L2)	9%	4%	1%
Approached (L3)	6%	5%	6%
Met (L4)	13%	16%	16%
Exceeded (L5)	2%	3%	10%



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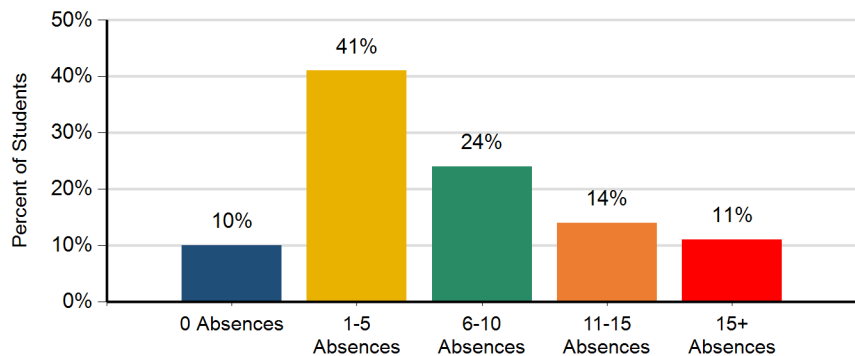
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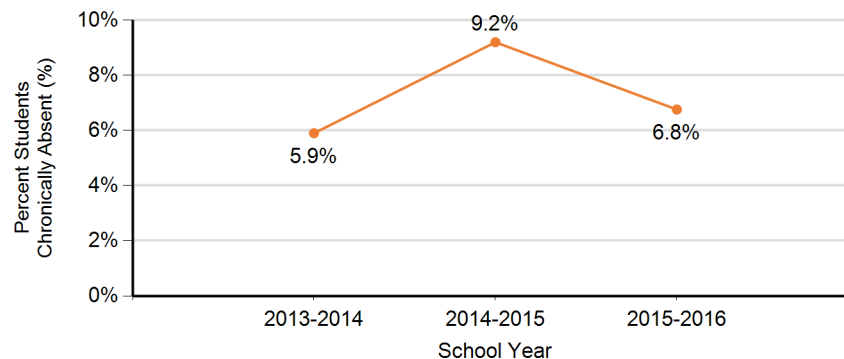
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 20 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	488:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.4%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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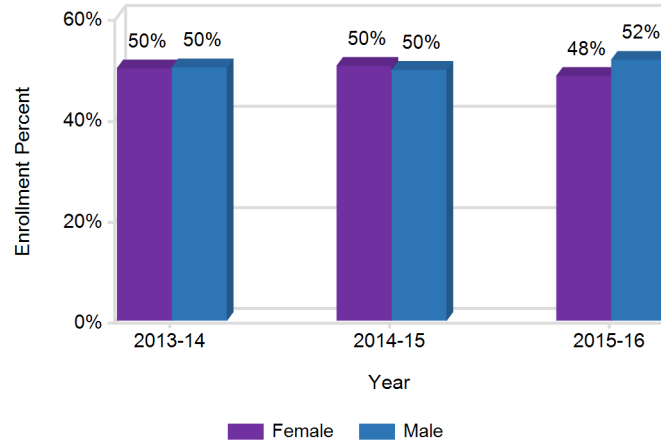
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	90	88	88
Grade 01	80	83	92
Grade 02	97	74	79
Grade 03	74	89	72
Grade 04	73	70	85
Grade 05	59	72	65
Grade 06	62	58	65
UG	0	0	2
<b>Total</b>	<b>535</b>	<b>534</b>	<b>548</b>

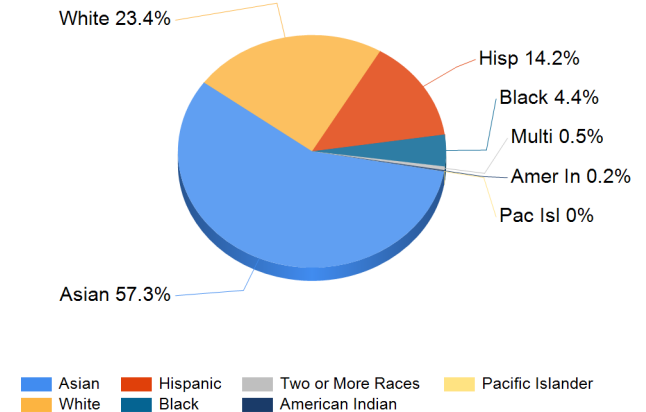
### Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



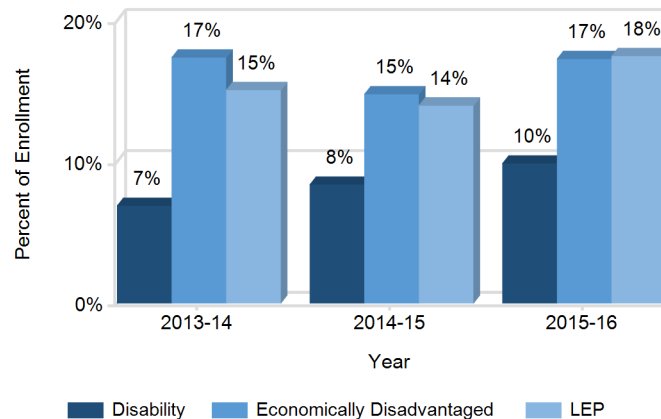
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	31.2%
Korean	30.1%
Japanese	9.5%
Chinese	8.0%
Spanish	7.7%
Other	13.8%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	74%	60	83
Mathematics Met or Exceeded Expectations	70%	80	85

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	252	74%	83	98%	✓	255	70%	85	98%	✓
White	64	74%	73	99%	✓	65	65%	65	99%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	147	77%	48	96%	✓	149	81%	57	96%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	39	64%	92	100%	✓	39	51%	91	100%	✓



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	69	756	763	746	6%	10%	25%	52%	7%	59%	48%
White	15	745	759	756	13%	20%	27%	33%	7%	40%	58%
African American	S	S	742	727	S	S	S	S	S	S	30%
Hispanic	S	S	750	730	S	S	S	S	S	S	31%
Asian	43	762	771	772	2%	7%	26%	56%	9%	65%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	743	718	S	S	S	S	S	S	22%
English Language Learners	S	S	722	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	11	738	741	727	9%	18%	46%	27%	N	27%	28%
PARCC MATH											
<b>Schoolwide</b>	72	768	767	749	4%	3%	17%	53%	24%	76%	52%
White	15	752	759	757	7%	13%	13%	53%	13%	67%	63%
African American	S	S	S	730	S	S	S	S	S	S	31%
Hispanic	S	S	751	736	S	S	S	S	S	S	35%
Asian	46	778	778	777	N	N	15%	54%	30%	85%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	753	727	S	S	S	S	S	S	28%
English Language Learners	S	S	751	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	11	753	749	732	18%	N	9%	64%	9%	73%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	79	767	768	750	3%	9%	13%	52%	24%	76%	54%
White	18	764	764	759	6%	11%	6%	44%	33%	78%	64%
African American	S	S	764	733	S	S	S	S	S	S	33%
Hispanic	S	S	754	737	S	S	S	S	S	S	37%
Asian	49	770	774	773	2%	6%	16%	53%	22%	76%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	742	723	S	S	S	S	S	S	22%
English Language Learners	S	S	726	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	17	767	756	734	N	12%	6%	59%	24%	82%	33%
PARCC MATH											
<b>Schoolwide</b>	84	754	758	745	5%	8%	30%	52%	5%	57%	47%
White	22	743	751	752	18%	14%	14%	55%	N	55%	57%
African American	S	S	736	727	S	S	S	S	S	S	24%
Hispanic	S	S	742	733	S	S	S	S	S	S	30%
Asian	49	763	768	771	N	2%	33%	57%	8%	65%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	725	724	S	S	S	S	S	S	22%
English Language Learners	S	S	744	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	17	740	738	730	12%	6%	59%	24%	N	24%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	66	769	765	751	2%	6%	14%	68%	11%	79%	53%
White	19	764	758	758	N	11%	16%	63%	11%	74%	64%
African American	S	S	754	733	S	S	S	S	S	S	32%
Hispanic	S	S	750	738	S	S	S	S	S	S	37%
Asian	31	779	779	773	N	N	7%	81%	13%	94%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	S	S	736	723	S	S	S	S	S	S	20%
English Language Learners	S	S	730	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	11	754	749	735	N	N	27%	73%	N	73%	33%
PARCC MATH											
<b>Schoolwide</b>	66	770	763	747	N	6%	15%	55%	24%	79%	47%
White	19	760	753	753	N	5%	32%	53%	11%	63%	57%
African American	S	S	743	728	S	S	S	S	S	S	24%
Hispanic	S	S	740	735	S	S	S	S	S	S	31%
Asian	31	785	782	774	N	N	N	61%	39%	100%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	S	754	S	S	S	S	S	S	56%
Students with Disability	S	S	731	725	S	S	S	S	S	S	19%
English Language Learners	S	S	740	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	11	754	745	732	N	N	27%	73%	N	73%	28%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
 ■ Approached Expectations    
 ■ Met Expectations    
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	64	774	773	750	N	5%	16%	52%	28%	80%	52%
White	16	774	772	756	N	N	6%	63%	31%	94%	61%
African American	S	S	756	732	S	S	S	S	S	S	31%
Hispanic	S	S	758	738	S	S	S	S	S	S	37%
Asian	35	780	778	772	N	6%	11%	49%	34%	83%	79%
American Indian	S	S	784	750	S	S	S	S	S	S	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	11	749	733	719	N	9%	36%	55%	N	55%	15%
English Language Learners	S	S	729	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	762	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	65	762	765	743	N	11%	20%	52%	17%	69%	43%
White	16	756	761	750	N	13%	19%	63%	6%	69%	53%
African American	S	S	736	724	S	S	S	S	S	S	20%
Hispanic	S	S	742	730	S	S	S	S	S	S	26%
Asian	36	774	776	768	N	3%	11%	61%	25%	86%	76%
American Indian	S	S	787	745	S	S	S	S	S	S	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	11	730	725	717	N	46%	36%	18%	N	18%	13%
English Language Learners	S	S	749	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	748	728	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations    
 ■ Partially Met Expectations    
 ■ Approached Expectations    
 ■ Met Expectations    
 ■ Exceeded Expectations



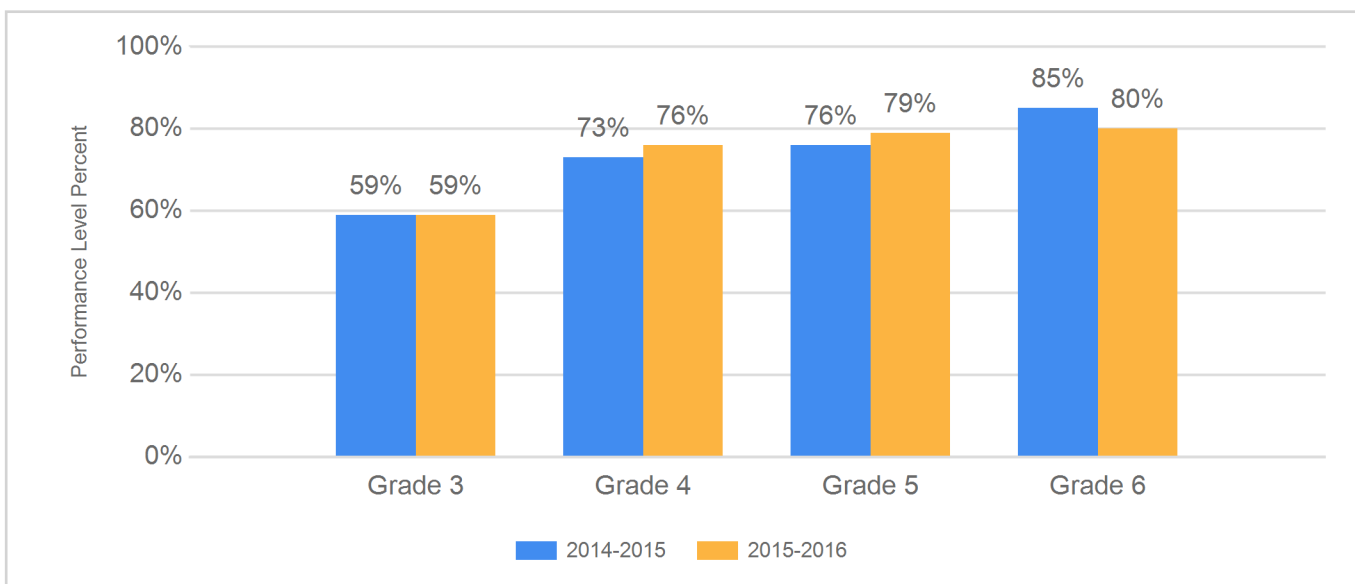
State of New Jersey  
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School No. 3  
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



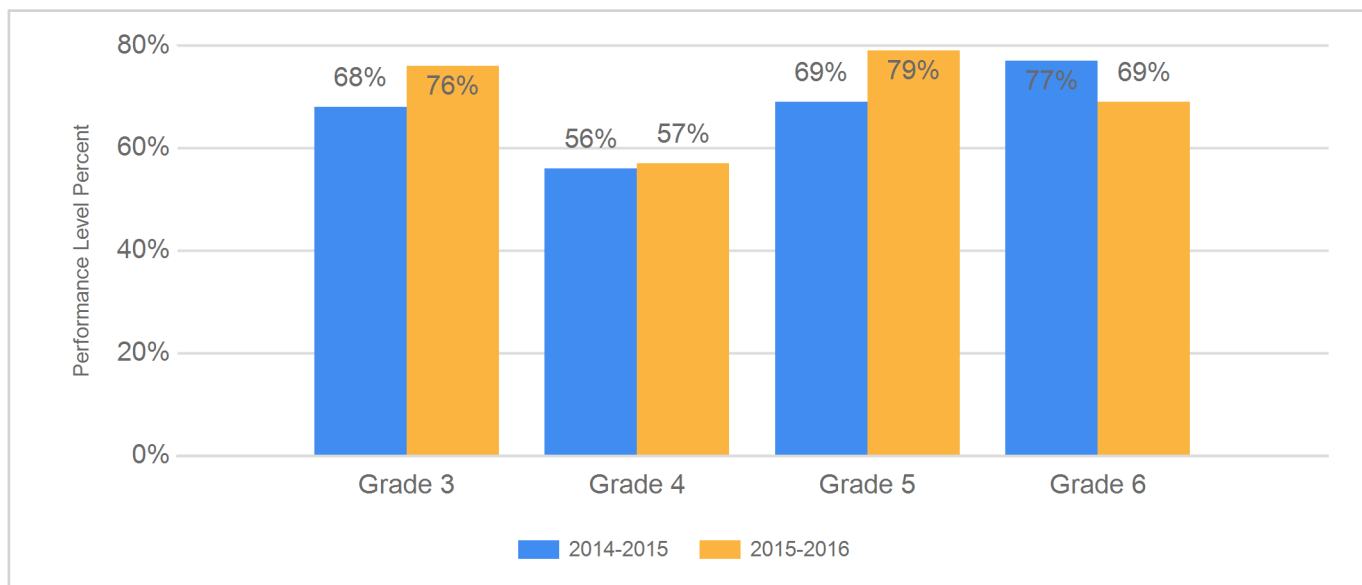
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### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

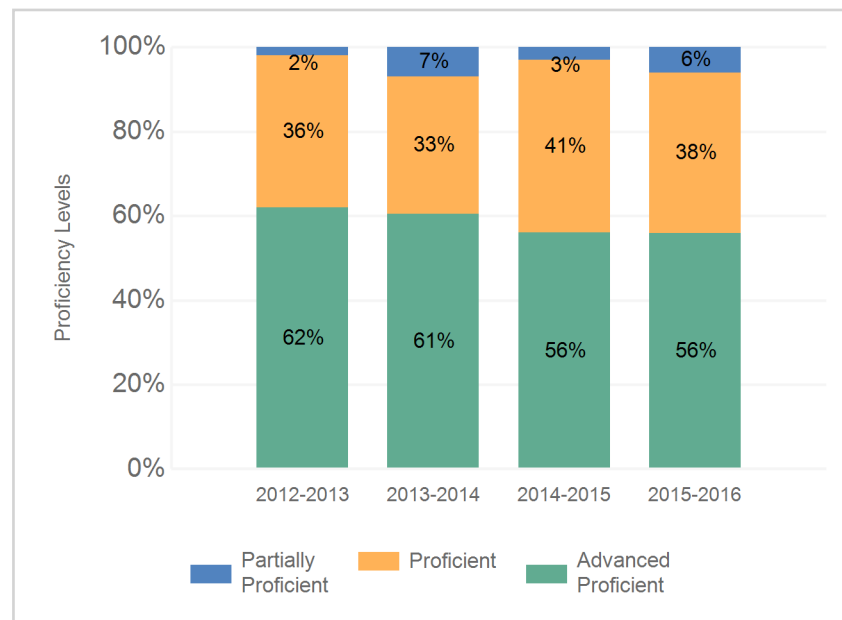
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	56%	38%	6%
White	55%	27%	18%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	60%	38%	2%
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	27%	36%	36%
Economically Disadvantaged Students	40%	53%	7%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	71	60	50
Student Growth on Math	58	58	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	4%	2%	1%
Approached (L3)	5%	7%	2%
Met (L4)	7%	15%	35%
Exceeded (L5)	0%	3%	19%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	0%
Partially Met (L2)	4%	4%	0%
Approached (L3)	8%	10%	5%
Met (L4)	9%	20%	24%
Exceeded (L5)	0%	3%	12%



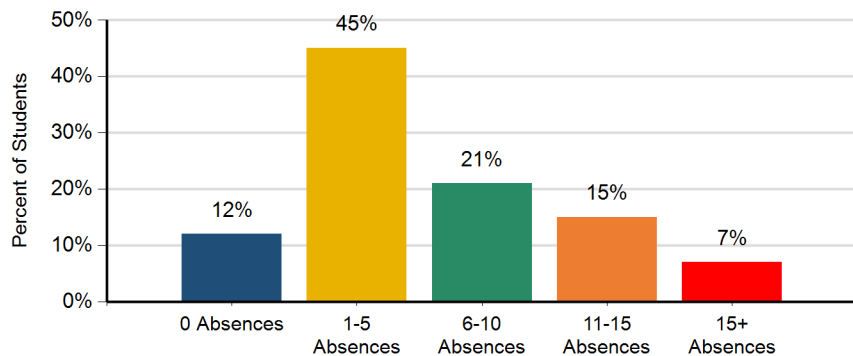
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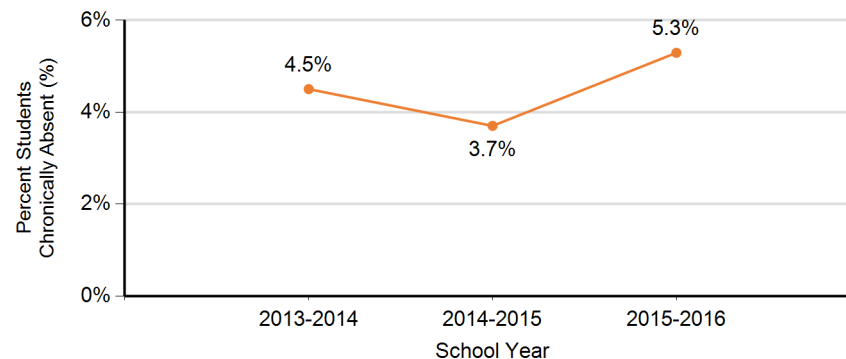
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 20 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	548:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.7%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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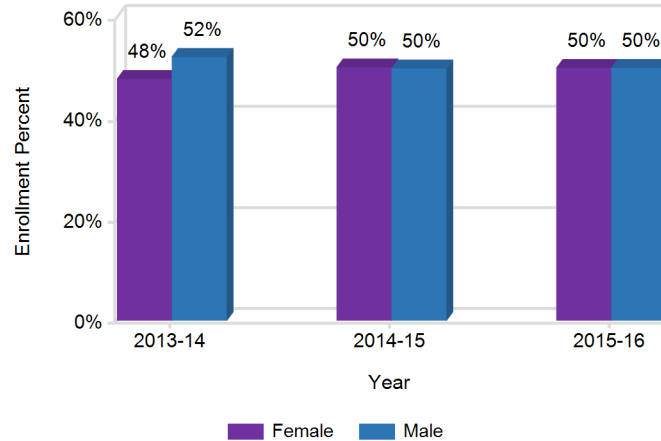
### Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	91	84	91
Grade 01	89	102	91
Grade 02	67	83	97
Grade 03	58	70	89
Grade 04	83	60	73
Grade 05	81	79	55
Grade 06	71	73	72
UG	0	0	0
<b>Total</b>	<b>540</b>	<b>551</b>	<b>568</b>

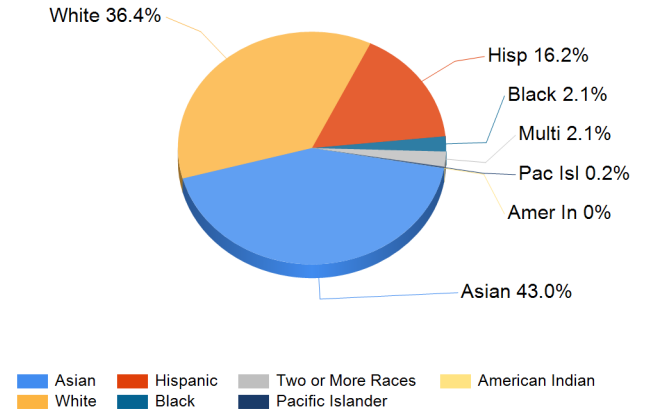
### Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



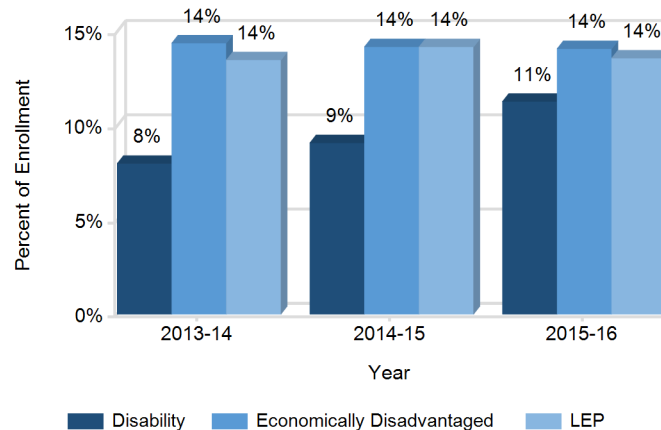
### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	45.6%
Korean	19.0%
Spanish	6.3%
Chinese	6.0%
Russian	6.0%
Other	17.4%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	67%	20	71
Mathematics Met or Exceeded Expectations	67%	60	80

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	260	67%	71	98%	✓	263	67%	80	98%	✓
White	98	62%	52	97%	✓	99	62%	64	97%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	35	37%	39	98%	✓	35	34%	51	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	115	83%	59	98%	✓	117	86%	60	98%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	37	43%	63	100%	✓	37	41%	76	100%	✓



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	83	753	763	746	7%	10%	30%	49%	4%	53%	48%
White	31	745	759	756	13%	10%	29%	48%	N	48%	58%
African American	S	S	742	727	S	S	S	S	S	S	30%
Hispanic	17	743	750	730	12%	6%	47%	35%	N	35%	31%
Asian	31	767	771	772	N	13%	13%	65%	10%	74%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	770	753	S	S	S	S	S	S	55%
Students with Disability	15	730	743	718	27%	13%	33%	27%	N	27%	22%
English Language Learners	S	S	722	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	14	734	741	727	21%	7%	57%	14%	N	14%	28%
PARCC MATH											
<b>Schoolwide</b>	87	761	767	749	2%	7%	30%	44%	17%	61%	52%
White	32	755	759	757	3%	9%	34%	44%	9%	53%	63%
African American	S	S	745	730	S	S	S	S	S	S	31%
Hispanic	17	746	751	736	6%	12%	41%	41%	N	41%	35%
Asian	34	776	778	777	N	N	18%	50%	32%	82%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	768	754	S	S	S	S	S	S	57%
Students with Disability	15	741	753	727	13%	27%	20%	27%	13%	40%	28%
English Language Learners	S	S	751	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	14	740	749	732	7%	21%	50%	14%	7%	21%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	72	765	768	750	1%	8%	11%	63%	17%	79%	54%
White	21	761	764	759	5%	5%	19%	62%	10%	71%	64%
African American	S	S	764	733	S	S	S	S	S	S	33%
Hispanic	S	S	754	737	S	S	S	S	S	S	37%
Asian	37	774	774	773	N	3%	3%	68%	27%	95%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	764	756	S	S	S	S	S	S	62%
Students with Disability	S	S	742	723	S	S	S	S	S	S	22%
English Language Learners	S	S	726	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	11	754	756	734	N	27%	N	64%	9%	73%	33%
PARCC MATH											
<b>Schoolwide</b>	73	757	758	745	4%	8%	25%	58%	6%	63%	47%
White	22	754	751	752	5%	5%	27%	59%	5%	64%	57%
African American	S	S	736	727	S	S	S	S	S	S	24%
Hispanic	S	S	742	733	S	S	S	S	S	S	30%
Asian	37	767	768	771	N	5%	22%	68%	5%	73%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	745	750	S	S	S	S	S	S	54%
Students with Disability	S	S	725	724	S	S	S	S	S	S	22%
English Language Learners	S	S	744	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	12	742	738	730	8%	25%	25%	33%	8%	42%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	53	759	765	751	4%	4%	26%	59%	8%	66%	53%
White	21	753	758	758	10%	5%	19%	62%	5%	67%	64%
African American	S	S	754	733	S	S	S	S	S	S	32%
Hispanic	S	S	S	738	S	S	S	S	S	S	37%
Asian	21	770	779	773	N	N	24%	62%	14%	76%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	736	723	S	S	S	S	S	S	20%
English Language Learners	S	S	730	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	749	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	54	763	763	747	6%	7%	20%	43%	24%	67%	47%
White	21	754	753	753	10%	5%	19%	52%	14%	67%	57%
African American	S	S	743	728	S	S	S	S	S	S	24%
Hispanic	S	S	740	735	S	S	S	S	S	S	31%
Asian	22	784	782	774	N	N	14%	41%	46%	86%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	731	725	S	S	S	S	S	S	19%
English Language Learners	S	S	740	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	745	732	S	S	S	S	S	S	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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 ■ Met Expectations
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## PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	67	764	773	750	3%	5%	21%	51%	21%	72%	52%
White	27	752	772	756	7%	11%	15%	56%	11%	67%	61%
African American	N	N	N	732	N	N	N	N	N	N	31%
Hispanic	S	S	758	738	S	S	S	S	S	S	37%
Asian	33	778	778	772	N	N	15%	52%	33%	85%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	S	755	S	S	S	S	S	S	60%
Students with Disability	S	S	733	719	S	S	S	S	S	S	15%
English Language Learners	S	S	729	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	762	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	67	771	765	743	2%	6%	15%	48%	30%	78%	43%
White	27	758	761	750	4%	11%	19%	56%	11%	67%	53%
African American	N	N	N	724	N	N	N	N	N	N	20%
Hispanic	S	S	742	730	S	S	S	S	S	S	26%
Asian	33	787	776	768	N	N	3%	46%	52%	97%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	S	748	S	S	S	S	S	S	49%
Students with Disability	S	S	725	717	S	S	S	S	S	S	13%
English Language Learners	S	S	749	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	748	728	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



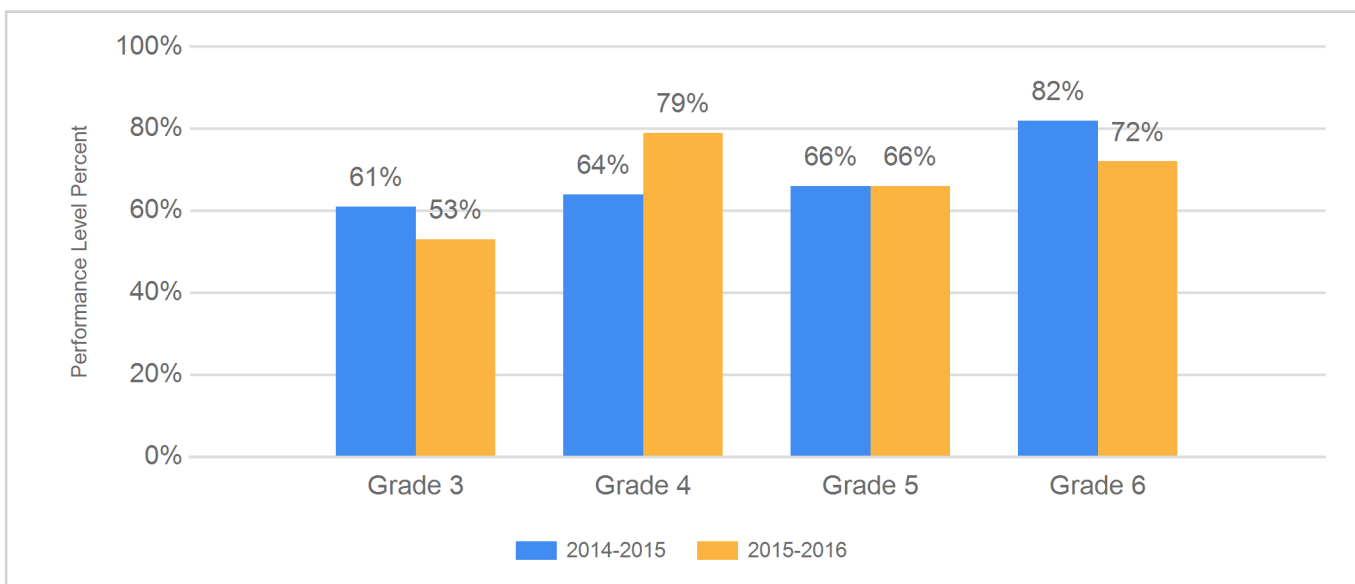
State of New Jersey  
2015-2016

Grade Span KF-06

03-1550-090  
BERGEN  
FORT LEE BORO  
School No. 4  
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



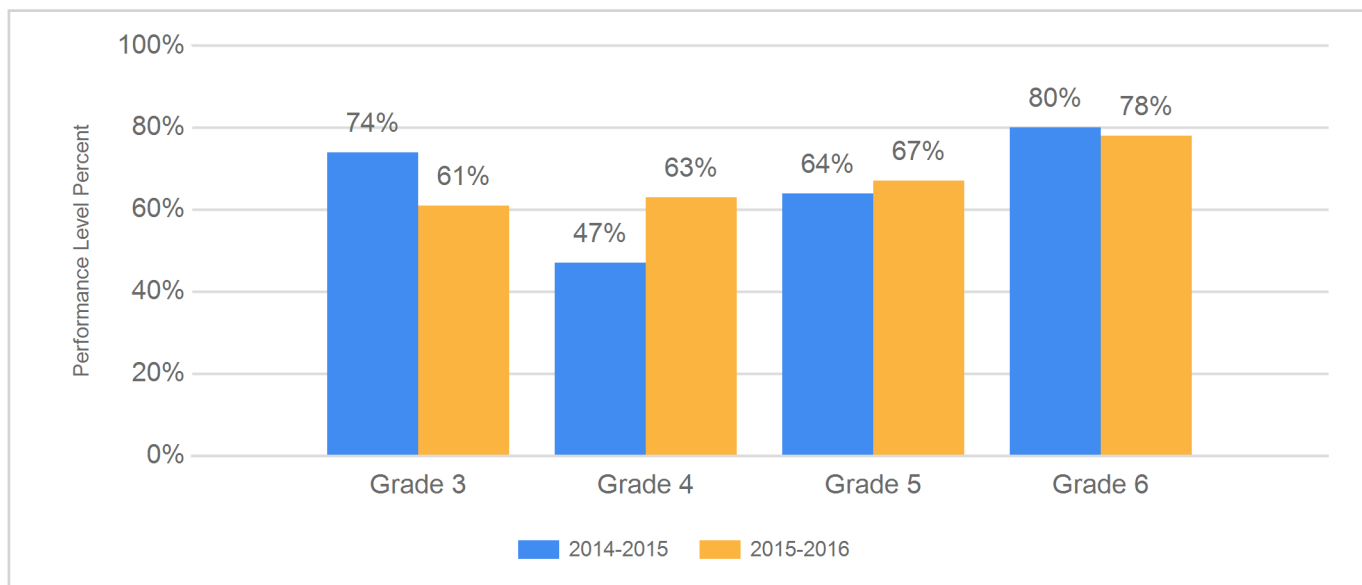
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### PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

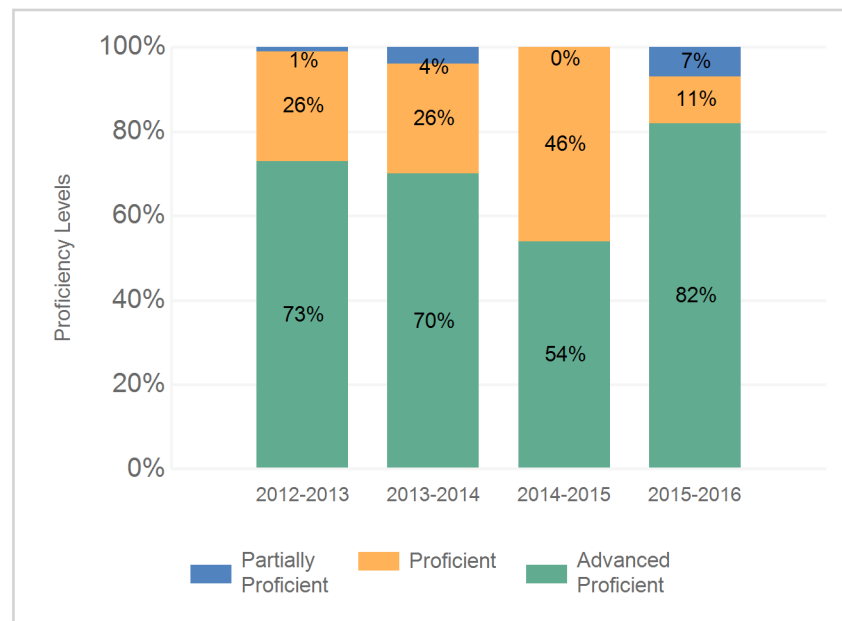
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	82%	11%	7%
White	91%	5%	5%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	89%	8%	3%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	36%	36%	27%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.



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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	58	60	50
Student Growth on Math	61	58	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	0%	0%
Partially Met (L2)	2%	1%	1%
Approached (L3)	11%	4%	3%
Met (L4)	13%	26%	21%
Exceeded (L5)	1%	2%	13%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	0%	0%
Partially Met (L2)	3%	3%	1%
Approached (L3)	7%	7%	7%
Met (L4)	11%	12%	28%
Exceeded (L5)	2%	6%	12%



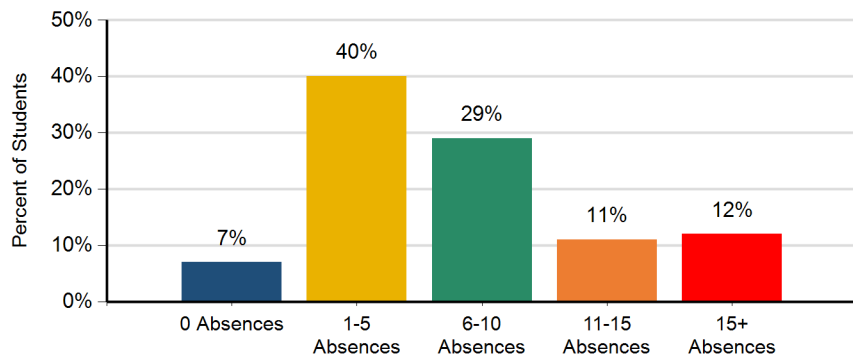
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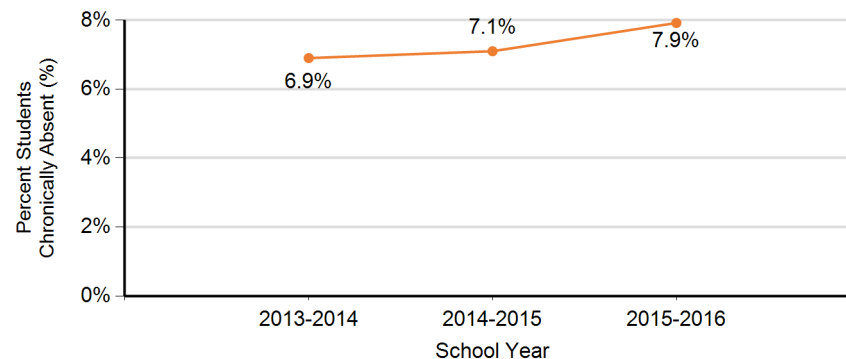
### Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 20 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	15:1
Administrator	568:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%