



FAIR LAWN HIGH SCHOOL
2016-2017

Grade Span 09-12

03-1450-050
BERGEN
FAIR LAWN BORO
14 00 BERDAN AVENUE
FAIR LAWN, NJ 07410

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	337	338	348
10	328	352	346
11	378	333	355
12	360	380	338
Ungraded	62	45	57
Total	1464	1448	1444

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	49%	48%
Male	50%	51%	52%
Economically Disadvantaged Students	13%	12%	12%
Students with Disabilities	16%	17%	17%
English Learners	1%	2%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	65.2%
Hispanic	18.8%
Asian	12.1%
Black or African American	3.0%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.3%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1442
Shared Time Students	3
Full Time Equivalent	1444

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	65.7%
Russian	8.6%
Spanish	8.4%
Hebrew	4.7%
Korean	1.2%
Other	11.5%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	686	99.2	75.10	74.90	54.90	75.1	73.2	Met Target
White	435	98.7	77.00	76.10	63.90	77	74.8	Met Target
Hispanic	133	100.0	61.60	62.50	39.80	61.6	62	Met Target†
Black or African American	18	100.0	66.70	59.50	35.20	66.7	N	N
Asian, Native Hawaiian, or Pacific Islander	92	100.0	88.10	*	80.70	88.1	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	315	99.1	81.90	81.20	62.20	81.9		
Male	371	99.2	69.30	69.10	48.10	69.3		
Economically Disadvantaged Students	70	97.5	57.20	*	36.20	57.2	55.1	Met Target
Non-Economically Disadvantaged Students	616	99.4	77.10	*	65.80	77.1		
Students with Disabilities	134	96.5	34.30	39.40	20.50	34.3	29.6	Met Target
Students without Disabilities	552	99.8	85.00	84.70	61.90	85		
English Learners	22	100.0	59.10	64.60	25.20	59.1	N	N
Non-English Learners	664	99.1	75.60	75.80	57.40	75.6		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	40.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	364	769	769	749	3%	7%	15%	50%	25%	74%	52%
White	226	768	768	757	4%	8%	14%	49%	26%	74%	62%
Hispanic	66	757	757	733	*	*	26%	55%	*	64%	35%
Black or African American	11	749	749	730	0%	*	*	*	*	55%	30%
Asian, Native Hawaiian, or Pacific Islander	58	788	788	777	0%	*	*	47%	43%	90%	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	170	778	778	756	*	*	13%	49%	34%	82%	60%
Male	194	761	761	741	*	*	18%	50%	17%	67%	43%
Economically Disadvantaged Students	47	757	757	731	*	*	*	62%	*	75%	32%
Non-Economically Disadvantaged Students	317	771	771	758	*	*	*	48%	*	74%	62%
Students with Disabilities	65	737	737	714	*	*	19%	37%	*	40%	13%
Students without Disabilities	299	776	776	754	*	*	15%	52%	*	82%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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2016-2017

Grade Span 09-12

03-1450-050
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FAIR LAWN, NJ 07410

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	355	775	775	743	4%	9%	12%	42%	34%	76%	46%
White	224	779	779	749	*	*	10%	42%	38%	80%	52%
Hispanic	75	758	758	728	*	*	20%	43%	20%	63%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	41	787	787	774	0%	*	*	46%	39%	85%	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	167	782	782	752	*	*	8%	44%	38%	82%	54%
Male	188	770	770	734	*	*	14%	40%	30%	71%	39%
Economically Disadvantaged Students	28	737	737	726	*	*	*	39%	*	43%	32%
Non-Economically Disadvantaged Students	327	778	778	751	*	*	*	43%	*	79%	54%
Students with Disabilities	68	729	729	704	*	*	27%	27%	*	31%	12%
Students without Disabilities	287	786	786	749	*	*	8%	46%	*	87%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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2016-2017**

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FAIR LAWN, NJ 07410**

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	292	758	758	736	7%	8%	20%	50%	16%	66%	38%
White	207	758	758	738	6%	9%	18%	51%	16%	66%	40%
Hispanic	55	757	757	731	*	*	24%	49%	*	64%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	22	767	767	756	*	0%	*	*	*	68%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	139	763	763	744	*	*	22%	55%	17%	72%	46%
Male	153	754	754	729	*	*	19%	44%	16%	60%	31%
Economically Disadvantaged Students	18	745	745	729	*	*	*	*	*	61%	32%
Non-Economically Disadvantaged Students	274	759	759	740	*	*	*	*	*	66%	42%
Students with Disabilities	50	732	732	709	*	*	28%	28%	*	32%	12%
Students without Disabilities	242	764	764	741	*	*	19%	54%	*	73%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	*	*	*	723	*	*	*	*	*	*	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**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.



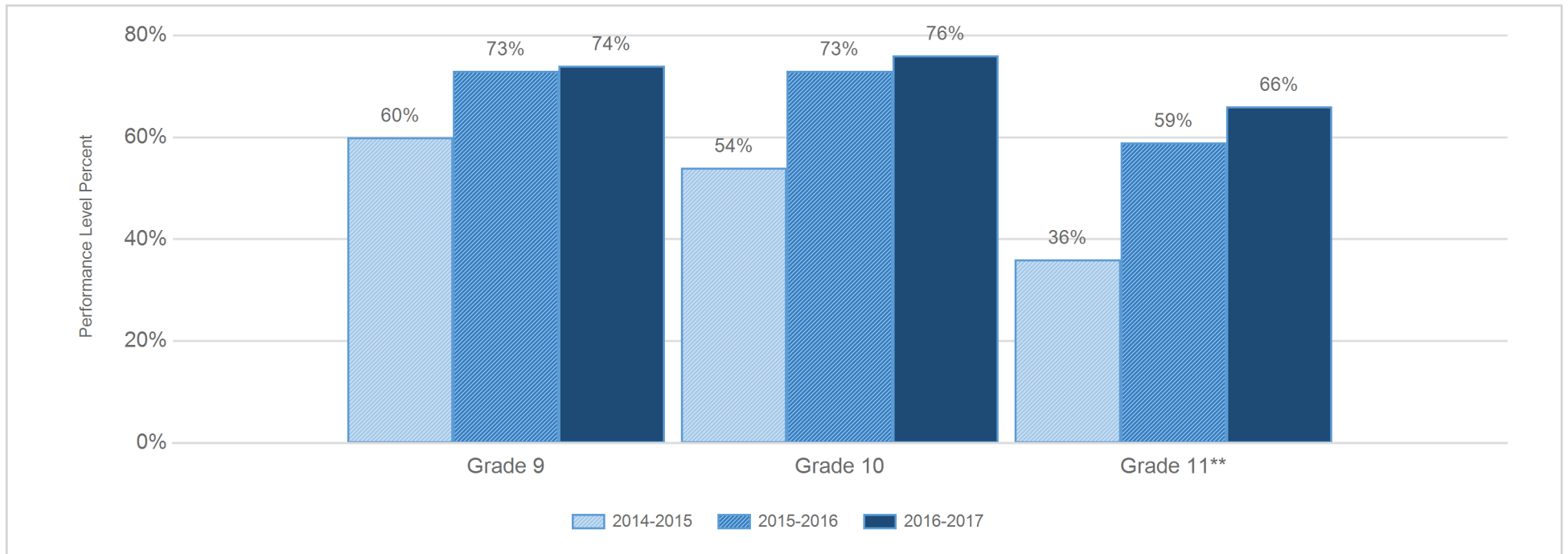
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Grade Span 09-12

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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2016-2017**

Grade Span 09-12

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	644	99.7	59.30	67.30	43.50	59.3	57.9	Met Target
White	406	99.5	64.50	69.00	52.40	64.5	61	Met Target
Hispanic	127	100.0	37.00	51.30	27.60	37	42.2	Met Target†
Black or African American	17	100.0	47.10	50.00	21.70	47.1	N	N
Asian, Native Hawaiian, or Pacific Islander	87	100.0	72.40	*	75.60	72.4	73.4	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	300	99.7	58.00	68.70	44.10	58		
Male	344	99.7	60.40	66.00	42.90	60.4		
Economically Disadvantaged Students	69	98.7	36.20	*	25.10	36.2	39.6	Met Target†
Non-Economically Disadvantaged Students	575	99.8	62.10	*	54.30	62.1		
Students with Disabilities	123	98.4	21.10	33.60	16.50	21.1	20.1	Met Target
Students without Disabilities	521	100.0	68.30	76.40	48.80	68.3		
English Learners	22	100.0	59.10	69.80	23.30	59.1	N	N
Non-English Learners	622	99.7	59.30	67.10	45.20	59.3		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	20.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	242	745	761	743	*	16%	28%	48%	*	49%	42%
White	138	747	762	751	*	19%	23%	52%	*	53%	52%
Hispanic	60	737	747	728	*	17%	37%	35%	*	35%	24%
Black or African American	11	735	757	724	*	*	*	*	0%	36%	19%
Asian, Native Hawaiian, or Pacific Islander	31	759	*	774	*	0%	*	65%	0%	65%	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	113	745	761	744	*	12%	32%	47%	*	48%	43%
Male	129	745	761	741	*	19%	24%	50%	*	50%	40%
Economically Disadvantaged Students	43	737	742	727	*	*	28%	42%	*	42%	23%
Non-Economically Disadvantaged Students	199	747	764	751	*	*	28%	50%	*	50%	52%
Students with Disabilities	60	726	729	714	*	32%	28%	23%	*	23%	10%
Students without Disabilities	182	751	768	747	*	11%	28%	57%	*	57%	47%
English Learners	10	739	*	708	*	*	*	*	*	50%	*
Non-English Learners	232	745	*	745	*	*	*	*	*	49%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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2016-2017**

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Grade Span 09-12

Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	348	753	753	734	4%	12%	27%	41%	17%	58%	30%
White	223	757	757	740	*	*	23%	45%	19%	64%	38%
Hispanic	68	738	738	722	*	27%	38%	27%	*	32%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	44	763	763	758	*	*	23%	43%	27%	71%	65%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	174	752	752	735	*	*	28%	38%	17%	55%	31%
Male	174	755	755	733	*	*	25%	44%	16%	60%	30%
Economically Disadvantaged Students	28	739	739	721	*	*	36%	*	*	32%	13%
Non-Economically Disadvantaged Students	320	755	755	740	*	*	26%	*	*	60%	39%
Students with Disabilities	61	723	723	711	*	*	34%	*	0%	12%	*
Students without Disabilities	287	760	760	738	*	*	25%	*	20%	68%	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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2016-2017**

03-1450-050
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FAIR LAWN, NJ 07410

Grade Span 09-12

Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	285	728	737	725	26%	23%	*	31%	*	32%	28%
White	190	727	736	731	27%	23%	*	31%	*	33%	33%
Hispanic	51	717	721	710	33%	24%	26%	*	*	18%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	35	749	764	761	*	*	*	51%	0%	51%	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	135	727	*	725	24%	25%	*	29%	*	30%	27%
Male	150	728	*	725	27%	21%	*	32%	*	33%	29%
Economically Disadvantaged Students	16	711	*	708	*	*	*	*	*	13%	13%
Non-Economically Disadvantaged Students	269	729	*	733	*	*	*	*	*	33%	35%
Students with Disabilities	47	706	*	692	*	23%	*	*	*	17%	*
Students without Disabilities	238	732	*	729	*	23%	*	*	*	35%	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



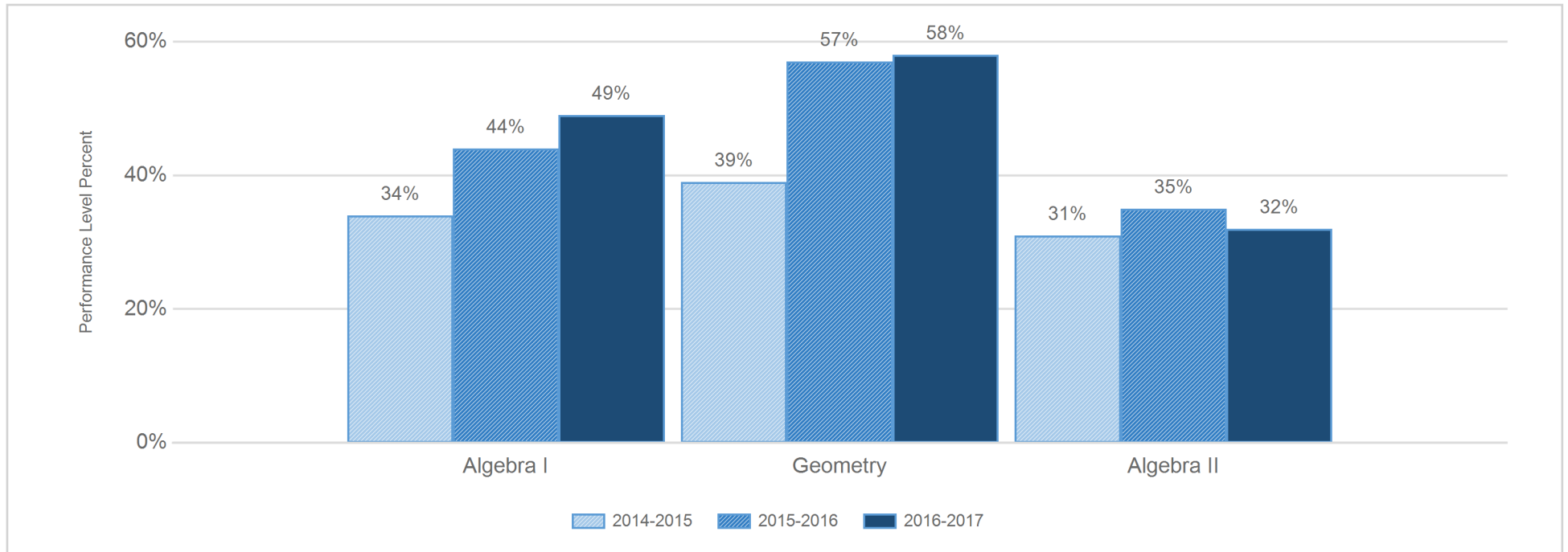
**FAIR LAWN HIGH SCHOOL
2016-2017**

03-1450-050
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FAIR LAWN, NJ 07410

Grade Span 09-12

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





FAIR LAWN HIGH SCHOOL
2016-2017

Grade Span 09-12

03-1450-050
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14 00 BERDAN AVENUE
FAIR LAWN, NJ 07410

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	10	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



FAIR LAWN HIGH SCHOOL
2016-2017

Grade Span 09-12

03-1450-050
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FAIR LAWN BORO
14 00 BERDAN AVENUE
FAIR LAWN, NJ 07410

This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

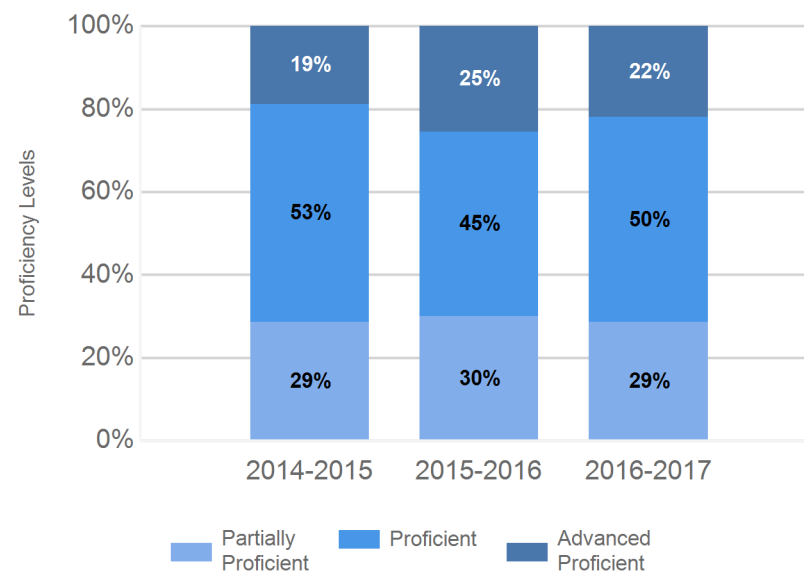
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	22%	50%	29%
White	21%	56%	22%
Hispanic	11%	38%	51%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	45%	36%	19%
American Indian or Alaska Native	*	N	*
Two or More Races	N	*	N
Economically Disadvantaged Students	7%	39%	54%
Students with Disabilities	4%	33%	64%
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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





**FAIR LAWN HIGH SCHOOL
2016-2017**

Grade Span 09-12

03-1450-050
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FAIR LAWN BORO
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FAIR LAWN, NJ 07410

This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	72.8%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	30.2%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	515	481	Varies By Grade	82%	67%
PSAT - Math	518	483	Varies By Grade	66%	49%
SAT - Reading and Writing	578	551	480	89%	77%
SAT - Math	581	552	530	66%	58%
ACT - Reading	24	24	22	67%	65%
ACT - English	25	24	18	80%	79%
ACT - Math	25	24	22	75%	65%
ACT - Science	24	23	23	56%	54%



FAIR LAWN HIGH SCHOOL
2016-2017

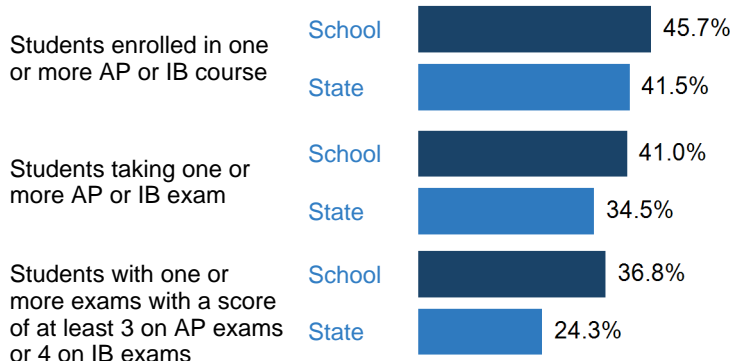
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Grade Span 09-12

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

AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	38	39
AP Biology	31	33
AP Calculus AB	64	64
AP Calculus BC	23	22
AP Chemistry	11	12
AP Chinese Language and Culture	0	11
AP Computer Science A	25	24
AP Computer Science Principles	0	2
AP English Language and Composition	64	62
AP English Literature and Composition	52	52
AP Environmental Science	6	8
AP European History	17	17
AP French Language and Culture	15	15
AP Macroeconomics	15	15
AP Microeconomics	0	15
AP Music Theory	5	5
AP Physics 1	29	30
AP Physics C	11	0
AP Physics C: Electricity and Magnetism	0	11
AP Physics C: Mechanics	0	11



**FAIR LAWN HIGH SCHOOL
2016-2017**

Grade Span 09-12

**03-1450-050
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FAIR LAWN BORO
14 00 BERDAN AVENUE
FAIR LAWN, NJ 07410**

AP/IB Course	Students Enrolled	Students Tested
AP Psychology	80	81
AP Spanish Language	22	22
AP Statistics	53	55
AP Studio Art—Drawing Portfolio	4	4
AP Studio Art—Three-Dimensional	2	2
AP Studio Art—Two-Dimensional	15	15
AP U.S. History	79	36
Total Exams Taken		663
Exams with scores of at least 3 on AP exams or 4 on IB exams		546



**FAIR LAWN HIGH SCHOOL
2016-2017**

03-1450-050
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14 00 BERDAN AVENUE
FAIR LAWN, NJ 07410

Grade Span 09-12

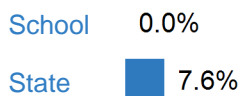
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

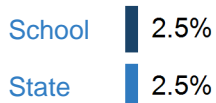
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Architecture & Construction	*	*
Transportation, Distribution & Logistics	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

**Students may earn credentials in more than one Career Cluster



FAIR LAWN HIGH SCHOOL
2016-2017

03-1450-050
BERGEN
FAIR LAWN BORO
14 00 BERDAN AVENUE
FAIR LAWN, NJ 07410

Grade Span 09-12

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	229	49	86	0	0	0	11
10	16	299	18	31	1	0	4
11	3	12	193	129	30	25	3
12	0	1	15	103	120	123	12
Schoolwide	248	361	312	263	151	148	30
Enrolled in AP/IB Course					87	53	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	100	0	0	159	111	0
10	181	173	0	5	1	3
11	117	109	13	5	77	49
12	21	18	8	6	79	76
Schoolwide	419	300	21	175	268	128
Enrolled in AP/IB Course	31	11		6	40	0



**FAIR LAWN HIGH SCHOOL
2016-2017**

03-1450-050
BERGEN
FAIR LAWN BORO
14 00 BERDAN AVENUE
FAIR LAWN, NJ 07410

Grade Span 09-12

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Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	364	5	0	0	0	0
10	6	354	0	0	0	0
11	1	370	1	26	3	3
12	2	30	14	111	75	82
Schoolwide	373	759	15	137	78	85
Enrolled in AP/IB Course	0	79	15	80	0	17

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	242	87	0	0	0	28	0
10	247	78	0	0	0	29	0
11	154	60	0	0	0	27	0
12	44	19	0	0	0	4	11
Schoolwide	687	244	0	0	0	88	11
Enrolled in AP/IB Course	22	15	0	0	0	0	0
Enrolled in Level 3 or Higher	343	120	0	0	0	61	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



FAIR LAWN HIGH SCHOOL
2016-2017
Grade Span 09-12

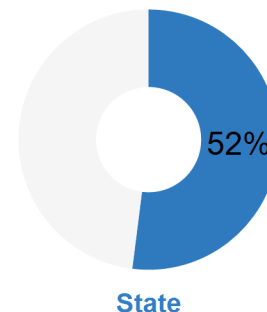
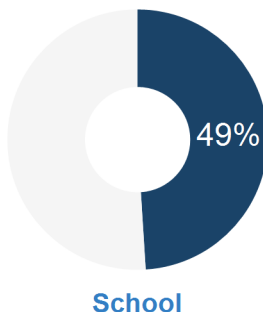
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Visual and Performing Arts – Course Participation

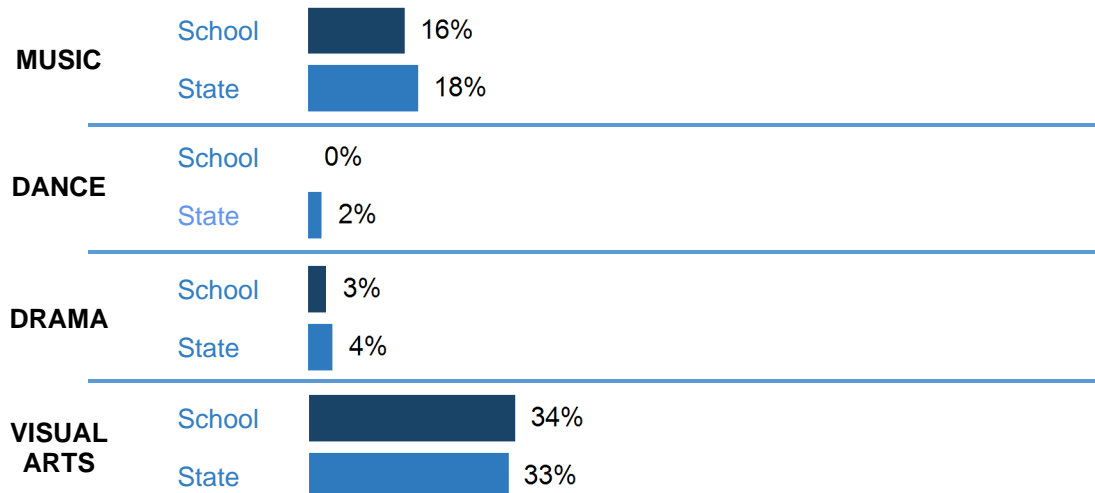
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





**FAIR LAWN HIGH SCHOOL
2016-2017**

Grade Span 09-12

03-1450-050
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FAIR LAWN BORO
14 00 BERDAN AVENUE
FAIR LAWN, NJ 07410

This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	96.6%	90.5%	96.5%	91.8%	96.7%	N	Met Goal	95.5%	N	Met Goal
White	97.4%	94.5%	97.5%	95.1%	97.5%	N	Met Goal	95.5%	N	Met Goal
Hispanic	*	84.3%	92.0%	86.3%	*	95.0%	Not Met	96.9%	N	Met Goal
Black or African American	100.0%	83.4%	*	85.3%	92.3%	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	97.7%	96.6%	98.2%	97.5%	98.2%	N	Met Goal	*	96.0%	Not Met
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	93.3%	83.9%	96.0%	85.6%	100.0%	N	Met Goal	93.3%	92.7%	Met Target
Students with Disabilities	88.7%	78.8%	91.7%	82.1%	91.7%	77.4%	Met Target	81.8%	94.8%	Not Met
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	N	74.4%	N	*	N	*		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	96.6%	-
2016	96.7%	96.5%
2015	94.5%	95.5%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.4%	1.1%
2015-2016	0.5%	1.1%
2014-2015	0.3%	1.1%

** ESSA accountability targets are only included if data is available for at least 20 students



FAIR LAWN HIGH SCHOOL
2016-2017

Grade Span 09-12

03-1450-050
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FAIR LAWN, NJ 07410

This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	83.3%	21.8%	78.2%
White	85.3%	18.9%	81.1%
Hispanic	77.1%	42.6%	57.5%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	86.1%	13.5%	86.5%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	67.6%	20%	80%
Students with Disabilities	67.4%	55.2%	44.8%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	87.7%	27.8%	72.2%	79.9%	20.1%	71.3%	28.7%
White	90.3%	25.3%	74.7%	78%	22%	68.5%	31.5%
Hispanic	80.9%	50%	50%	89.5%	10.5%	84.2%	15.8%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	81.5%	18.2%	81.8%	79.6%	20.5%	75%	25%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	73%	40.7%	59.3%	77.8%	22.2%	70.4%	29.6%
Students with Disabilities	68.5%	56.8%	43.2%	89.2%	10.8%	81.1%	18.9%
English Learners	N	N	N	N	N	N	N



FAIR LAWN HIGH SCHOOL
2016-2017

03-1450-050
BERGEN
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14 00 BERDAN AVENUE
FAIR LAWN, NJ 07410

Grade Span 09-12

This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

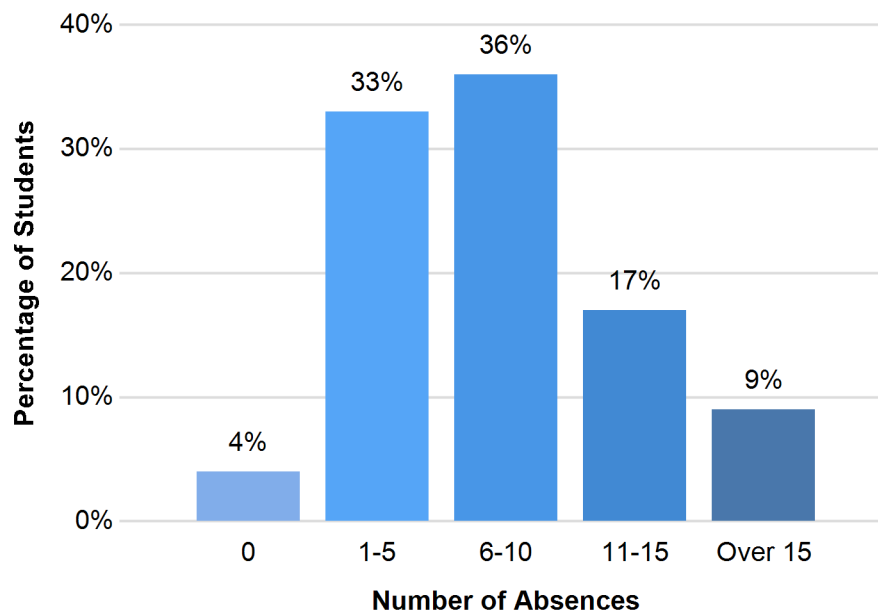
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.50	14.30	Met Target
White	7.20	14.30	Met Target
Hispanic	5.10	14.30	Met Target
Black or African American	6.80	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	4.90	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.40	14.30	Met Target
Students with Disabilities	11.90	14.30	Met Target
English Learners	0	14.30	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





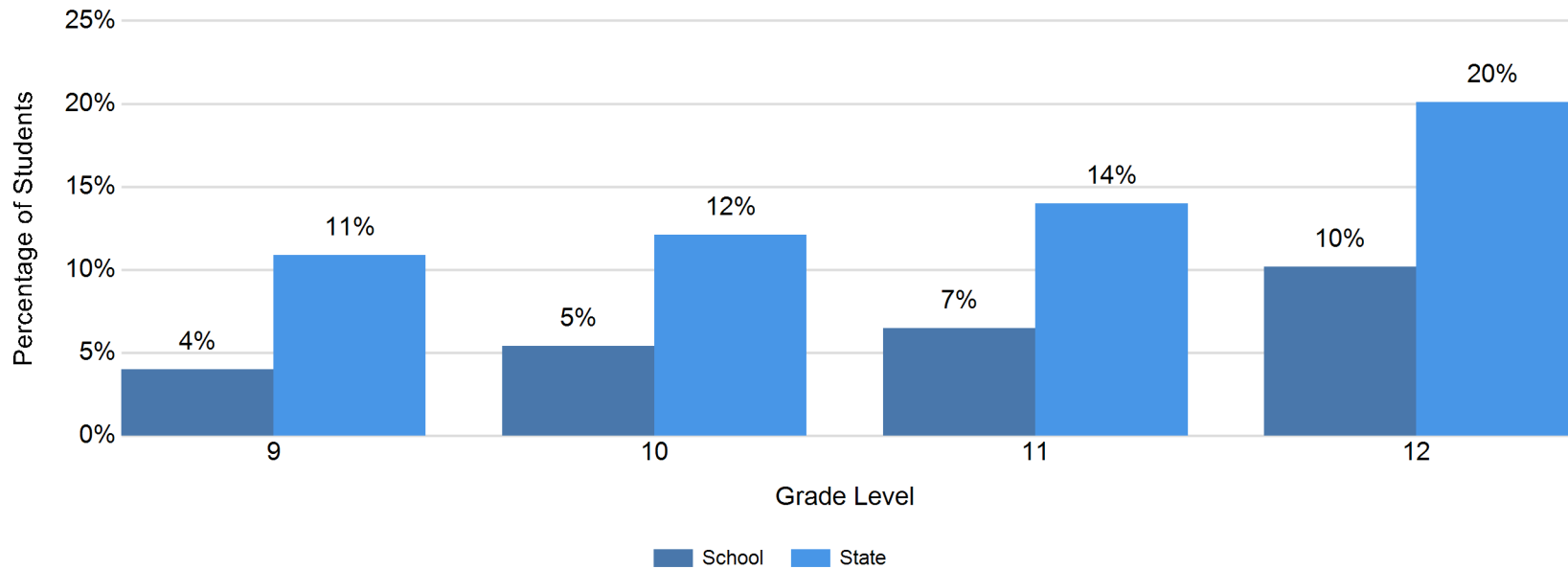
FAIR LAWN HIGH SCHOOL
2016-2017

03-1450-050
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FAIR LAWN BORO
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FAIR LAWN, NJ 07410

Grade Span 09-12

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





FAIR LAWN HIGH SCHOOL
2016-2017

Grade Span 09-12

03-1450-050
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FAIR LAWN, NJ 07410

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

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

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	11
Vandalism	2
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	1.39

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	3.2%
Any Suspension	3.2%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



FAIR LAWN HIGH SCHOOL
2016-2017

Grade Span 09-12

03-1450-050
 BERGEN
 FAIR LAWN BORO
 14 00 BERDAN AVENUE
 FAIR LAWN, NJ 07410

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.5:1	224.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$356	\$15,444	\$15,800



FAIR LAWN HIGH SCHOOL
2016-2017

Grade Span 09-12

03-1450-050
BERGEN
FAIR LAWN BORO
14 00 BERDAN AVENUE
FAIR LAWN, NJ 07410

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	120	120,724
Average years experience in public schools	12.8	11.8
Average years experience in district	10.8	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,506
Average years experience in public schools	17.8	15.9
Average years experience in district	11.9	11.6
Administrators in district for 4 or more years	89%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	144:1	189:1
Librarian/Media Specialists		1228:1
Nurses		546:1
Counselors		409:1
Child Study Team		223:1



FAIR LAWN HIGH SCHOOL
2016-2017

Grade Span 09-12

03-1450-050
BERGEN
FAIR LAWN BORO
14 00 BERDAN AVENUE
FAIR LAWN, NJ 07410

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

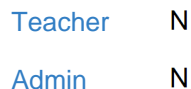
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	100%



FAIR LAWN HIGH SCHOOL
2016-2017

Grade Span 09-12

03-1450-050
BERGEN
FAIR LAWN BORO
14 00 BERDAN AVENUE
FAIR LAWN, NJ 07410

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	93.2	17.5%
Mathematics Proficiency	93.5	17.5%
Graduation - 4-Year	78.6	25.0%
Graduation - 5-Year	47.7	25.0%
Chronic Absenteeism	81.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		76.5
Summative Rating: Percentile rank of Summative Score		85.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



**FAIR LAWN HIGH SCHOOL
2016-2017**

Grade Span 09-12

03-1450-050
BERGEN
FAIR LAWN BORO
14 00 BERDAN AVENUE
FAIR LAWN, NJ 07410

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	76.5	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
White	73.2	6.2	No	Met Target	Met Target	Met Target	Met Goal	Met Goal	No
Hispanic	83.7	6.2	No	Met Target†	Met Target†	Met Target	Not Met	Met Goal	No
Black or African American	**	**	No	N	N	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	48.8	6.2	No	Met Goal	Met Target†	Met Target	Met Goal	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	89.7	6.2	No	Met Target	Met Target†	Met Target	Met Goal	Met Target	No
Students with Disabilities	75.3	6.2	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
English Learners	**	**	No	N	N	Met Target	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



FAIR LAWN HIGH SCHOOL
2016-2017

Grade Span 09-12




03-1450-050
BERGEN
FAIR LAWN BORO
14 00 BERDAN AVENUE
FAIR LAWN, NJ 07410

School General Info

Principal:	Mr. Marcella	Email Address:	jmarcella@fairlawnschools.org
Address:	14 00 BERDAN AVENUE FAIR LAWN, NJ 07410	Website:	flhs.org
Phone:	(201)794-5455		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Students participate in engineering and design and woods technology STEM Programs in newly designed STEM lab. • Action Team Research award, Montclair State University, for: Digital Literacy and Multimodal Argumentation. • Fair Lawn High School Indoor Percussion Ensemble earned the title of 2017 WGI World Champions.
 <p>Mission, Vision, Theme:</p>	<p>The mission of the Fair Lawn Public Schools is to promote continuous improvement and high levels of learning, to foster self-confidence and support success for all students, and to engender productive and humane citizens empowered by the critical, technological, and communication tools necessary to function democratically in a global society.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>For 2017 College Board named ; 45 AP Scholars, 26 AP Scholars with Honors, 47 AP Scholars with Distinction, and 4 National AP Scholars. In the Moody's Mega Math Challenge, a national high level mathematics competition, the FLHS team placed in the top 50 schools in the competition. That finish placed us in the top 0.7% in the nation. FLHS has been named to the 2018 niche.com list of the best high schools in America putting us in the top 3% of high schools in the country.</p>







FAIR LAWN HIGH SCHOOL
2016-2017

Grade Span 09-12

03-1450-050
BERGEN
FAIR LAWN BORO
14 00 BERDAN AVENUE
FAIR LAWN, NJ 07410

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 <p>Courses, Curriculum, Instruction:</p>	<p>We offer 26 AP courses and other dual enrollment courses for college credit. Google classroom is used across the curriculum. We have strong, developmentally appropriate, Special Education programs to meet student needs. A robust elective program is offered to complement the required coursework. Our BYOD program allows students to participate in internet based instructional activities using their personal devices. All course curricula are aligned with the NJSLS.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Fencing (Boys & Girls), Football (Co-ed), Ice Hockey (Co-ed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Co-ed)</p> <p>During the 2016 and 2017 school years we have garnered league championships in Boys Volleyball, Boys Fencing, Girls Track, Boys Cross Country, Girls Tennis, Softball, Boys Bowling, Boys Lacrosse, Girls Basketball. Our Boys volleyball team has won the Bergen County Championship for five consecutive years and the NJSIAA State Sectional Championships for four consecutive years. Approximately 900 students participate in our athletic program during the year.</p>
 <p>Clubs and Activities:</p>	<p>We have an actively involved Student Government Association, 72 active clubs, and 9 content –specific honor societies. We also have a chapter of the National Honor Society. We offer club participation or an extracurricular activity to complement many students' interests.</p>
 <p>Before and After School Programs:</p>	<p>We offer student and teacher-facilitated tutoring before school and after school. Students can receive peer tutoring from members of the National Honor Society, or any honor society, before school, or after school in the Library.</p>








**FAIR LAWN HIGH SCHOOL
2016-2017**

03-1450-050
BERGEN
FAIR LAWN BORO
14 00 BERDAN AVENUE
FAIR LAWN, NJ 07410

Grade Span 09-12

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 <p>Staff and Professional Learning:</p>	<p>Our staff meets during department meeting time to discuss curriculum and student achievement, and meets during District-assigned Professional Development Days. The staff members work collaboratively in Professional Learning Communities to further instructional programs to support student achievement. Staff members also participate in District-approved professional learning opportunities off-campus during the school year.</p>
 <p>Postsecondary Information:</p>	<p>71% of our 2017 graduates aspired to attend 4-year colleges, and 20% aspired to attend 2-year colleges. 1% aspired to trade/technical school. 4% of the 2017 graduates entered employment and military opportunities. Our 2017 graduates attend Ivy League colleges, community college, and other colleges and universities. We offer the PSAT in-school for all students in grades 10 and 11.</p>
 <p>Student Supports and Services:</p>	<p>We support our students with counseling available through our Guidance Department, and through our Child Study Team. They offer support to students through social workers, psychologists, and LDTs. We also offer speech therapy to students who need this service. Our ELL program is very effective. Administrators also support our students, providing guidance and assistance to them. I&RS and CORE teams meet weekly to access individual student issues and provide support for struggling students.</p>
 <p>Student Health and Wellness:</p>	<p>Our school nursing office provides medically-related care to our students, and conducts various health screenings throughout the school year. Our mental health professionals on the Child Study Team offer mental health counseling and wellness care for all students. Our Drama course students also present our acclaimed Suicide Awareness Program to our students, supported by break-out discussion groups after the plenary program presentation.</p>
 <p>Parent and Community Involvement:</p>	<p>Fair Lawn High School enjoys the consistent and generous support of the community. Parent organizations are strong and supportive. These groups include; the FLHS PTA, the Friends of Music, The Parents Committee for Athletics, and the Fair Lawn Association for Special Education. Parents have full access to student attendance, grades, conduct, class assignments, etc. through a parent portal that allows them access to our student information system, Genesis.</p>



**FAIR LAWN HIGH SCHOOL
2016-2017**

Grade Span 09-12

**03-1450-050
BERGEN
FAIR LAWN BORO
14 00 BERDAN AVENUE
FAIR LAWN, NJ 07410**

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Facilities:

Fair Lawn High School is a large building with four wings built in 1943, 1956, 1964, and 2006. The building enjoys state of the art science laboratories, wireless internet connectivity throughout the building, 5 computer labs, a MAC lab, and multiple laptops on 9 portable carts. Our multi use athletic stadium includes field turf and a newly reconstructed track. We also have a fully functioning planetarium. The planetarium is used on a daily basis by both high school and elementary classes.



**FAIR LAWN HIGH SCHOOL
2016-2017**

Grade Span 09-12

**03-1450-050
BERGEN
FAIR LAWN BORO
14 00 BERDAN AVENUE
FAIR LAWN, NJ 07410**

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Other Information:

Fair Lawn High School offers a comprehensive four year program, serving a student enrollment of 1480 with a faculty of 141. Fair Lawn High School has an 8 period day with all periods 45 minutes in length, meeting 5 days per week, 183 days a year. All students take a minimum of seven academic periods with lunch for a total of eight periods a day. There are no study halls at FLHS. The academic environment of FLHS is very challenging. The majority of our students meet the challenge by earning exemplary grades. Throughout the 2016-17 school year we continued in our quest to develop programs for our students that address their needs and the changing educational and social environment in which they function. While we continue to develop and change, we uphold the highest standards of rigor for our students. Teachers, administrators, parents, and students continue to work diligently to develop new and challenging options in order to meet the needs of our diverse student population. We will continue to provide a pro-active learning environment which encourages students to become involved in their own learning. To enhance their skills, our teachers are supported in a wide variety of strategies and techniques that enhance their teaching ability. Maintaining excellence in the future is dependent upon our ability to make the necessary changes that will enable us to provide a rigorous and relevant curriculum. We constantly reflect upon our responsibility to understand what it is that we want our students to learn. While we identify those critical skills, abilities, and experiences that are necessary for success, we ask two questions. First, what do we expect our students to learn? Secondly, what do we do to insure that they learn it? These two questions must be at the forefront of our discussions if we are to be a truly responsive and reflective high school.



HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017


Grade Span KG-05

03-1450-080
BERGEN
FAIR LAWN BORO
8-01 PHILLIP ST
FAIR LAWN, NJ 07410

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



**HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017**

03-1450-080
BERGEN
FAIR LAWN BORO
8-01 PHILLIP ST
FAIR LAWN, NJ 07410

Grade Span KG-05

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	44	57	74
1	62	74	95
2	62	65	81
3	85	63	75
4	73	88	69
5	63	76	90
Ungraded	27	31	18
Total	416	454	502

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	45%	47%	50%
Male	55%	53%	50%
Economically Disadvantaged Students	9%	8%	5%
Students with Disabilities	19%	22%	20%
English Learners	8%	10%	12%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	69.5%
Asian	14.9%
Hispanic	10.4%
Black or African American	2.0%
Native Hawaiian or Pacific Islander	0.6%
American Indian or Alaska Native	0.2%
Two or More Races	2.4%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	44	57	0
KG - Full Day	0	0	74

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	50.4%
Russian	19.1%
Hebrew	7.4%
Spanish	6.2%
Hindi	1.8%
Other	15.2%



**HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-080
BERGEN
FAIR LAWN BORO
8-01 PHILLIP ST
FAIR LAWN, NJ 07410

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	231	98.8	82.70	74.90	54.90	82.7	80	Met Goal
White	162	98.8	86.40	76.10	63.90	86.4	80	Met Goal
Hispanic	26	96.6	57.60	62.50	39.80	57.6	76.2	Not Met
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	34	100.0	94.10	*	80.70	94.1	80	Met Goal
American Indian or Alaska Native	N	N	N	76.90	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	115	100.0	87.00	81.20	62.20	87		
Male	116	97.5	78.40	69.10	48.10	78.4		
Economically Disadvantaged Students	*	*	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	45	97.8	51.10	39.40	20.50	51.1	50.4	Met Target
Students without Disabilities	186	99.0	90.30	84.70	61.90	90.3		
English Learners	47	97.9	74.40	64.60	25.20	74.4	80	Met Target†
Non-English Learners	184	99.0	84.80	75.80	57.40	84.8		
Homeless Students	N	N	N	50.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	40.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



**HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-080
BERGEN
FAIR LAWN BORO
8-01 PHILLIP ST
FAIR LAWN, NJ 07410

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	781	768	749	*	*	16%	56%	23%	79%	50%
White	56	784	769	759	*	*	*	61%	23%	84%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	35	785	774	754	*	*	*	43%	*	74%	55%
Male	40	778	762	745	*	*	*	68%	*	83%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	16	748	*	720	*	*	*	*	0%	50%	24%
Students without Disabilities	59	790	*	755	*	*	*	*	29%	86%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	75	781	769	752	*	*	16%	56%	23%	79%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

03-1450-080
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 FAIR LAWN, NJ 07410

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	783	769	753	0%	*	*	52%	34%	87%	56%
White	42	784	767	762	*	*	*	52%	36%	88%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	33	785	774	758	*	*	*	64%	30%	94%	61%
Male	34	780	765	749	*	*	*	41%	38%	79%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	12	759	*	725	*	*	*	*	*	75%	25%
Students without Disabilities	55	788	*	759	*	*	*	*	*	89%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

03-1450-080
 BERGEN
 FAIR LAWN BORO
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 FAIR LAWN, NJ 07410

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	781	780	756	*	*	*	55%	31%	85%	59%
White	67	784	782	763	*	0%	*	51%	37%	88%	69%
Hispanic	14	759	771	743	*	*	*	*	0%	64%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	13	788	787	779	0%	*	0%	*	*	92%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	52	786	786	761	*	*	*	62%	31%	92%	66%
Male	43	775	774	750	*	*	*	47%	30%	77%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	15	734	746	725	*	*	*	*	*	33%	22%
Students without Disabilities	80	790	789	762	*	*	*	*	*	95%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	95	781	781	757	*	*	*	55%	31%	85%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

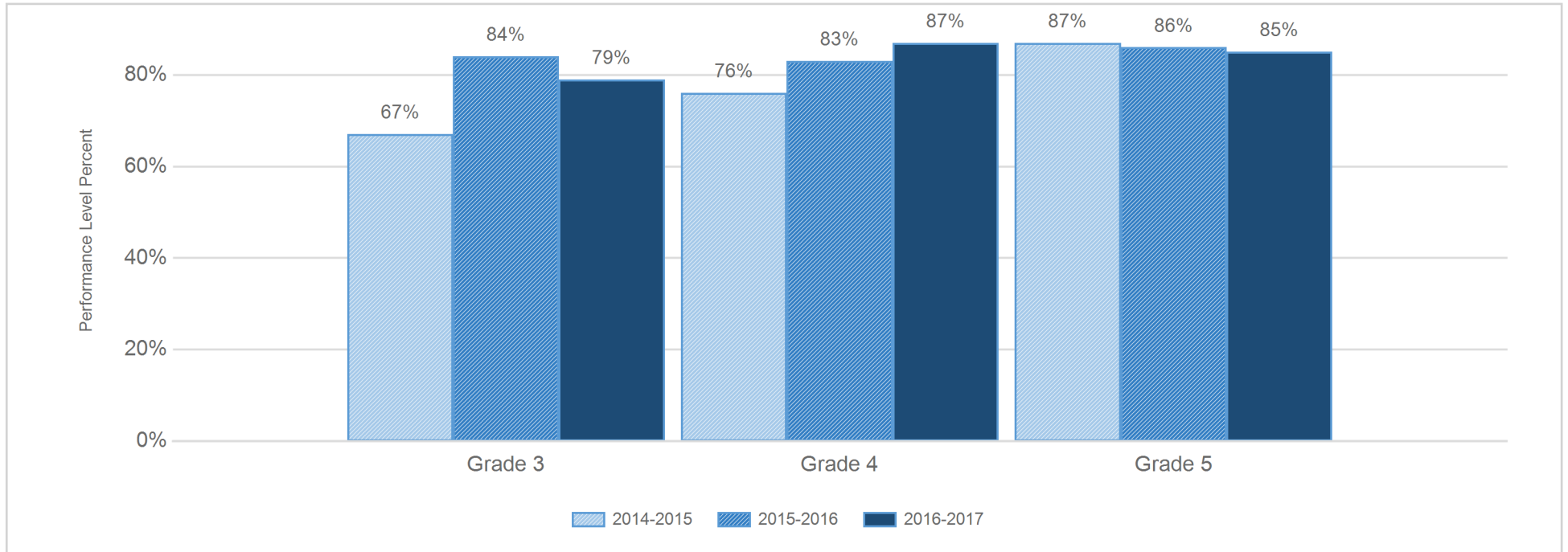


HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-1450-080
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 FAIR LAWN BORO
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 FAIR LAWN, NJ 07410

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

03-1450-080
 BERGEN
 FAIR LAWN BORO
 8-01 PHILLIP ST
 FAIR LAWN, NJ 07410

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	232	98.8	81.50	67.30	43.50	81.5	80	Met Goal
White	162	98.8	84.60	69.00	52.40	84.6	80	Met Goal
Hispanic	27	96.7	51.80	51.30	27.60	51.8	53.4	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	34	100.0	94.10	*	75.60	94.1	80	Met Goal
American Indian or Alaska Native	N	N	N	61.60	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	116	100.0	80.20	68.70	44.10	80.2		
Male	116	97.6	82.80	66.00	42.90	82.8		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	45	97.8	53.30	33.60	16.50	53.3	43.4	Met Target
Students without Disabilities	187	99.0	88.30	76.40	48.80	88.3		
English Learners	48	98.1	85.40	69.80	23.30	85.4	80	Met Goal
Non-English Learners	184	99.0	80.40	67.10	45.20	80.4		
Homeless Students	N	N	N	37.50	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	20.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



**HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-080
BERGEN
FAIR LAWN BORO
8-01 PHILLIP ST
FAIR LAWN, NJ 07410

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	783	771	751	*	*	17%	35%	47%	82%	53%
White	58	785	771	759	*	*	*	33%	52%	85%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	37	784	774	751	*	*	*	43%	41%	84%	52%
Male	41	782	769	751	*	*	*	27%	54%	81%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	16	758	*	729	*	*	*	*	*	50%	29%
Students without Disabilities	62	789	*	755	*	*	*	*	*	90%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

03-1450-080
 BERGEN
 FAIR LAWN BORO
 8-01 PHILLIP ST
 FAIR LAWN, NJ 07410

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	773	765	747	0%	0%	16%	68%	16%	84%	47%
White	43	771	764	755	0%	0%	*	79%	*	86%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	34	771	764	747	0%	0%	*	59%	*	77%	47%
Male	34	775	765	747	0%	0%	*	77%	*	91%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	12	764	*	724	*	*	*	*	*	75%	22%
Students without Disabilities	56	775	*	751	*	*	*	*	*	86%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

03-1450-080
 BERGEN
 FAIR LAWN BORO
 8-01 PHILLIP ST
 FAIR LAWN, NJ 07410

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	776	771	747	*	*	19%	45%	34%	79%	46%
White	67	780	773	754	*	*	15%	46%	37%	84%	57%
Hispanic	14	755	758	735	0%	0%	*	*	*	50%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	13	780	777	774	*	0%	0%	*	*	92%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	52	774	769	747	*	*	*	52%	27%	79%	47%
Male	43	778	772	746	*	*	*	37%	42%	79%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	15	744	746	725	*	*	*	*	*	40%	19%
Students without Disabilities	80	782	776	751	*	*	*	*	*	86%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	95	776	771	748	*	*	19%	45%	34%	79%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



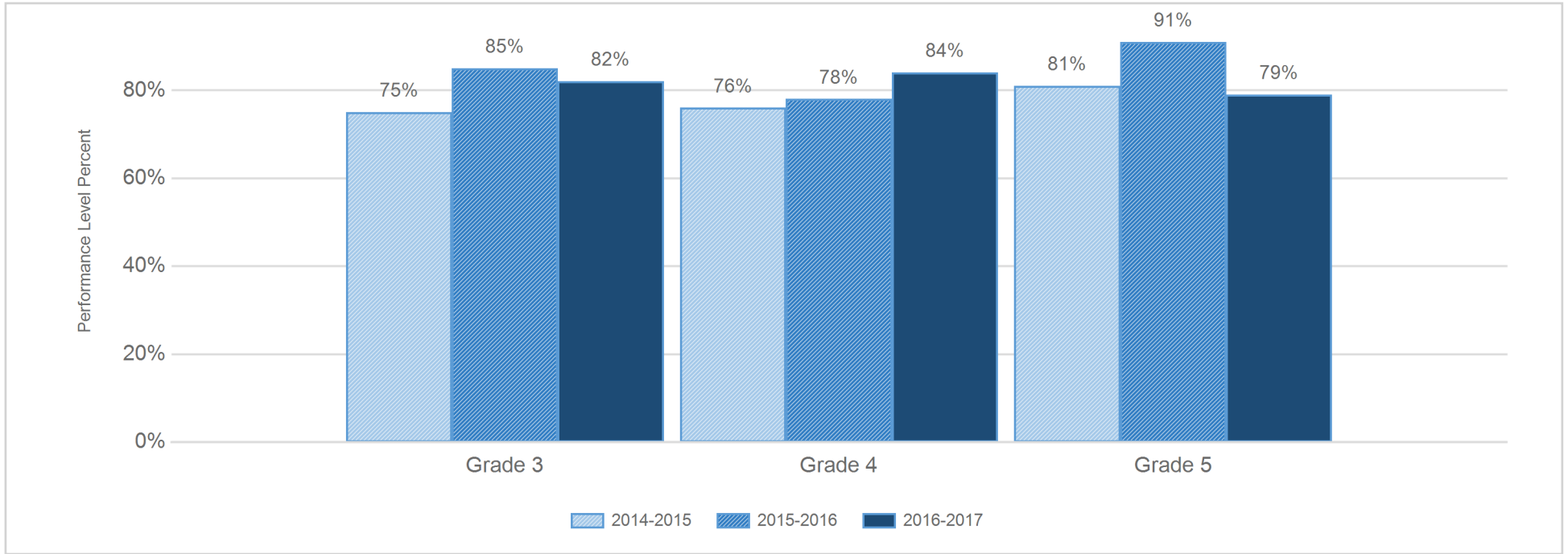
HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017

03-1450-080
 BERGEN
 FAIR LAWN BORO
 8-01 PHILLIP ST
 FAIR LAWN, NJ 07410

Grade Span KG-05

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





**HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017**

03-1450-080
BERGEN
FAIR LAWN BORO
8-01 PHILLIP ST
FAIR LAWN, NJ 07410

Grade Span KG-05

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	29	69%	31%
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



**HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017**

03-1450-080
BERGEN
FAIR LAWN BORO
8-01 PHILLIP ST
FAIR LAWN, NJ 07410

Grade Span KG-05

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

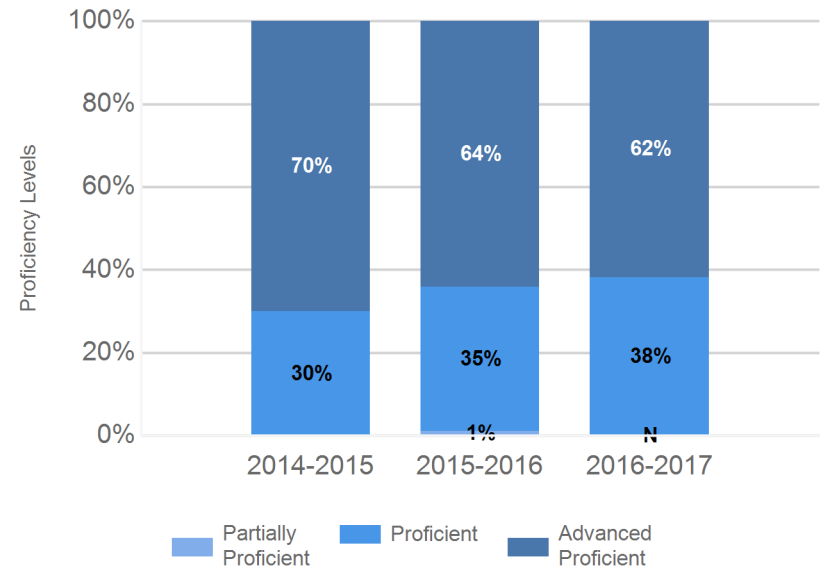
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	62%	38%	N
White	60%	40%	N
Hispanic	*	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	90%	10%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	N	*	N
Students with Disabilities	40%	60%	N
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





**HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-080
BERGEN
FAIR LAWN BORO
8-01 PHILLIP ST
FAIR LAWN, NJ 07410

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	64	52	50	Exceeds Target	54	46	50	Met Target
White	69.5	52	50	Exceeds Target	55	48	52	Met Target
Hispanic	42	*	49	Met Target	47	*	47	Met Target
Black or African American	*	52	45	**	*	50.5	43	**
Asian, Native Hawaiian, or Pacific Islander	62	63	60	Exceeds Target	54	48	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	*	55	47	**	*	49.5	46	**
Students with Disabilities	48	44	41	Met Target	73.5	42	43	Exceeds Target
English Learners	66	65.5	53	Exceeds Target	64	55	51	Exceeds Target

** ESSA accountability targets are only included if data is available for at least 20 students.



HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017

03-1450-080
BERGEN
FAIR LAWN BORO
8-01 PHILLIP ST
FAIR LAWN, NJ 07410

Grade Span KG-05

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

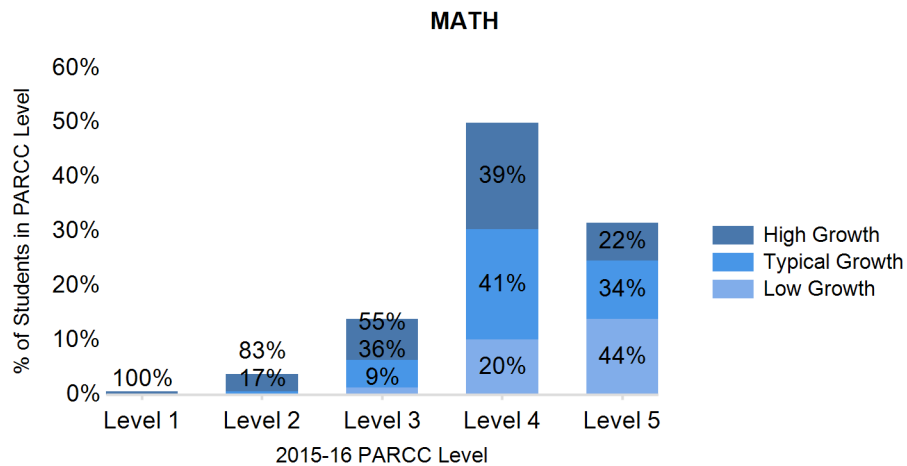
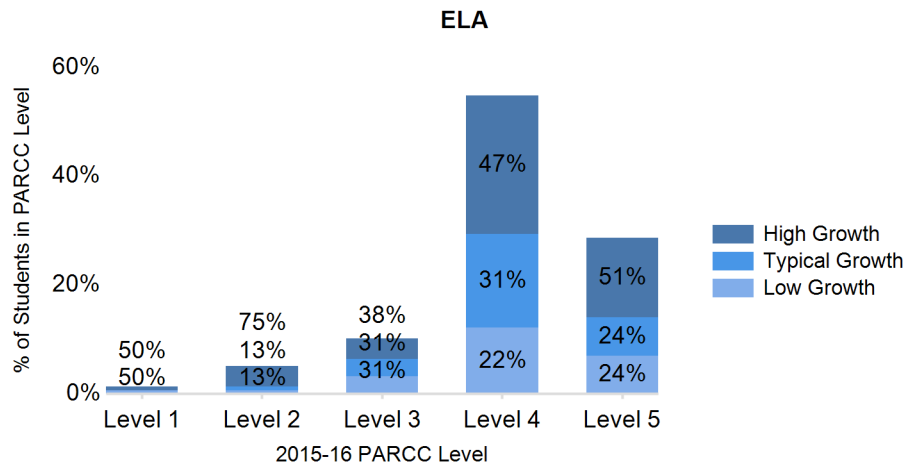
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

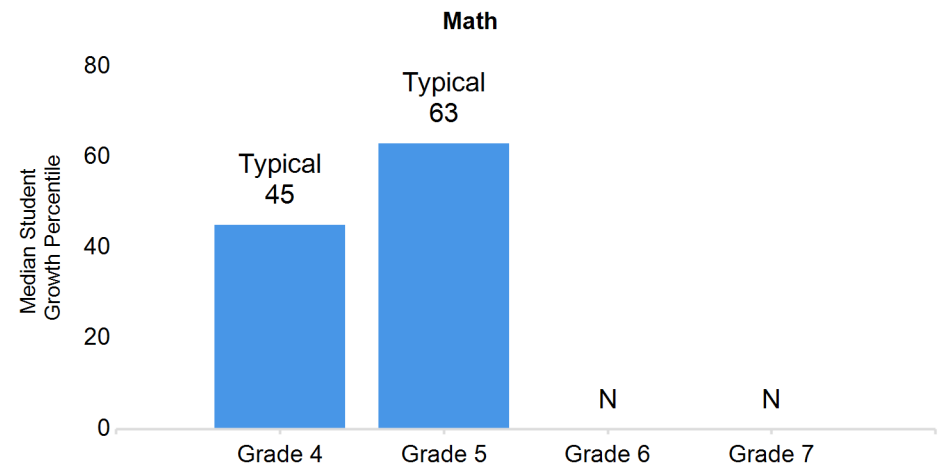
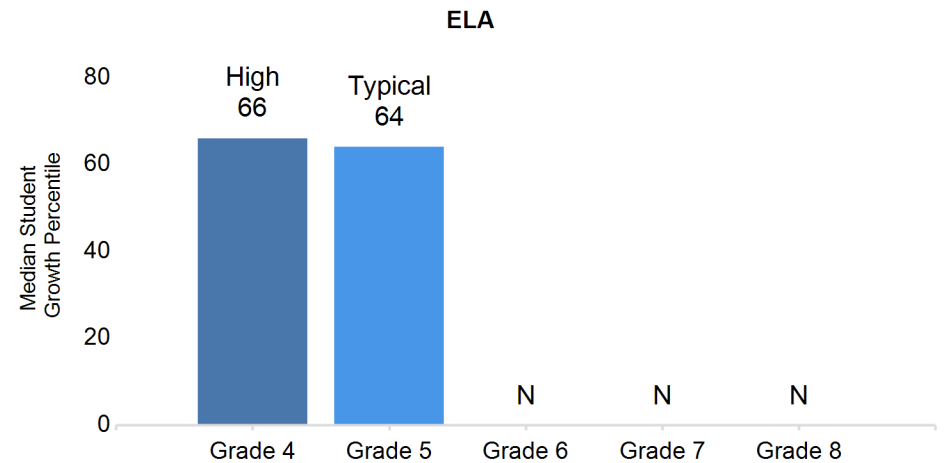
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





**HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017**

03-1450-080
BERGEN
FAIR LAWN BORO
8-01 PHILLIP ST
FAIR LAWN, NJ 07410

Grade Span KG-05

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

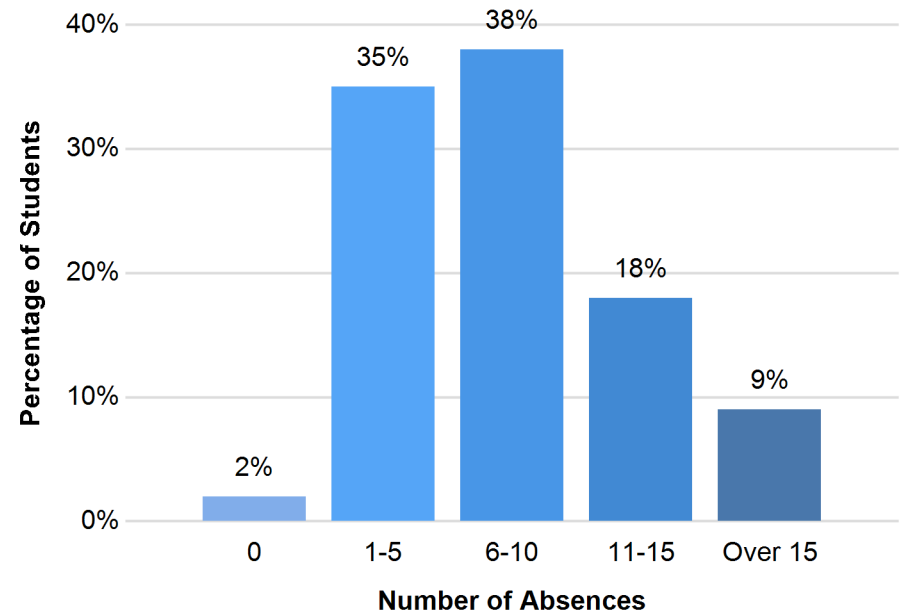
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.00	8.40	Met Target
White	5.50	8.40	Met Target
Hispanic	7.80	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	1.30	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.70	8.40	Not Met
Students with Disabilities	7.30	8.40	Met Target
English Learners	7.90	8.40	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





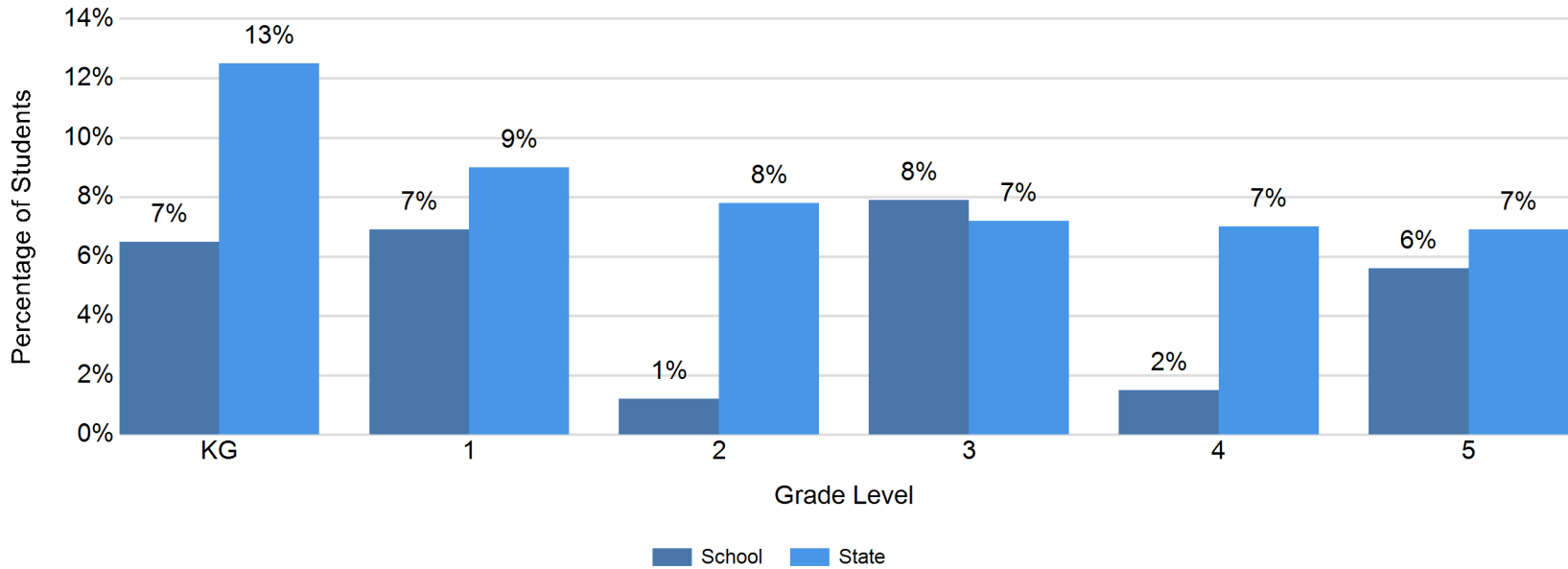
HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017

03-1450-080
BERGEN
FAIR LAWN BORO
8-01 PHILLIP ST
FAIR LAWN, NJ 07410

Grade Span KG-05

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





**HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017**

03-1450-080
BERGEN
FAIR LAWN BORO
8-01 PHILLIP ST
FAIR LAWN, NJ 07410

Grade Span KG-05

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:35AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 10 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	3
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.80

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.0%
Any Suspension	1.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-1450-080
 BERGEN
 FAIR LAWN BORO
 8-01 PHILLIP ST
 FAIR LAWN, NJ 07410

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	5.8:1	224.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$356	\$15,444	\$15,800



**HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-080
BERGEN
FAIR LAWN BORO
8-01 PHILLIP ST
FAIR LAWN, NJ 07410

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	41	120,724
Average years experience in public schools	13.2	11.8
Average years experience in district	11.1	10.5
Teachers in district for 4 or more years	66%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,506
Average years experience in public schools	17.8	15.9
Average years experience in district	11.9	11.6
Administrators in district for 4 or more years	89%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	502:1	189:1
Librarian/Media Specialists		1228:1
Nurses		546:1
Counselors		409:1
Child Study Team		223:1



**HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-080
BERGEN
FAIR LAWN BORO
8-01 PHILLIP ST
FAIR LAWN, NJ 07410

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	100%



HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

03-1450-080
 BERGEN
 FAIR LAWN BORO
 8-01 PHILLIP ST
 FAIR LAWN, NJ 07410

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	94.8	17.5%
Mathematics Proficiency	98.1	17.5%
English Language Arts Growth	83.9	25.0%
Mathematics Growth	68.8	25.0%
Chronic Absenteeism	66.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		81.9
Summative Rating: Percentile rank of Summative Score		92.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



**HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-080
BERGEN
FAIR LAWN BORO
8-01 PHILLIP ST
FAIR LAWN, NJ 07410

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	81.9	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
White	80.7	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
Hispanic	56.5	11.9	No	Not Met	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	65.4	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Not Met	**	**	No
Students with Disabilities	87.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
English Learners	83.6	11.9	No	Met Target†	Met Goal	Met Target	Exceeds Target	Exceeds Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

03-1450-080
BERGEN
FAIR LAWN BORO
8-01 PHILLIP ST
FAIR LAWN, NJ 07410

School General Info

Principal:	Mr. FULCO	Email Address:	jfulco@fairlawnschools.org
Address:	8-01 PHILLIP ST FAIR LAWN, NJ 07410	Website:	www.fairlawnschools.org/milnes
Phone:	(201)794-5550		

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • Readers/Writers Workshop, Everyday Mathematics, Next Generation Science Standards, STEM, Spanish • After school activities include classes in chess, science, STEM, art, yoga, and robotics • Grant initiative with St. Barnabas and Rutgers University - Strengthening Families
Mission, Vision, Theme:	Milnes School is committed to ensuring that each student is given the opportunity to achieve academic and social success at the highest level. As an academically and socially diverse learning community, we strive to provide an instructional environment that is both supportive and challenging, and is differentiated to meet each child's learning needs. We seek to instill in our students a lifelong love of learning so that he/she will develop into a positive and productive member of society.
Awards, Recognition, Accomplishments:	2014 Reward School






**HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-080
BERGEN
FAIR LAWN BORO
8-01 PHILLIP ST
FAIR LAWN, NJ 07410

School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Readers/Writers Workshop, Everyday Mathematics, STEM, Spanish</p>
 <p>Clubs and Activities:</p>	<p>chess, STEM, art, yoga, robotics</p>
 <p>Before and After School Programs:</p>	<p>same as above</p>







HENRY B. MILNES ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

03-1450-080
 BERGEN
 FAIR LAWN BORO
 8-01 PHILLIP ST
 FAIR LAWN, NJ 07410

School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>Milnes School is a Professional Learning Community where staff and parents work together to ensure that every child reaches their full potential.</p>
 <p>Student Supports and Services:</p>	<p>ELL, Resource Centers, Literacy Intervention, Basic Skills Math, Intervention and Referral Services, Child Study Team</p>
 <p>Student Health and Wellness:</p>	<p>Physical Education, Health classes, grant initiative with St. Barnabas and Rutgers University - Strengthening Families, Partnership with Care-Plus</p>
 <p>Parent and Community Involvement:</p>	<p>Exceptionally supportive PTA, Parent-Teacher Compact, Parent Portal, Partnership with Care-Plus of Fair Lawn</p>



JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017


Grade Span KG-05

03-1450-085
BERGEN
FAIR LAWN BORO
10 - 00 HOPPER AVE
FAIR LAWN, NJ 07410-1815

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



**JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-085
BERGEN
FAIR LAWN BORO
10 - 00 HOPPER AVE
FAIR LAWN, NJ 07410-1815

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

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

This table shows the percentage of students by racial and ethnic group.

Grade	2014-15	2015-16	2016-17
KG	29	30	39
1	44	40	37
2	45	46	42
3	36	45	50
4	44	38	43
5	48	46	43
Ungraded	33	25	38
Total	279	270	292

Student Group	2014-15	2015-16	2016-17
Female	50%	49%	51%
Male	50%	51%	49%
Economically Disadvantaged Students	19%	19%	13%
Students with Disabilities	26%	31%	29%
English Learners	7%	12%	14%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	59.9%
Hispanic	21.6%
Asian	8.2%
Black or African American	1.4%
American Indian or Alaska Native	0.7%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	7.9%

PreK and K - Full Day and Half Day

Enrollment by Home Language

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Grade	2014-15	2015-16	2016-17
KG - Half Day	31	30	0
KG - Full Day	0	0	39

Home Language	% of Students
English	53.1%
Spanish	14.0%
Russian	6.8%
Polish	3.8%
Chinese	2.1%
Other	19.9%



JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-1450-085
 BERGEN
 FAIR LAWN BORO
 10 - 00 HOPPER AVE
 FAIR LAWN, NJ 07410-1815

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	133	98.6	63.10	74.90	54.90	63.1	53.5	Met Target
White	77	98.8	59.70	76.10	63.90	59.7	50.8	Met Target
Hispanic	31	97.1	61.30	62.50	39.80	61.3	46.6	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	14	100.0	78.60	81.00	54.90	78.6	**	**
Female	64	100.0	64.10	81.20	62.20	64.1		
Male	69	97.3	62.30	69.10	48.10	62.3		
Economically Disadvantaged Students	20	100.0	50.00	*	36.20	50	41.1	Met Target
Non-Economically Disadvantaged Students	113	98.4	65.40	*	65.80	65.4		
Students with Disabilities	34	97.1	26.50	39.40	20.50	26.5	31	Met Target†
Students without Disabilities	99	99.1	75.80	84.70	61.90	75.8		
English Learners	18	100.0	50.00	64.60	25.20	50	**	**
Non-English Learners	115	98.4	65.20	75.80	57.40	65.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

03-1450-085
BERGEN
FAIR LAWN BORO
10 - 00 HOPPER AVE
FAIR LAWN, NJ 07410-1815

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	750	768	749	*	*	*	55%	*	57%	50%
White	25	743	769	759	*	*	*	52%	0%	52%	61%
Hispanic	13	752	756	734	*	*	*	*	0%	54%	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	25	755	774	754	*	*	*	56%	*	60%	55%
Male	24	746	762	745	*	*	*	54%	*	54%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	13	734	*	720	*	*	*	*	*	39%	24%
Students without Disabilities	36	756	*	755	*	*	*	*	*	64%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-1450-085
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 10 - 00 HOPPER AVE
 FAIR LAWN, NJ 07410-1815

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	759	769	753	*	*	*	50%	*	65%	56%
White	27	754	767	762	*	*	*	44%	*	63%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	20	755	774	758	*	*	*	*	*	55%	61%
Male	26	762	765	749	*	*	*	*	*	73%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	10	725	*	725	*	*	*	*	*	10%	25%
Students without Disabilities	36	769	*	759	*	*	*	*	*	81%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



**JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-085
BERGEN
FAIR LAWN BORO
10 - 00 HOPPER AVE
FAIR LAWN, NJ 07410-1815

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	759	780	756	*	*	*	70%	*	74%	59%
White	27	755	782	763	*	*	*	67%	*	70%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	23	766	786	761	*	*	*	78%	*	83%	66%
Male	20	752	774	750	*	*	*	60%	*	65%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

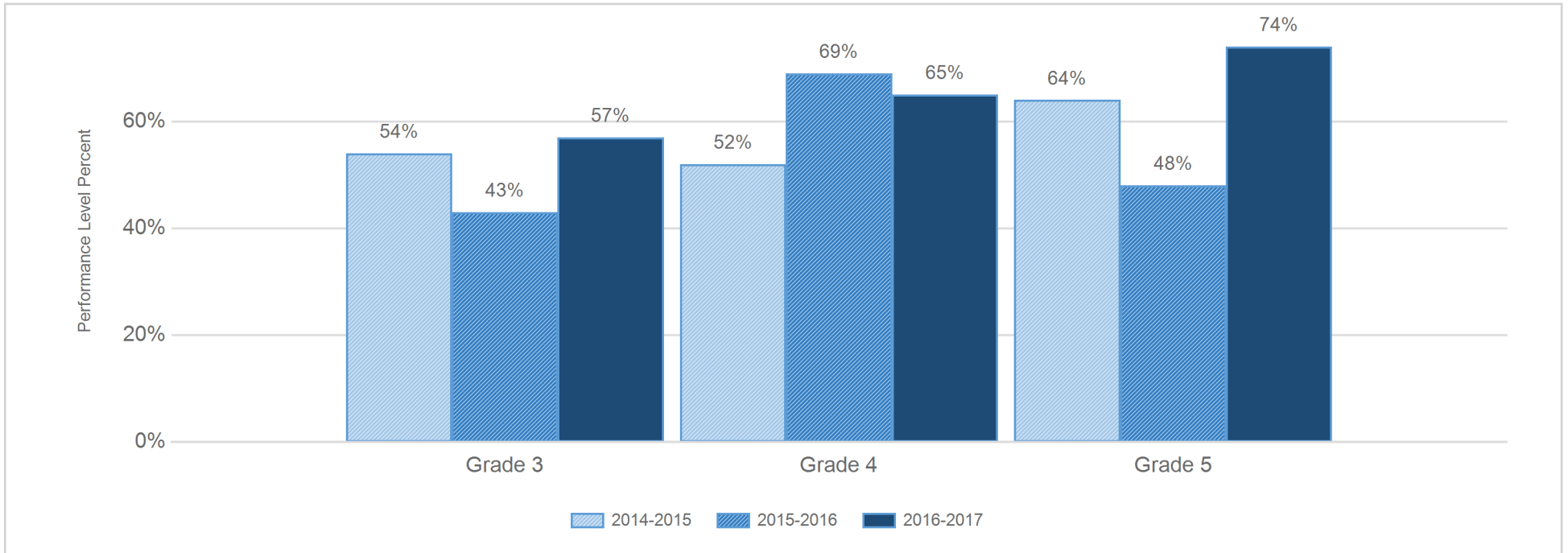


JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-1450-085
 BERGEN
 FAIR LAWN BORO
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 FAIR LAWN, NJ 07410-1815

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-1450-085
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 FAIR LAWN BORO
 10 - 00 HOPPER AVE
 FAIR LAWN, NJ 07410-1815

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	133	98.6	55.70	67.30	43.50	55.7	57.3	Met Target†
White	77	98.8	53.30	69.00	52.40	53.3	59.1	Met Target†
Hispanic	31	97.1	51.60	51.30	27.60	51.6	49.9	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	14	100.0	78.50	83.00	44.90	78.5	**	**
Female	64	100.0	57.80	68.70	44.10	57.8		
Male	69	97.3	53.60	66.00	42.90	53.6		
Economically Disadvantaged Students	20	100.0	40.00	*	25.10	40	45.8	Met Target†
Non-Economically Disadvantaged Students	113	98.4	58.40	*	54.30	58.4		
Students with Disabilities	34	97.1	26.40	33.60	16.50	26.4	38.2	Met Target†
Students without Disabilities	99	99.1	65.70	76.40	48.80	65.7		
English Learners	18	100.0	55.60	69.80	23.30	55.6	**	**
Non-English Learners	115	98.4	55.70	67.10	45.20	55.7		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



**JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-085
BERGEN
FAIR LAWN BORO
10 - 00 HOPPER AVE
FAIR LAWN, NJ 07410-1815

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	760	771	751	*	*	*	53%	*	67%	53%
White	25	757	771	759	*	*	*	60%	*	68%	63%
Hispanic	13	758	762	738	*	*	*	*	*	62%	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	25	768	774	751	*	*	*	60%	*	80%	52%
Male	24	751	769	751	*	*	*	46%	*	54%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	13	746	*	729	*	*	*	*	*	46%	29%
Students without Disabilities	36	765	*	755	*	*	*	*	*	75%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



**JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-085
BERGEN
FAIR LAWN BORO
10 - 00 HOPPER AVE
FAIR LAWN, NJ 07410-1815

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	751	765	747	*	*	39%	39%	*	46%	47%
White	27	751	764	755	*	*	*	41%	*	48%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	20	746	764	747	*	*	*	*	*	35%	47%
Male	26	754	765	747	*	*	*	*	*	54%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	10	730	*	724	*	*	*	*	*	20%	22%
Students without Disabilities	36	756	*	751	*	*	*	*	*	53%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-1450-085
 BERGEN
 FAIR LAWN BORO
 10 - 00 HOPPER AVE
 FAIR LAWN, NJ 07410-1815

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	754	771	747	0%	*	23%	56%	*	63%	46%
White	27	753	773	754	0%	*	*	48%	*	56%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	23	750	769	747	0%	*	*	61%	*	61%	47%
Male	20	759	772	746	0%	*	*	50%	*	65%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



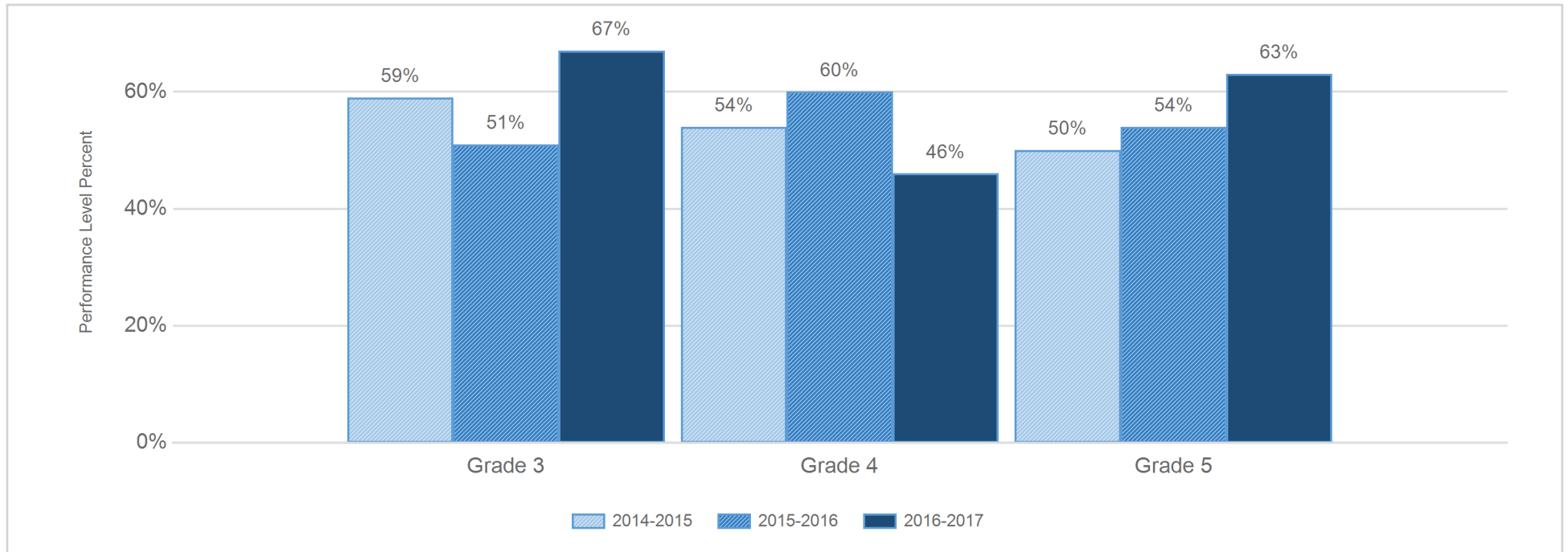
**JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017**

03-1450-085
BERGEN
FAIR LAWN BORO
10 - 00 HOPPER AVE
FAIR LAWN, NJ 07410-1815

Grade Span KG-05

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





**JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-085
BERGEN
FAIR LAWN BORO
10 - 00 HOPPER AVE
FAIR LAWN, NJ 07410-1815

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	15	60%	40%
2	12	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



**JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-085
BERGEN
FAIR LAWN BORO
10 - 00 HOPPER AVE
FAIR LAWN, NJ 07410-1815

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

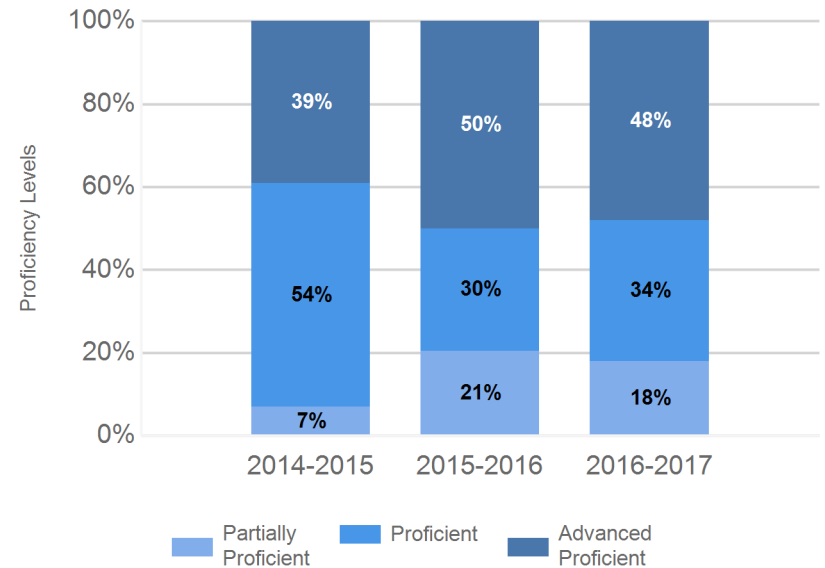
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	48%	34%	18%
White	43%	30%	*
Hispanic	55%	46%	N
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	N	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	20%	27%	53%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

03-1450-085
 BERGEN
 FAIR LAWN BORO
 10 - 00 HOPPER AVE
 FAIR LAWN, NJ 07410-1815

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	67	52	50	Exceeds Target	47.5	46	50	Met Target
White	57.5	52	50	Met Target	51	48	52	Met Target
Hispanic	71	*	49	**	37	*	47	**
Black or African American	*	52	45	**	*	50.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	63	60	**	*	48	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	81	55	47	**	48	49.5	46	**
Students with Disabilities	33	44	41	**	48	42	43	**
English Learners	*	65.5	53	**	*	55	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017

03-1450-085
BERGEN
FAIR LAWN BORO
10 - 00 HOPPER AVE
FAIR LAWN, NJ 07410-1815

Grade Span KG-05

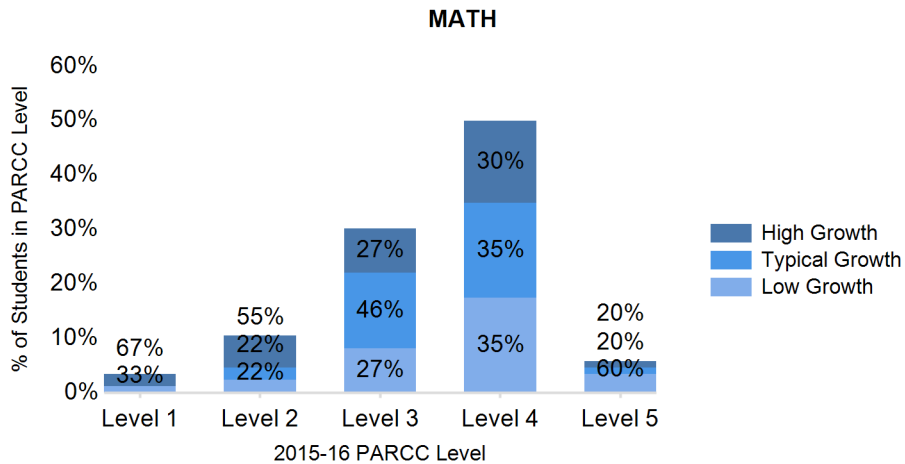
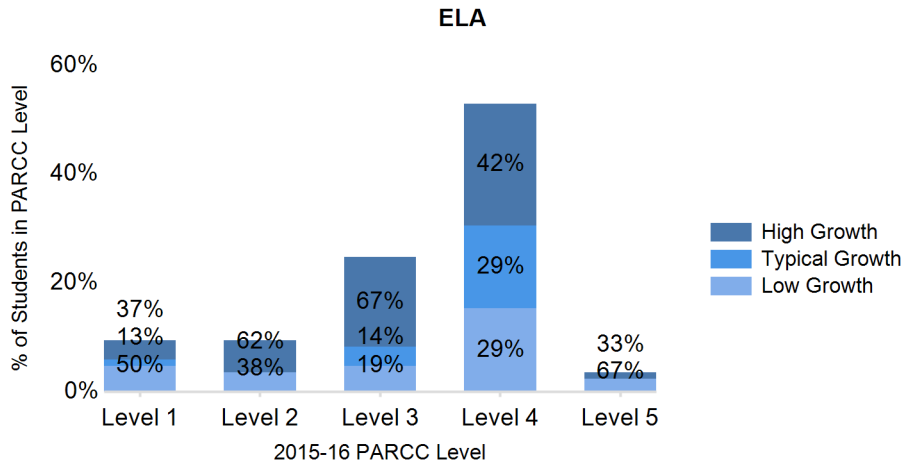
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

Low Growth: Less than 35 **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

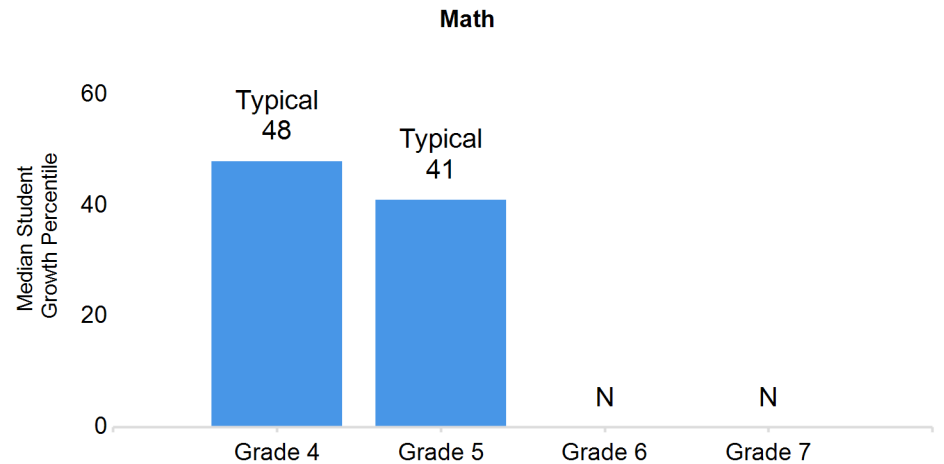
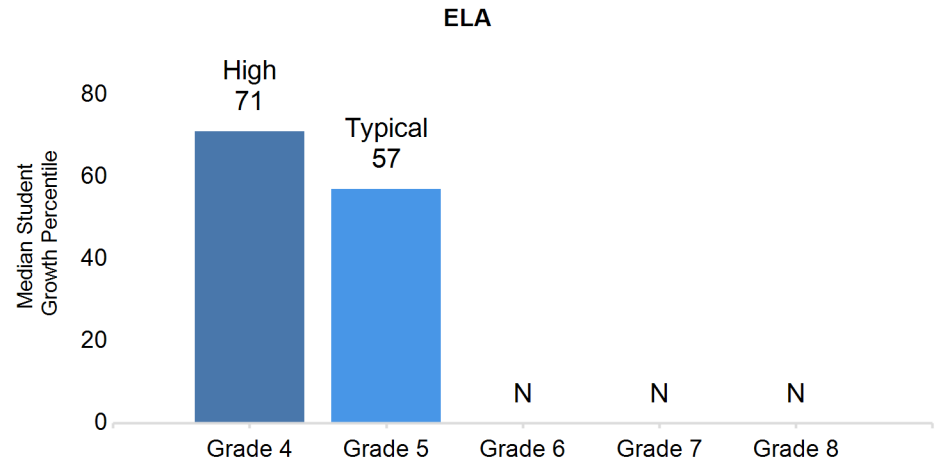
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





**JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-085
BERGEN
FAIR LAWN BORO
10 - 00 HOPPER AVE
FAIR LAWN, NJ 07410-1815

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

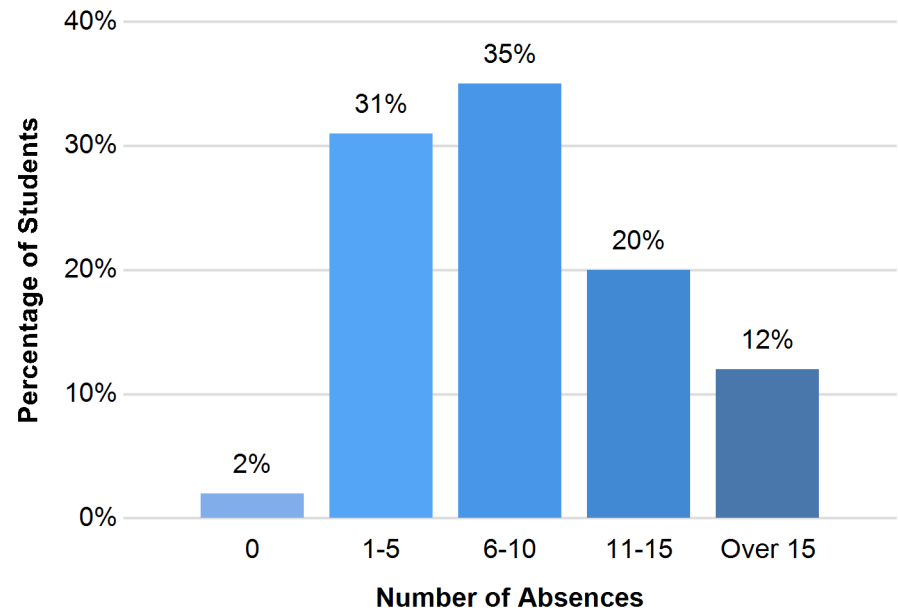
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.20	8.40	Met Target
White	9.70	8.40	Not Met
Hispanic	4.70	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	8.70	8.40	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	8.70	8.40	Not Met
Economically Disadvantaged Students	13.20	8.40	Not Met
Students with Disabilities	11.10	8.40	Not Met
English Learners	9.10	8.40	Not Met

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



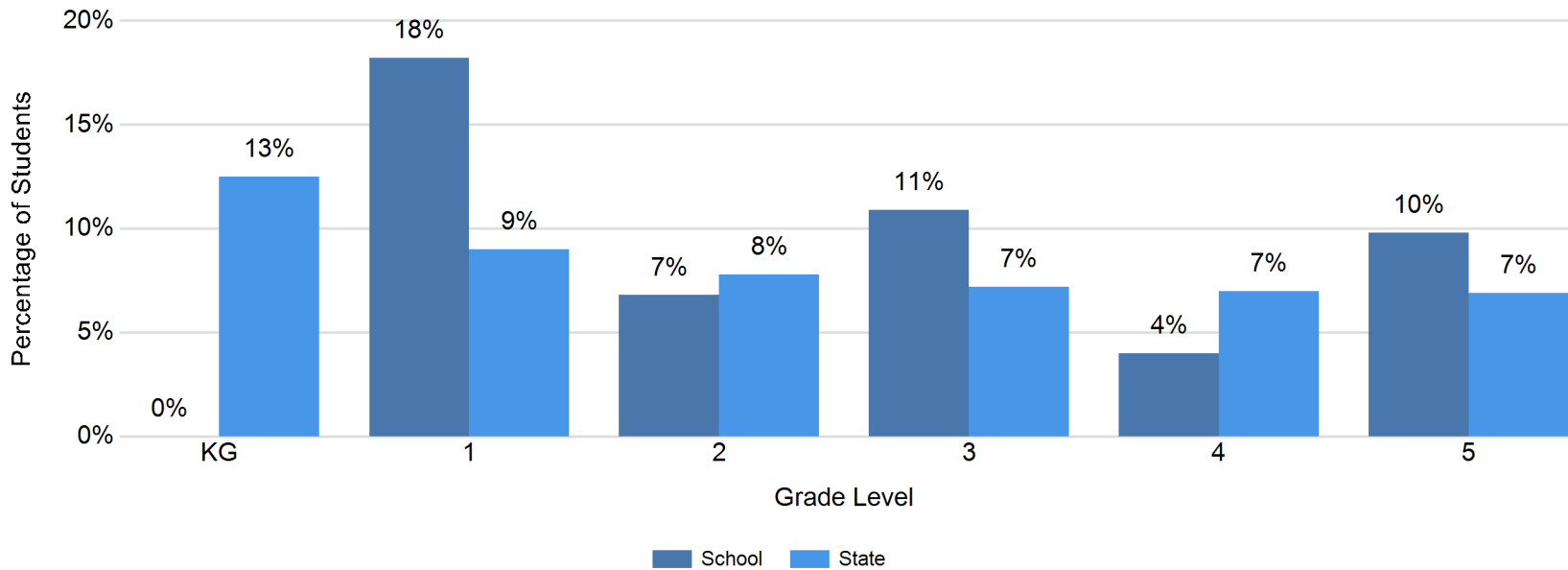


JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-1450-085
 BERGEN
 FAIR LAWN BORO
 10 - 00 HOPPER AVE
 FAIR LAWN, NJ 07410-1815

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





**JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017**

03-1450-085
BERGEN
FAIR LAWN BORO
10 - 00 HOPPER AVE
FAIR LAWN, NJ 07410-1815

Grade Span KG-05

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:35AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 10 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.03

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.7%
Any Suspension	0.7%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-1450-085
 BERGEN
 FAIR LAWN BORO
 10 - 00 HOPPER AVE
 FAIR LAWN, NJ 07410-1815

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	6.0:1	224.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$356	\$15,444	\$15,800



**JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-085
BERGEN
FAIR LAWN BORO
10 - 00 HOPPER AVE
FAIR LAWN, NJ 07410-1815

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	34	120,724
Average years experience in public schools	13.3	11.8
Average years experience in district	11.7	10.5
Teachers in district for 4 or more years	71%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,506
Average years experience in public schools	17.8	15.9
Average years experience in district	11.9	11.6
Administrators in district for 4 or more years	89%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	12:1
Administrators	292:1	189:1
Librarian/Media Specialists		1228:1
Nurses		546:1
Counselors		409:1
Child Study Team		223:1



**JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-085
BERGEN
FAIR LAWN BORO
10 - 00 HOPPER AVE
FAIR LAWN, NJ 07410-1815

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	100%



JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-1450-085
 BERGEN
 FAIR LAWN BORO
 10 - 00 HOPPER AVE
 FAIR LAWN, NJ 07410-1815

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	61.1	17.5%
Mathematics Proficiency	65.1	17.5%
English Language Arts Growth	87.2	25.0%
Mathematics Growth	42.9	25.0%
Chronic Absenteeism	33.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		59.6
Summative Rating: Percentile rank of Summative Score		65.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-1450-085
 BERGEN
 FAIR LAWN BORO
 10 - 00 HOPPER AVE
 FAIR LAWN, NJ 07410-1815

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	59.6	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
White	45.9	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Hispanic	**	**	No	Met Target	Met Target	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target	Met Target†	Not Met	**	**	No
Students with Disabilities	**	**	No	Met Target†	Met Target†	Not Met	**	**	No
English Learners	**	**	No	**	**	Not Met	**	**	No

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† Target was met within a confidence interval.



**JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-085
BERGEN
FAIR LAWN BORO
10 - 00 HOPPER AVE
FAIR LAWN, NJ 07410-1815

School General Info

Principal:	Mr. WEAVER	Email Address:	mweaver@fairlawnschools.org
Address:	10 - 00 HOPPER AVE FAIR LAWN, NJ 07410-1815	Website:	http://forrest.fairlawnschools.org/
Phone:	(201)794-5565		

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • Readers/Writers Workshop; Everyday Math, Next Gen Science • ELL; World Language French; Technology; Gifted and Talented • PTA funds artist-in-residence; field trips and assemblies
Mission, Vision, Theme:	At John A. Forrest School, our slogan “The Place to Grow” conveys the belief that we are all a community of learners. An interactive classroom environment supports each child’s unique abilities to learn developmentally, to take risks, to be creative, and to learn from mistakes.
Awards, Recognition, Accomplishments:	Forrest School has been recognized by Scholastic as one of six model reading schools in the nation for their Best Practices for Independent Reading initiative.






**JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-085
BERGEN
FAIR LAWN BORO
10 - 00 HOPPER AVE
FAIR LAWN, NJ 07410-1815

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Students in grade three, four and five are provided with opportunity to participate in the band/orchestra; pursue independent study and serve as peer leaders.</p>
 <p>Clubs and Activities:</p>	<p>Student leadership council, safety patrol and character education team</p>
 <p>Before and After School Programs:</p>	<p>Before and after care offered through the district office</p>







**JOHN A. FORREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

**03-1450-085
BERGEN
FAIR LAWN BORO
10 - 00 HOPPER AVE
FAIR LAWN, NJ 07410-1815**

School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Faculty are provided with release time throughout the year to work with self-selected Professional Learning Teams; Two full days each year provided for in-service</p>
 <p>Student Supports and Services:</p>	<p>ESL; Reading and Math basic skills; Special Education services to support students with disabilities;</p>
 <p>Student Health and Wellness:</p>	<p>Health and physical education instruction; daily recess; individual and group counseling</p>
 <p>Parent and Community Involvement:</p>	<p>PTA raises funds that support initiatives which promote a positive and respectful school/district culture</p>



LYNCREST ELEMENTARY SCHOOL
2016-2017


Grade Span KG-05

03-1450-100
BERGEN
FAIR LAWN BORO
9-04 MORLOT AVE
FAIR LAWN, NJ 07410

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



**LYNCREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-100
BERGEN
FAIR LAWN BORO
9-04 MORLOT AVE
FAIR LAWN, NJ 07410

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	27	30	31
1	41	34	40
2	41	44	36
3	30	50	46
4	40	33	46
5	50	40	32
Ungraded	0	2	1
Total	229	233	232

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	50%	44%	46%
Male	50%	56%	54%
Economically Disadvantaged Students	17%	12%	9%
Students with Disabilities	14%	13%	14%
English Learners	3%	6%	10%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	59.1%
Hispanic	18.1%
Asian	13.8%
Black or African American	4.7%
American Indian or Alaska Native	1.3%
Native Hawaiian or Pacific Islander	1.3%
Two or More Races	1.7%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	29	30	0
KG - Full Day	0	0	31

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	66.4%
Russian	7.3%
Urdu	5.6%
Spanish	4.3%
Chinese	3.0%
Other	13.3%



LYNCREST ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-1450-100
 BERGEN
 FAIR LAWN BORO
 9-04 MORLOT AVE
 FAIR LAWN, NJ 07410

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	123	99.2	74.00	74.90	54.90	74	79.6	Met Target†
White	65	98.5	66.10	76.10	63.90	66.1	80	Not Met
Hispanic	28	100.0	75.00	62.50	39.80	75	68.5	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	95.00	*	80.70	95	N	N
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	55	100.0	81.80	81.20	62.20	81.8		
Male	68	98.6	67.60	69.10	48.10	67.6		
Economically Disadvantaged Students	12	100.0	66.70	*	36.20	66.7	**	**
Non-Economically Disadvantaged Students	111	99.1	74.70	*	65.80	74.7		
Students with Disabilities	26	100.0	34.60	39.40	20.50	34.6	38.8	Met Target†
Students without Disabilities	97	99.0	84.50	84.70	61.90	84.5		
English Learners	15	100.0	80.00	64.60	25.20	80	**	**
Non-English Learners	108	99.1	73.10	75.80	57.40	73.1		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	40.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



LYNCREST ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-1450-100
 BERGEN
 FAIR LAWN BORO
 9-04 MORLOT AVE
 FAIR LAWN, NJ 07410

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	777	768	749	*	*	23%	43%	28%	70%	50%
White	25	781	769	759	0%	0%	*	*	*	64%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	21	785	774	754	*	*	*	*	*	81%	55%
Male	26	771	762	745	*	*	*	*	*	62%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	47	777	769	752	*	*	23%	43%	28%	70%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



LYNCREST ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

03-1450-100
BERGEN
FAIR LAWN BORO
9-04 MORLOT AVE
FAIR LAWN, NJ 07410

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	768	769	753	*	*	*	54%	*	74%	56%
White	24	766	767	762	0%	0%	*	54%	*	67%	67%
Hispanic	11	764	766	740	*	*	*	*	*	64%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	24	769	774	758	*	*	*	63%	*	75%	61%
Male	22	766	765	749	*	*	*	46%	*	73%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	10	749	*	725	*	*	*	*	*	40%	25%
Students without Disabilities	36	773	*	759	*	*	*	*	*	83%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



**LYNCREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	31	782	780	756	0%	*	*	45%	39%	84%	59%
White	14	783	782	763	0%	*	*	*	*	79%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	11	794	786	761	0%	*	*	*	*	100%	66%
Male	20	775	774	750	0%	*	*	*	*	75%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	31	782	781	757	0%	*	*	45%	39%	84%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



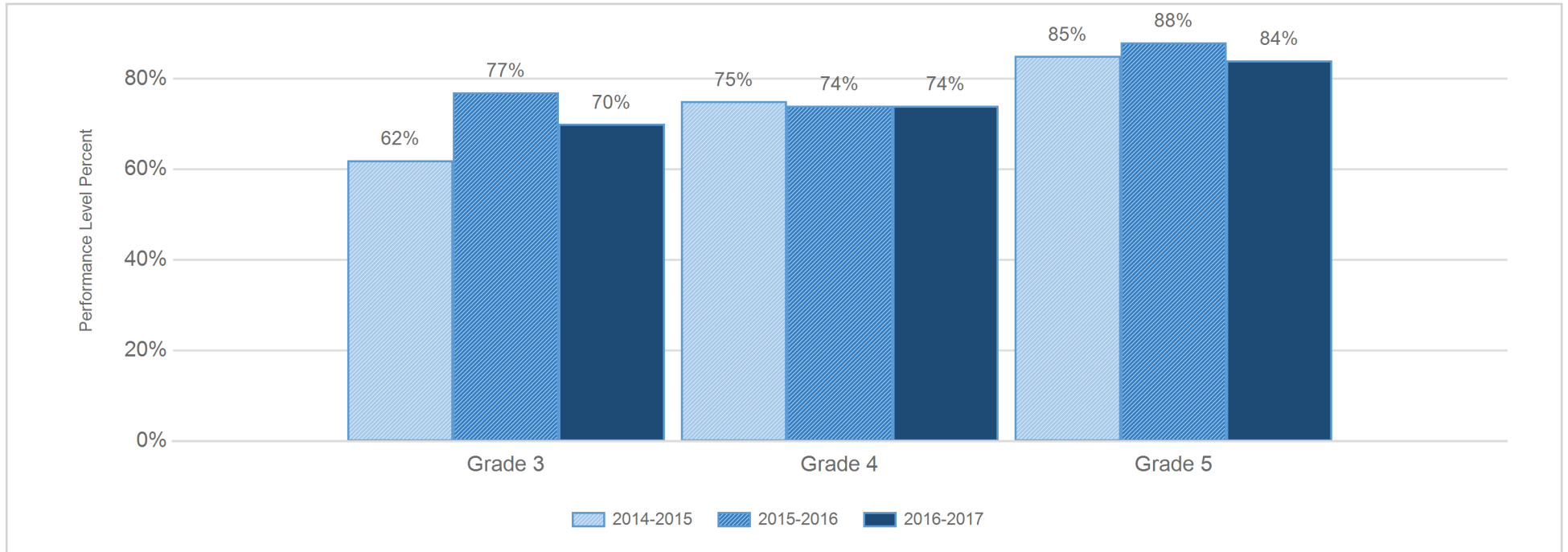
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2016-2017**

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Grade Span KG-05

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





LYNCREST ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	124	99.2	74.20	67.30	43.50	74.2	80	Met Target†
White	66	98.6	74.30	69.00	52.40	74.3	80	Met Target†
Hispanic	28	100.0	60.70	51.30	27.60	60.7	78.7	Not Met
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	95.00	*	75.60	95	N	N
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	55	100.0	69.10	68.70	44.10	69.1		
Male	69	98.6	78.30	66.00	42.90	78.3		
Economically Disadvantaged Students	12	100.0	58.40	*	25.10	58.4	**	**
Non-Economically Disadvantaged Students	112	99.2	75.90	*	54.30	75.9		
Students with Disabilities	26	100.0	34.60	33.60	16.50	34.6	51.8	Not Met
Students without Disabilities	98	99.1	84.70	76.40	48.80	84.7		
English Learners	16	100.0	87.50	69.80	23.30	87.5	N	N
Non-English Learners	108	99.1	72.20	67.10	45.20	72.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	20.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



**LYNCREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	775	771	751	*	*	*	44%	35%	79%	53%
White	26	777	771	759	*	*	*	39%	42%	81%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	21	772	774	751	*	*	*	*	*	76%	52%
Male	27	777	769	751	*	*	*	*	*	82%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



**LYNCREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	761	765	747	0%	*	23%	49%	*	64%	47%
White	25	763	764	755	0%	*	*	52%	*	64%	59%
Hispanic	11	746	754	734	0%	*	*	*	*	36%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	25	757	764	747	0%	*	*	40%	*	52%	47%
Male	22	767	765	747	0%	*	*	59%	*	77%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	10	746	*	724	0%	*	*	*	*	30%	22%
Students without Disabilities	37	766	*	751	0%	*	*	*	*	73%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



LYNCREST ELEMENTARY SCHOOL
2016-2017

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	33	774	771	747	0%	*	*	55%	*	82%	46%
White	16	769	773	754	0%	*	*	63%	*	81%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	12	779	769	747	0%	*	*	*	*	92%	47%
Male	21	771	772	746	0%	*	*	*	*	76%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



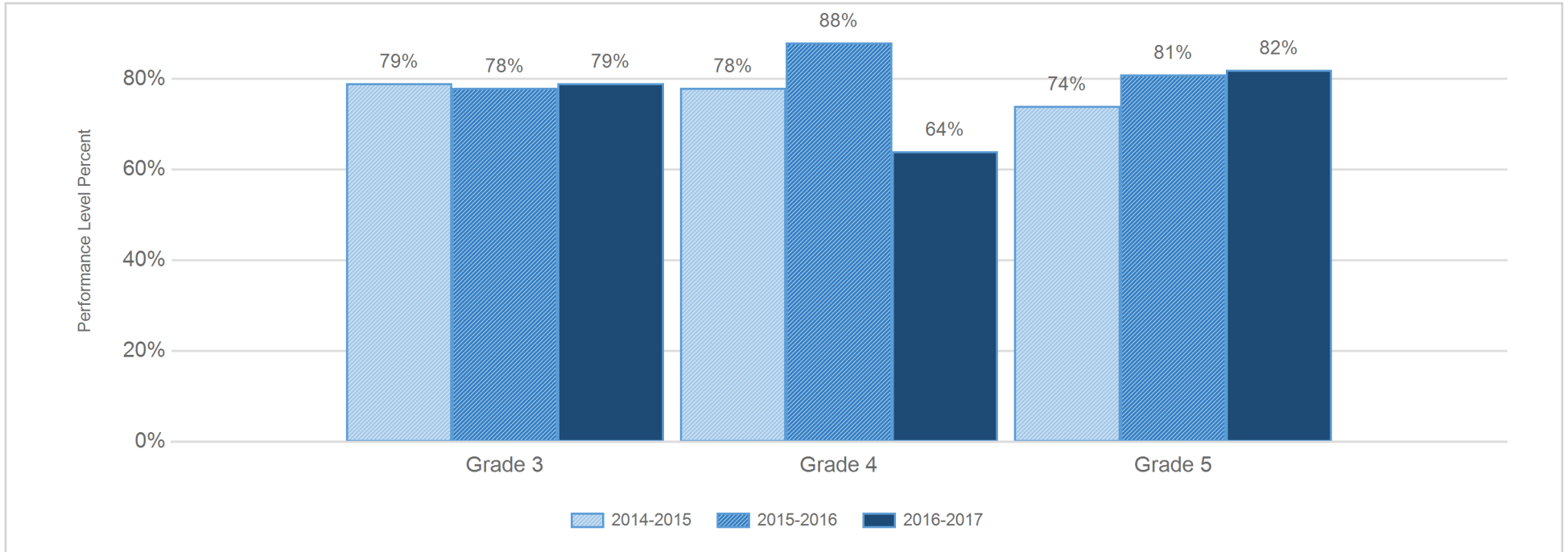
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2016-2017**

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Grade Span KG-05

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





**LYNCREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	14	64.3%	35.7%
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



**LYNCREST ELEMENTARY SCHOOL
2016-2017**

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Grade Span KG-05

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

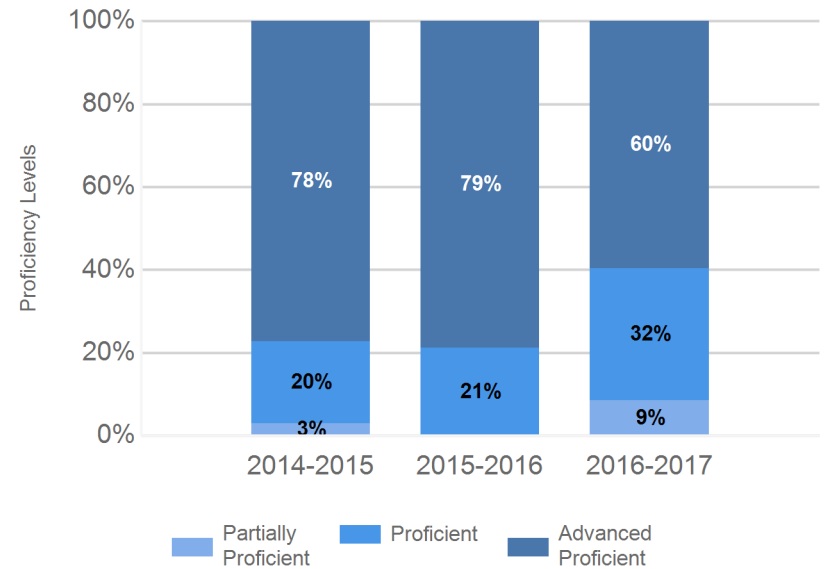
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	60%	32%	9%
White	72%	24%	4%
Hispanic	36%	36%	27%
Black or African American	*	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	*	N
Two or More Races	N	*	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	*	*	*
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





**LYNCREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	47	52	50	Met Target	35	46	50	Not Met
White	39	52	50	Not Met	26	48	52	Not Met
Hispanic	43	*	49	**	36	*	47	**
Black or African American	*	52	45	**	*	50.5	43	**
Asian, Native Hawaiian, or Pacific Islander	49	63	60	**	37	48	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	*	55	47	**	*	49.5	46	**
Students with Disabilities	54	44	41	**	42	42	43	**
English Learners	*	65.5	53	**	*	55	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



**LYNCREST ELEMENTARY SCHOOL
2016-2017**

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Grade Span KG-05

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

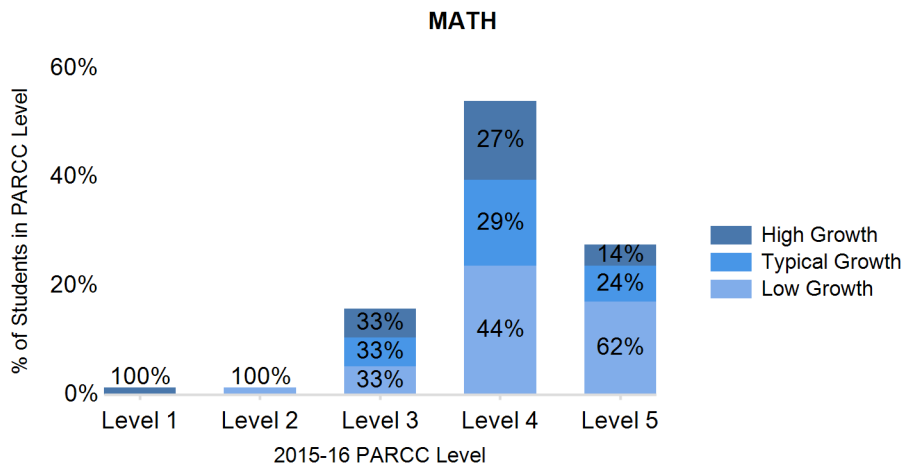
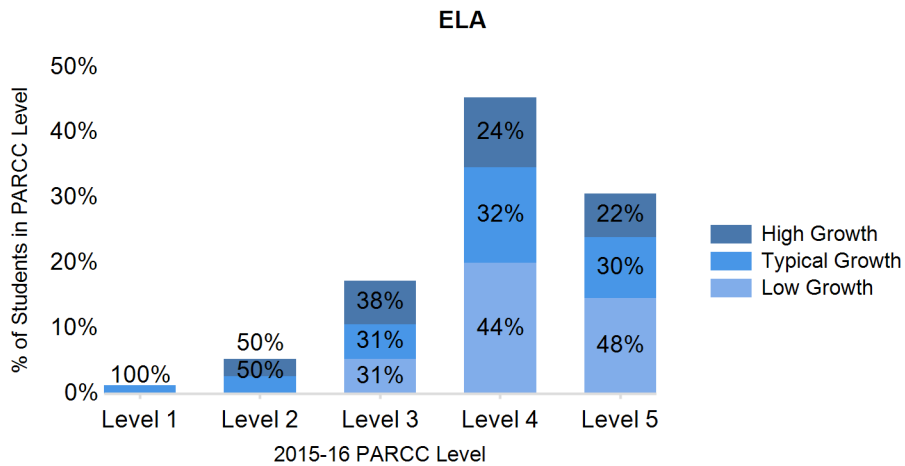
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

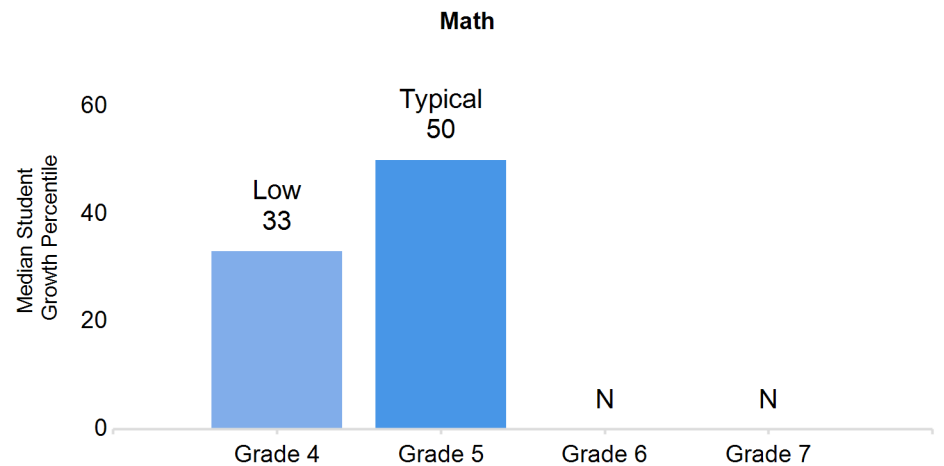
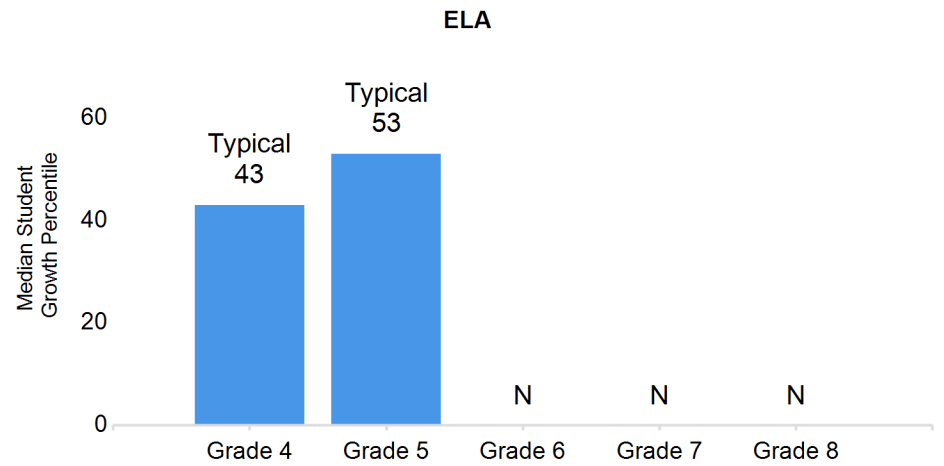
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





**LYNCREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

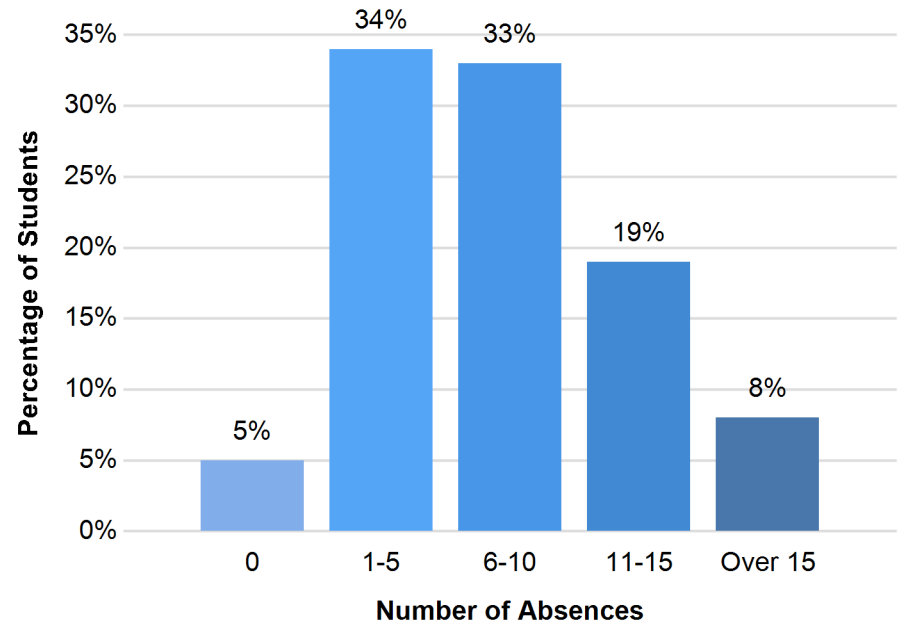
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.60	8.40	Met Target
White	5.70	8.40	Met Target
Hispanic	2.30	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	2.90	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	4.80	8.40	Met Target
Students with Disabilities	5.30	8.40	Met Target
English Learners	20.00	8.40	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





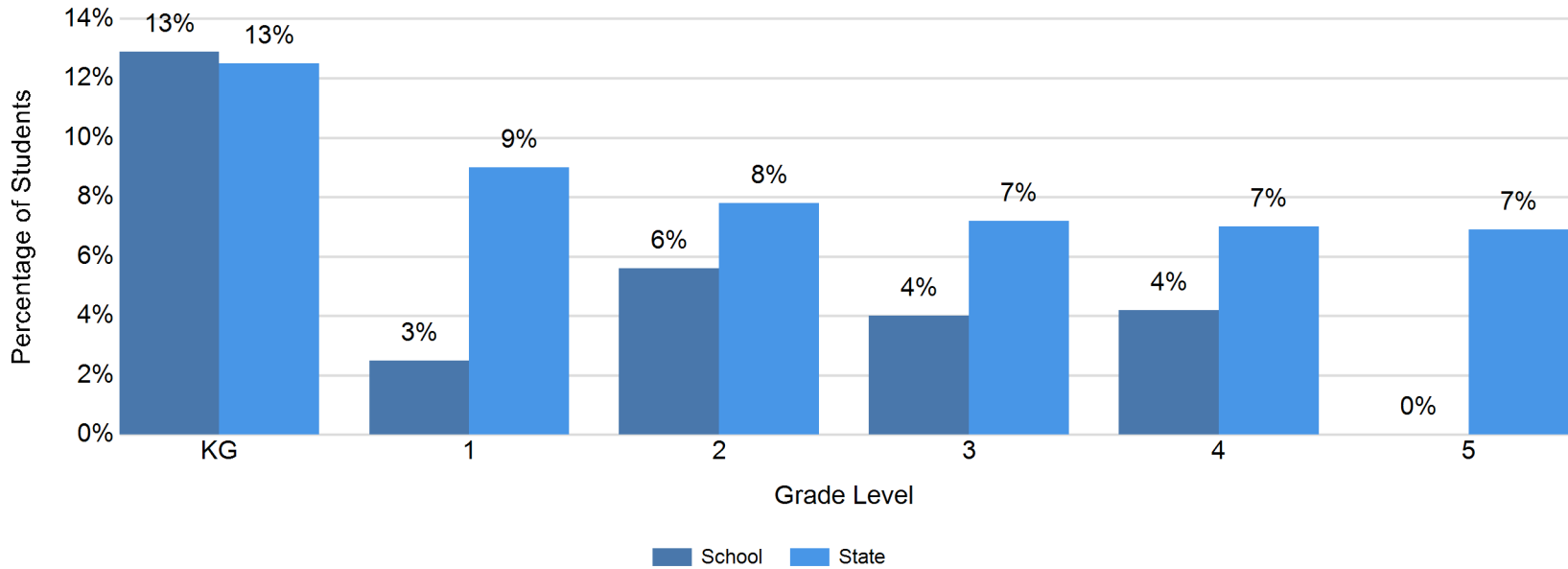
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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2016-2017**

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Grade Span KG-05

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:35AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 10 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



LYNCREST ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-1450-100
 BERGEN
 FAIR LAWN BORO
 9-04 MORLOT AVE
 FAIR LAWN, NJ 07410

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.1:1	224.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$356	\$15,444	\$15,800



**LYNCREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-100
BERGEN
FAIR LAWN BORO
9-04 MORLOT AVE
FAIR LAWN, NJ 07410

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	24	120,724
Average years experience in public schools	9.3	11.8
Average years experience in district	8.3	10.5
Teachers in district for 4 or more years	63%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,506
Average years experience in public schools	17.8	15.9
Average years experience in district	11.9	11.6
Administrators in district for 4 or more years	89%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	232:1	189:1
Librarian/Media Specialists		1228:1
Nurses		546:1
Counselors		409:1
Child Study Team		223:1



**LYNCREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-100
BERGEN
FAIR LAWN BORO
9-04 MORLOT AVE
FAIR LAWN, NJ 07410

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	100%



**LYNCREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

**03-1450-100
BERGEN
FAIR LAWN BORO
9-04 MORLOT AVE
FAIR LAWN, NJ 07410**

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	81.1	17.5%
Mathematics Proficiency	93.7	17.5%
English Language Arts Growth	19.4	25.0%
Mathematics Growth	3.0	25.0%
Chronic Absenteeism	63.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		45.6
Summative Rating: Percentile rank of Summative Score		42.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



**LYNCREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-100
BERGEN
FAIR LAWN BORO
9-04 MORLOT AVE
FAIR LAWN, NJ 07410

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	45.6	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
White	35.5	11.9	No	Not Met	Met Target†	Met Target	Not Met	Not Met	No
Hispanic	**	**	No	Met Target	Not Met	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Met Target	**	**	No
Students with Disabilities	**	**	No	Met Target†	Not Met	Met Target	**	**	No
English Learners	**	**	No	**	N	Not Met	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



**LYNCREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05




03-1450-100
BERGEN
FAIR LAWN BORO
9-04 MORLOT AVE
FAIR LAWN, NJ 07410

School General Info

Principal:	Mrs. Diee	Email Address:	kdiee@fairlawnschools.org
Address:	9-04 MORLOT AVE FAIR LAWN, NJ 07410	Website:	http://lyncrest.fairlawnschools.org/
Phone:	(201)794-5555		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • 2016 National Blue Ribbon School for Exemplary High Performance • Curriculum includes Everyday Mathematics 4, Readers and Writers Workshop, and Knowing Science • Active Parent Teacher Organization which provides enriching programs and activities for our students
 <p>Mission, Vision, Theme:</p>	<p>It is the mission of Lyncrest School to provide a positive and nurturing learning environment, one which develops strong character and ensures social, emotional and intellectual growth for each and every student. Through collaboration with staff, parents, and community, our goal is to inspire students to develop lifelong learning skills and become responsible citizens. At Lyncrest School, every student is a star!</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>2016 National Blue Ribbon School for Exemplary High Performance; Title I Reward School</p>






**LYNCREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-100
BERGEN
FAIR LAWN BORO
9-04 MORLOT AVE
FAIR LAWN, NJ 07410

School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Our comprehensive curriculum includes Everyday Mathematics 4, Readers' and Writers' Workshop, and Knowing Science. Gifted and Talented pull out programs are offered in grades 4/5 as well as self select opportunities. Our band and strings instrumental program is available to students in grades 4/5. Chinese is taught as a world language opportunity to all students K-5. Technology classes are held for students in grades 1-5.</p>
 <p>Clubs and Activities:</p>	<p>Student Council, Safety Patrol, Environmental Club, and Character Club provide opportunities for students to take on leadership roles throughout the school.</p>
 <p>Before and After School Programs:</p>	<p>Before and Aftercare are offered through the Community School and located at Lyncrest School.</p>







**LYNCREST ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

**03-1450-100
BERGEN
FAIR LAWN BORO
9-04 MORLOT AVE
FAIR LAWN, NJ 07410**

School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>Professional Learning Communities provide teachers time to work together with a common goal throughout the year. Teachers participate in two full days of inservice which is aligned to the District's goals and school professional development plans.</p>
 <p>Student Supports and Services:</p>	<p>There are supports and services for students with disabilities and English Language Learners. Additionally, we offer supplemental services for identified students in the areas of reading and math. Intervention and referral services to assist students who are experiencing learning, behavior, or health difficulties.</p>
 <p>Student Health and Wellness:</p>	<p>Health classes are taught in the classroom throughout the week, physical education classes occur twice a week, and students participate in recess daily.</p>
 <p>Parent and Community Involvement:</p>	<p>Our PTO is an active organization that meets bi-monthly, and partners with our school in many ways. Fundraising endeavors support our cultural arts programs, our technology initiatives, our fifth grade field trips, our school store, our holiday boutique, our book fairs, and many other extras.</p>



MEMORIAL MIDDLE SCHOOL
2016-2017


Grade Span 06-08

03-1450-070
BERGEN
FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



**MEMORIAL MIDDLE SCHOOL
2016-2017**

Grade Span 06-08

03-1450-070
BERGEN
FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	135	151	142
7	141	139	148
8	143	156	139
Ungraded	41	41	38
Total	460	487	467

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	46%	47%
Male	53%	54%	53%
Economically Disadvantaged Students	21%	18%	14%
Students with Disabilities	26%	22%	23%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			1%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	57.2%
Hispanic	24.2%
Asian	12.6%
Black or African American	3.9%
Native Hawaiian or Pacific Islander	1.1%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	1.1%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	64.0%
Spanish	10.9%
Russian	6.4%
Polish	1.9%
Hebrew	1.7%
<i>Other</i>	14.7%



MEMORIAL MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-070
BERGEN
FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	430	97.6	69.10	74.90	54.90	69.1	66.6	Met Target
White	242	96.5	70.70	76.10	63.90	70.7	67.6	Met Target
Hispanic	105	98.2	56.10	62.50	39.80	56.1	54.3	Met Target
Black or African American	17	100.0	70.50	59.50	35.20	70.5	**	**
Asian, Native Hawaiian, or Pacific Islander	61	100.0	81.90	*	80.70	81.9	80	Met Goal
American Indian or Alaska Native	*	*	*	76.90	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	200	96.7	76.00	81.20	62.20	76		
Male	230	98.3	63.00	69.10	48.10	63		
Economically Disadvantaged Students	56	96.7	59.00	*	36.20	59	61	Met Target†
Non-Economically Disadvantaged Students	374	97.7	70.60	*	65.80	70.6		
Students with Disabilities	87	92.7	29.80	39.40	20.50	29.2	27	Met Target
Students without Disabilities	343	98.9	79.00	84.70	61.90	79		
English Learners	20	95.5	25.00	64.60	25.20	25	N	N
Non-English Learners	410	97.7	71.20	75.80	57.40	71.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



MEMORIAL MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-070
BERGEN
FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410

English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	143	763	768	752	*	*	17%	48%	20%	68%	54%
White	74	762	770	758	*	*	19%	46%	20%	66%	63%
Hispanic	36	753	750	740	*	*	*	64%	*	67%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	26	778	781	776	*	*	*	*	50%	73%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	61	767	774	758	*	*	*	53%	23%	75%	61%
Male	82	759	762	746	*	*	*	44%	18%	62%	46%
Economically Disadvantaged Students	14	752	754	737	*	*	*	*	*	64%	34%
Non-Economically Disadvantaged Students	129	764	769	761	*	*	*	*	*	68%	65%
Students with Disabilities	30	731	733	722	*	*	37%	*	0%	23%	17%
Students without Disabilities	113	771	776	758	*	*	12%	*	26%	80%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	143	763	768	753	*	*	17%	48%	20%	68%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



MEMORIAL MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-070
BERGEN
FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410

English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	150	765	769	756	*	*	18%	41%	28%	69%	59%
White	92	764	767	764	*	*	17%	48%	23%	71%	69%
Hispanic	34	754	760	742	*	*	*	29%	*	53%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	18	790	789	784	0%	*	*	*	67%	89%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	74	774	776	764	*	*	14%	41%	38%	78%	68%
Male	76	756	762	749	*	*	22%	41%	18%	59%	51%
Economically Disadvantaged Students	15	755	750	739	*	*	*	*	*	60%	40%
Non-Economically Disadvantaged Students	135	766	770	766	*	*	*	*	*	70%	70%
Students with Disabilities	24	724	730	719	*	*	*	*	*	17%	19%
Students without Disabilities	126	772	777	763	*	*	*	*	*	79%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



MEMORIAL MIDDLE SCHOOL
2016-2017
Grade Span 06-08

03-1450-070
 BERGEN
 FAIR LAWN BORO
 12 - 00 FIRST STREET
 FAIR LAWN, NJ 07410

English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	770	774	757	*	*	15%	38%	34%	72%	59%
White	76	772	775	764	*	*	*	41%	34%	75%	68%
Hispanic	39	755	758	742	*	*	26%	31%	*	54%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	17	796	798	786	0%	0%	*	*	59%	94%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	68	778	782	766	*	*	16%	41%	35%	77%	68%
Male	74	763	767	749	*	*	14%	35%	32%	68%	50%
Economically Disadvantaged Students	22	765	752	739	*	*	*	*	*	68%	40%
Non-Economically Disadvantaged Students	120	771	777	766	*	*	*	*	*	73%	69%
Students with Disabilities	28	735	734	718	*	*	*	43%	*	46%	18%
Students without Disabilities	114	779	784	764	*	*	*	37%	*	78%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

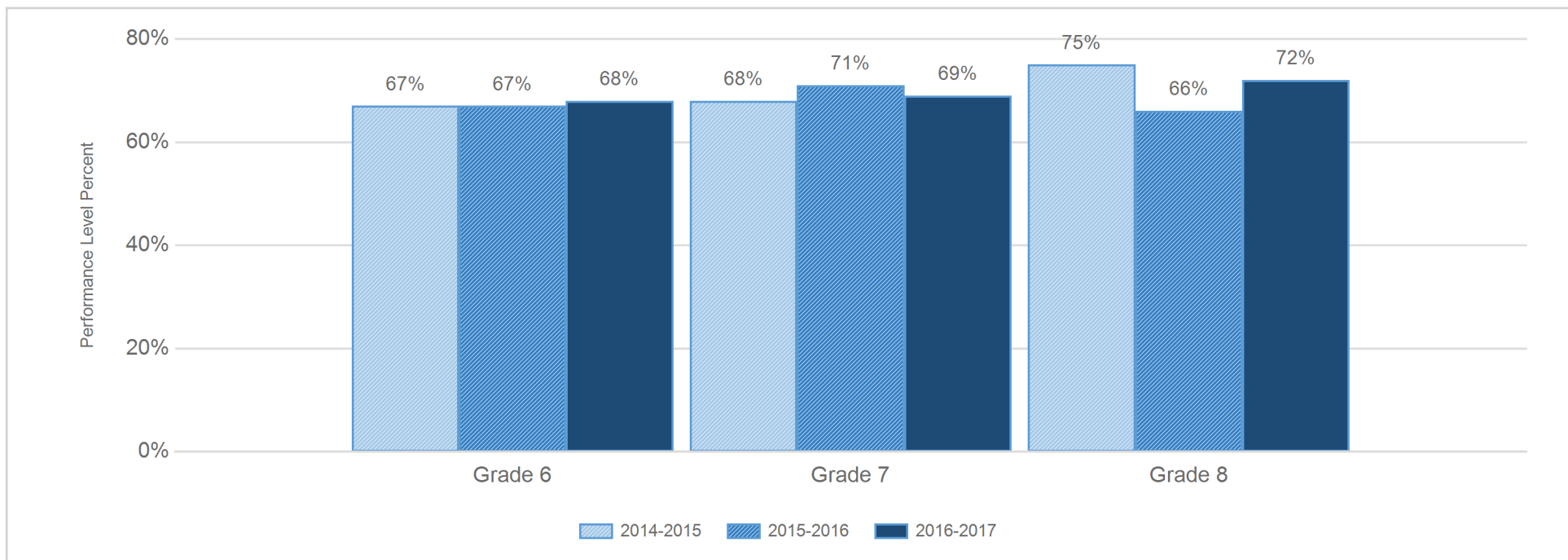


MEMORIAL MIDDLE SCHOOL
2016-2017
Grade Span 06-08

03-1450-070
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 FAIR LAWN BORO
 12 - 00 FIRST STREET
 FAIR LAWN, NJ 07410

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





MEMORIAL MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-070
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FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	427	97.6	60.00	67.30	43.50	60	59.3	Met Target
White	242	96.5	60.30	69.00	52.40	60.3	62.6	Met Target†
Hispanic	104	98.2	50.00	51.30	27.60	50	42.2	Met Target
Black or African American	17	100.0	41.20	50.00	21.70	41.2	**	**
Asian, Native Hawaiian, or Pacific Islander	59	100.0	77.90	*	75.60	77.9	77.7	Met Target
American Indian or Alaska Native	*	*	*	61.60	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	200	96.7	59.00	68.70	44.10	59		
Male	227	98.4	60.80	66.00	42.90	60.8		
Economically Disadvantaged Students	53	96.6	45.30	*	25.10	45.3	51.5	Met Target†
Non-Economically Disadvantaged Students	374	97.7	62.10	*	54.30	62.1		
Students with Disabilities	84	92.5	21.40	33.60	16.50	20.9	19.4	Met Target
Students without Disabilities	343	98.9	69.40	76.40	48.80	69.4		
English Learners	20	96.2	25.00	69.80	23.30	25	N	N
Non-English Learners	407	97.7	61.60	67.10	45.20	61.6		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



**MEMORIAL MIDDLE SCHOOL
2016-2017**

Grade Span 06-08

**03-1450-070
BERGEN
FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410**

Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	144	754	759	743	*	*	22%	50%	12%	62%	44%
White	75	751	760	751	*	16%	24%	48%	*	56%	54%
Hispanic	36	747	743	731	*	*	*	56%	*	61%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	26	773	773	771	*	*	*	42%	*	77%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	61	752	759	745	*	*	26%	51%	*	57%	45%
Male	83	755	758	742	*	*	19%	49%	*	65%	43%
Economically Disadvantaged Students	14	751	751	728	*	*	*	*	*	43%	24%
Non-Economically Disadvantaged Students	130	754	759	752	*	*	*	*	*	64%	56%
Students with Disabilities	30	727	723	717	*	*	*	*	*	27%	13%
Students without Disabilities	114	761	767	748	*	*	*	*	*	71%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**MEMORIAL MIDDLE SCHOOL
2016-2017**

Grade Span 06-08

**03-1450-070
BERGEN
FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410**

Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	135	746	751	741	*	13%	33%	50%	*	51%	40%
White	84	749	752	748	*	*	30%	60%	0%	60%	49%
Hispanic	32	737	742	730	*	*	41%	31%	*	31%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	14	755	764	764	*	0%	*	*	*	64%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	62	743	750	743	*	*	39%	45%	*	45%	41%
Male	73	748	752	740	*	*	29%	55%	*	56%	38%
Economically Disadvantaged Students	15	747	744	729	*	*	*	*	*	40%	22%
Non-Economically Disadvantaged Students	120	746	752	749	*	*	*	*	*	53%	50%
Students with Disabilities	23	720	728	716	*	*	*	*	*	*	11%
Students without Disabilities	112	751	756	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



MEMORIAL MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-070
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FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410

Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	744	746	728	*	*	28%	47%	*	48%	28%
White	52	746	748	736	*	*	27%	48%	0%	48%	35%
Hispanic	35	742	738	721	*	*	*	46%	*	49%	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	48	747	748	730	*	*	23%	54%	*	54%	30%
Male	51	742	744	725	*	*	33%	39%	*	41%	26%
Economically Disadvantaged Students	17	736	723	719	*	*	*	*	*	41%	19%
Non-Economically Disadvantaged Students	82	746	749	734	*	*	*	*	*	49%	34%
Students with Disabilities	27	720	721	705	*	*	*	*	*	22%	*
Students without Disabilities	72	754	755	734	*	*	*	*	*	57%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**MEMORIAL MIDDLE SCHOOL
2016-2017**

Grade Span 06-08

03-1450-070
BERGEN
FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410

Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	793	761	743	*	*	*	81%	*	100%	42%
White	23	789	762	751	*	*	*	87%	*	100%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	21	789	761	744	*	*	*	86%	*	100%	43%
Male	21	796	761	741	*	*	*	76%	*	100%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	42	793	*	745	*	*	*	81%	*	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



**MEMORIAL MIDDLE SCHOOL
2016-2017**

Grade Span 06-08

03-1450-070
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FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410

Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	19	787	737	725	0%	0%	*	79%	*	95%	28%
White	11	784	736	731	0%	0%	*	*	*	91%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	*	*	*	725	*	*	*	*	*	*	27%
Male	*	*	*	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	*
Students without Disabilities	19	787	*	729	0%	0%	*	79%	*	95%	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	19	787	*	726	0%	0%	*	79%	*	95%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

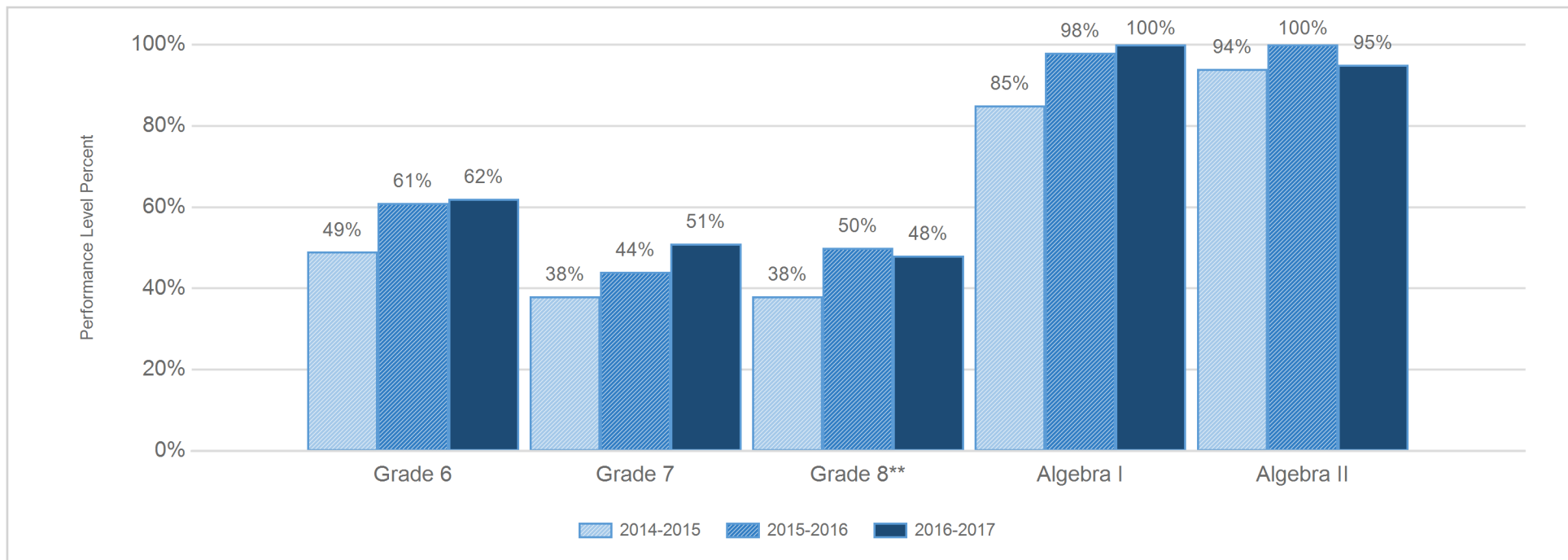


MEMORIAL MIDDLE SCHOOL
2016-2017
Grade Span 06-08

03-1450-070
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 FAIR LAWN BORO
 12 - 00 FIRST STREET
 FAIR LAWN, NJ 07410

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



**MEMORIAL MIDDLE SCHOOL
2016-2017**

Grade Span 06-08

**03-1450-070
BERGEN
FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410**

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



MEMORIAL MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-070
BERGEN
FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

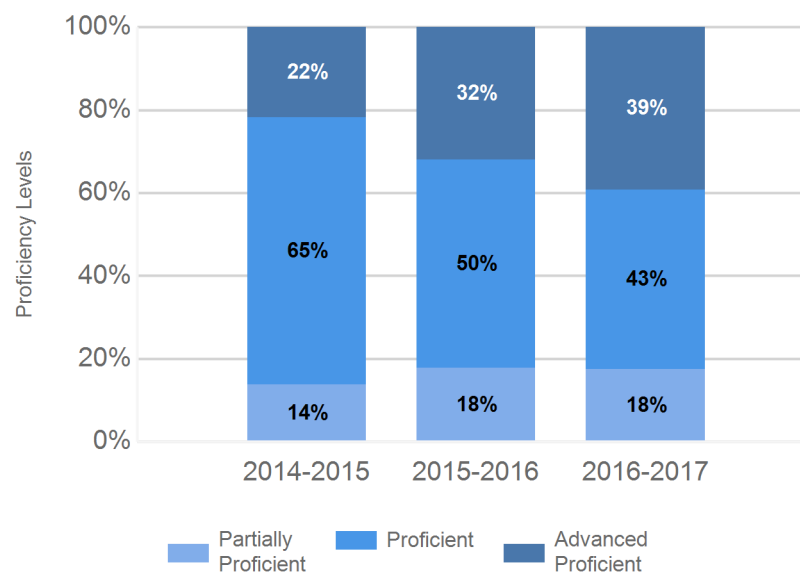
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	39%	43%	18%
White	42%	39%	19%
Hispanic	16%	66%	18%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	77%	12%	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	44%	33%	22%
Students with Disabilities	22%	30%	48%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 8

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





MEMORIAL MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-070
BERGEN
FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	44	52	50	Met Target	38	46	50	Not Met
White	44.5	52	50	Met Target	36	48	52	Not Met
Hispanic	33	*	49	Not Met	42	*	47	Met Target
Black or African American	*	52	45	**	*	50.5	43	**
Asian, Native Hawaiian, or Pacific Islander	63	63	60	Exceeds Target	47	48	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	49	55	47	Met Target	44	49.5	46	Met Target
Students with Disabilities	38	44	41	Not Met	36.5	42	43	Not Met
English Learners	35	65.5	53	Not Met	52.5	55	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



**MEMORIAL MIDDLE SCHOOL
2016-2017**

03-1450-070
BERGEN
FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410

Grade Span 06-08

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

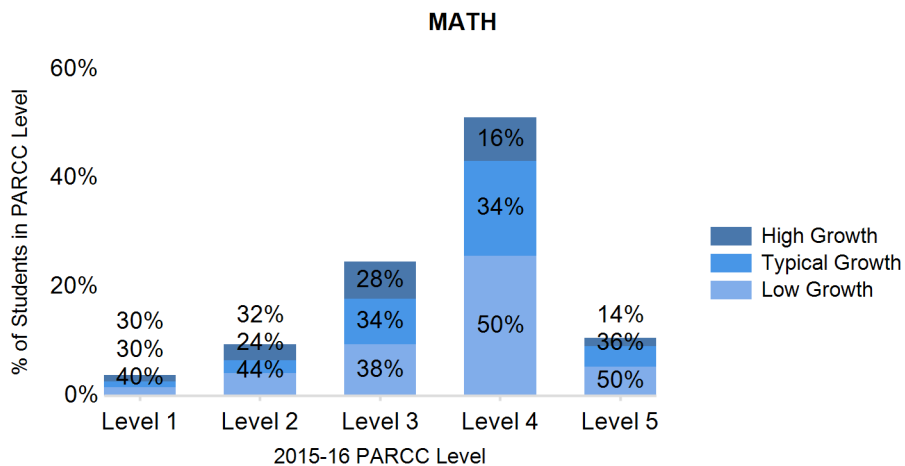
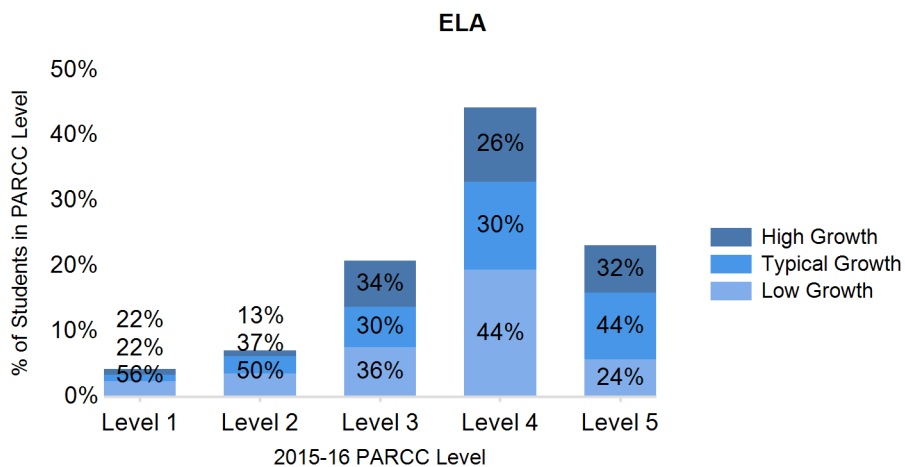
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

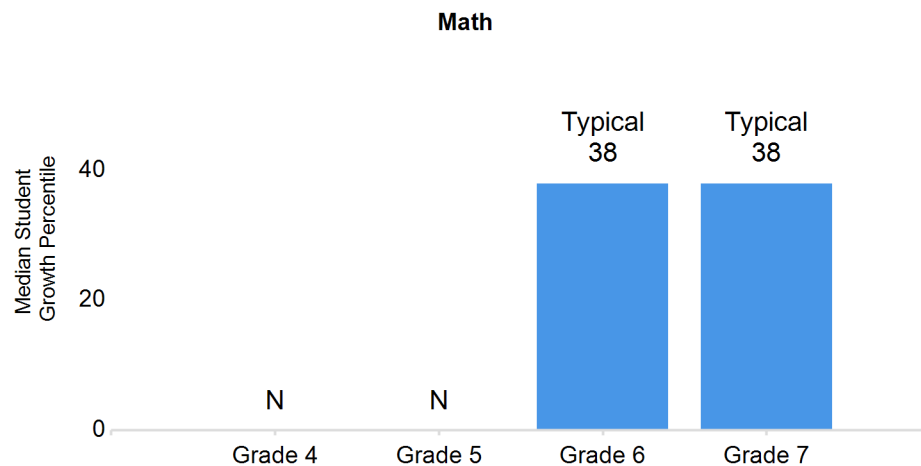
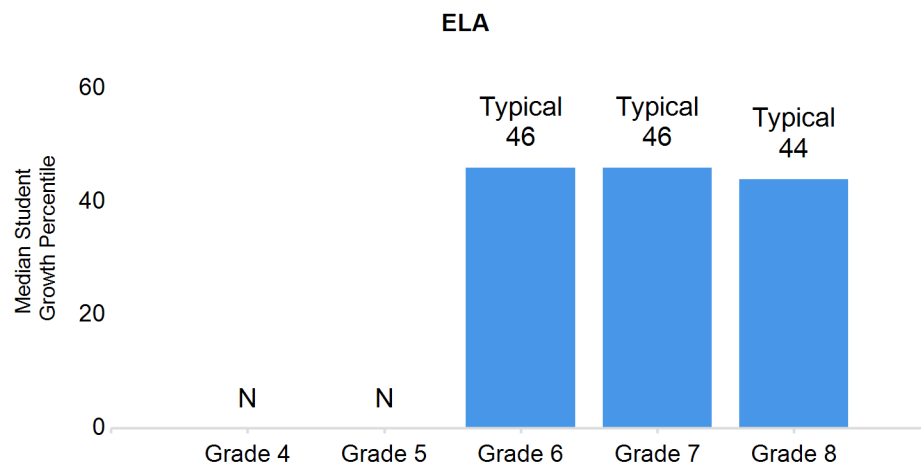
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



MEMORIAL MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-070
BERGEN
FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	152
7	19	0	136
8	25	0	127
Schoolwide	44	0	415

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	96	37	0	0	0	19	0
7	118	31	0	0	0	6	0
8	102	36	0	0	0	10	0
Schoolwide	316	104	0	0	0	35	0
Enrolled in Level 3 or Higher	89	36	0	0	0	10	0



MEMORIAL MIDDLE SCHOOL
2016-2017

03-1450-070
BERGEN
FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410

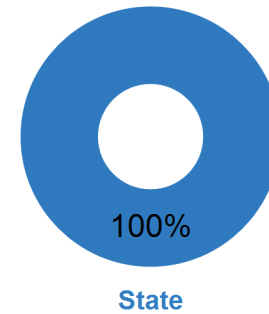
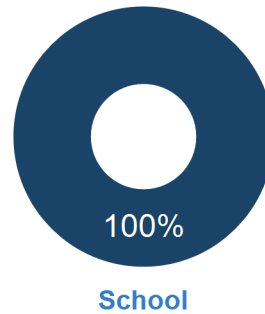
Grade Span 06-08

Visual and Performing Arts – Course Participation

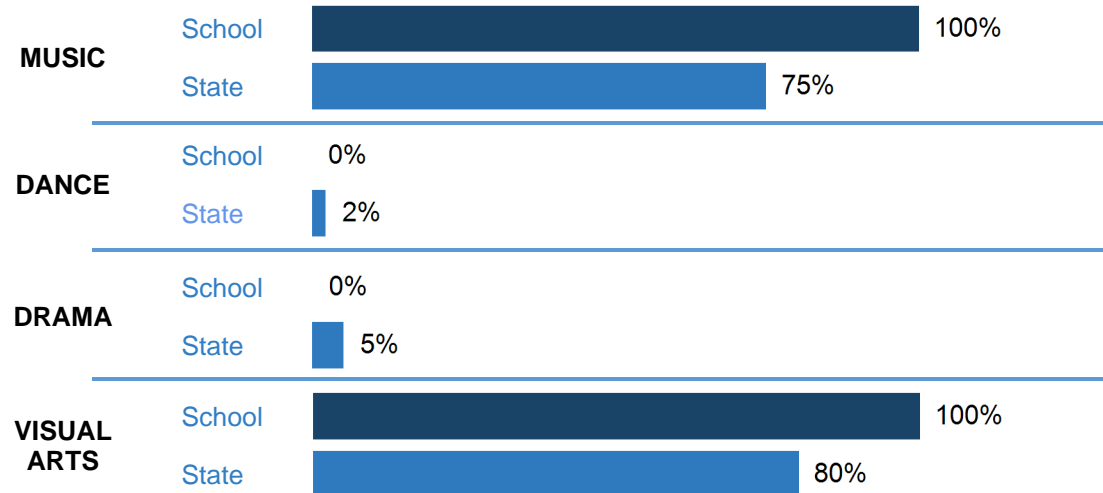
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





MEMORIAL MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-070
BERGEN
FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

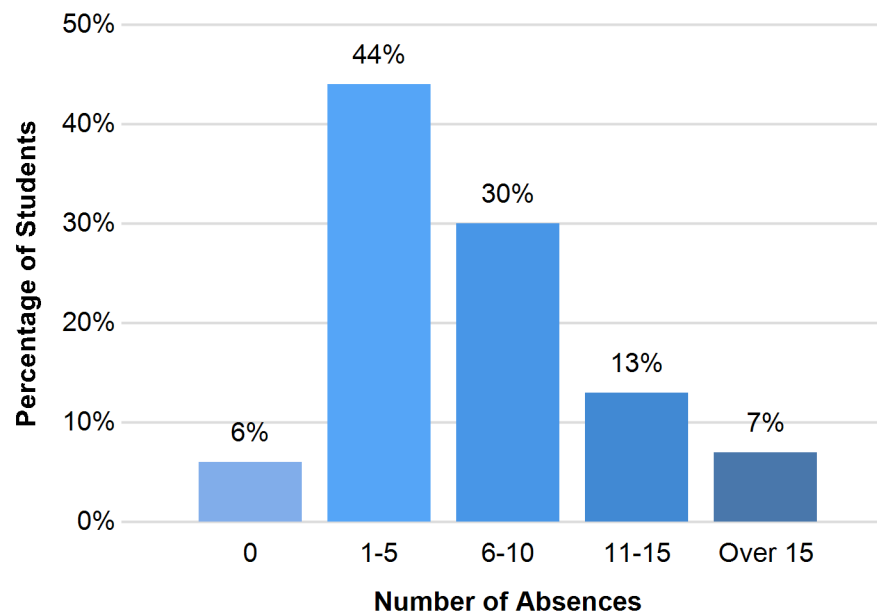
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.80	8.70	Met Target
White	6.50	8.70	Met Target
Hispanic	5.30	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	4.50	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.90	8.70	Met Target
Students with Disabilities	11.50	8.70	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



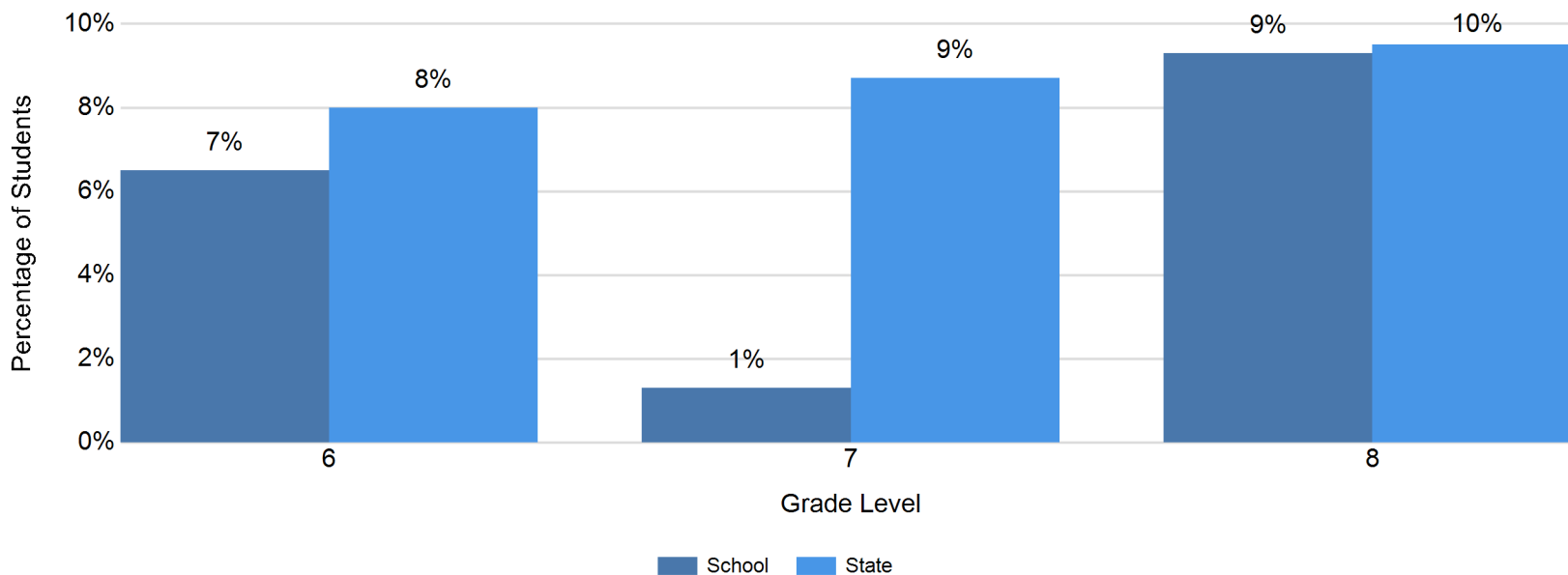


MEMORIAL MIDDLE SCHOOL
2016-2017
Grade Span 06-08

03-1450-070
BERGEN
FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





MEMORIAL MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-070
BERGEN
FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:15AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 22 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	12
Vandalism	0
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	4.07

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	3.9%
Out-of-School Suspensions	4.3%
Any Suspension	8.1%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



**MEMORIAL MIDDLE SCHOOL
2016-2017**

Grade Span 06-08

**03-1450-070
BERGEN
FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410**

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.6:1	224.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$356	\$15,444	\$15,800



MEMORIAL MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-070
BERGEN
FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	52	120,724
Average years experience in public schools	12.8	11.8
Average years experience in district	11.7	10.5
Teachers in district for 4 or more years	79%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,506
Average years experience in public schools	17.8	15.9
Average years experience in district	11.9	11.6
Administrators in district for 4 or more years	89%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	12:1
Administrators	234:1	189:1
Librarian/Media Specialists		1228:1
Nurses		546:1
Counselors		409:1
Child Study Team		223:1



**MEMORIAL MIDDLE SCHOOL
2016-2017**

Grade Span 06-08

03-1450-070
BERGEN
FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410

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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	100%



MEMORIAL MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-070
BERGEN
FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	68.1	17.5%
Mathematics Proficiency	66.3	17.5%
English Language Arts Growth	24.1	25.0%
Mathematics Growth	15.7	25.0%
Chronic Absenteeism	57.5	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		42.1
Summative Rating: Percentile rank of Summative Score		37.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



MEMORIAL MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-070
BERGEN
FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	42.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
White	36.3	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Hispanic	49.5	11.9	No	Met Target	Met Target	Met Target	Not Met	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	37.5	11.9	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	67.4	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	47.1	11.9	No	Met Target	Met Target	Not Met	Not Met	Not Met	No
English Learners	24.3	11.9	No	N	N	**	Not Met	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



MEMORIAL MIDDLE SCHOOL
2016-2017
Grade Span 06-08



03-1450-070
 BERGEN
 FAIR LAWN BORO
 12 - 00 FIRST STREET
 FAIR LAWN, NJ 07410

School General Info

Principal:	Mr. Helfand	Email Address:	shelfand@fairlawnschools.org
Address:	12 - 00 FIRST STREET FAIR LAWN, NJ 07410	Website:	http://memorial.fairlawnschools.org/
Phone:	(201)794-5470		

School Narrative

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

	<p>Highlights:</p> <ul style="list-style-type: none"> • The curriculum is student centered, skill based, and aligned closely with the New Jersey Student Learning Standards. • Memorial Middle School is committed to partnering with local community groups including Veterans and health services. • Celebrate Character is our nationally recognized program that incorporates Character Education.
	<p>Mission, Vision, Theme:</p> <p>A dedicated and diverse team of professionals helps to ensure that all students reach their greatest potential. This is accomplished through a balance of an academically rigorous curriculum and high levels of support for every student. This is done with the ultimate goal of helping students to develop academically, socially, and emotionally into outstanding citizens prepared for the challenges of the twenty-first century.</p>





MEMORIAL MIDDLE SCHOOL
2016-2017
Grade Span 06-08

03-1450-070
 BERGEN
 FAIR LAWN BORO
 12 - 00 FIRST STREET
 FAIR LAWN, NJ 07410

School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>The curriculum is student centered and skill based. Students participate in the core subjects of Mathematics, Language Arts, Social Studies, Science, and World Language. In addition to the core subjects, academic experiences are enhanced through a series of exploratory courses designed to reinforce and stimulate interest in the areas of Art and General Music and Dynamic Applications, a course designed to integrate Technology, Engineering, Math, and Science.</p>
 <p>Clubs and Activities:</p>	<p>Autism Awareness, Celebrate America, Drama, Environmental, Intra-murals, Choral, Strings, Instrumental Music, Math League, Newspaper, Peers for Peace, STEM, World Cultures, Yearbook</p>



**MEMORIAL MIDDLE SCHOOL
2016-2017**

Grade Span 06-08

**03-1450-070
BERGEN
FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410**

School Narrative

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Parent and Community Involvement:

Memorial is a school that has tremendous community support and an active PTO. Our PTO members play a vital role in the success of our school by sponsoring events such as Student Activity Nights, provide materials to teachers to use in lessons through mini-grants, and fundraising to support grade level field trips. A unique partnership exists between our parents and faculty, which generates a spirit of mutual respect and cooperation.



**MEMORIAL MIDDLE SCHOOL
2016-2017**

Grade Span 06-08

**03-1450-070
BERGEN
FAIR LAWN BORO
12 - 00 FIRST STREET
FAIR LAWN, NJ 07410**

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers

Surveys are conducted approximately every three years, the latest surveys were administered to students, parents and staff in the winter of 2017. Results reflected mostly a positive climate and culture. and a satisfaction with Memorial Middle School.




RADBURN ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-1450-110
BERGEN
FAIR LAWN BORO
18-00 RADBURN RD
FAIR LAWN, NJ 07410

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



RADBURN ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

03-1450-110
BERGEN
FAIR LAWN BORO
18-00 RADBURN RD
FAIR LAWN, NJ 07410

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	59	57	80
1	70	79	81
2	75	69	82
3	74	71	70
4	69	79	75
5	65	65	79
Ungraded	35	37	13
Total	447	457	480

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	47%	49%
Male	53%	53%	51%
Economically Disadvantaged Students	9%	7%	3%
Students with Disabilities	24%	30%	23%
English Learners	5%	10%	12%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	75.2%
Asian	10.4%
Hispanic	9.2%
Black or African American	1.3%
Native Hawaiian or Pacific Islander	1.3%
American Indian or Alaska Native	0.6%
Two or More Races	2.1%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	60	57	0
KG - Full Day	0	0	80

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	65.0%
Russian	14.8%
Hebrew	7.5%
Spanish	2.9%
Urdu	1.0%
Other	8.4%



RADBURN ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-1450-110
 BERGEN
 FAIR LAWN BORO
 18-00 RADBURN RD
 FAIR LAWN, NJ 07410

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	216	99.6	79.20	74.90	54.90	79.2	74.6	Met Target
White	174	99.5	81.10	76.10	63.90	81.1	74.7	Met Goal
Hispanic	19	100.0	73.70	62.50	39.80	73.7	N	N
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	70.60	*	80.70	70.6	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	99	99.1	85.90	81.20	62.20	85.9		
Male	117	100.0	73.50	69.10	48.10	73.5		
Economically Disadvantaged Students	10	100.0	60.00	*	36.20	60	**	**
Non-Economically Disadvantaged Students	206	99.5	80.10	*	65.80	80.1		
Students with Disabilities	63	100.0	58.70	39.40	20.50	58.7	45.7	Met Target
Students without Disabilities	153	99.4	87.60	84.70	61.90	87.6		
English Learners	31	100.0	74.20	64.60	25.20	74.2	N	N
Non-English Learners	185	99.5	80.00	75.80	57.40	80		
Homeless Students	N	N	N	50.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	40.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



**RADBURN ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	767	768	749	*	*	*	70%	*	77%	50%
White	60	770	769	759	0%	*	*	75%	*	82%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	38	773	774	754	*	*	*	68%	*	79%	55%
Male	36	759	762	745	*	*	*	72%	*	75%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	25	764	*	720	*	*	*	64%	*	72%	24%
Students without Disabilities	49	768	*	755	*	*	*	74%	*	80%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



**RADBURN ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	765	769	753	*	*	*	48%	25%	73%	56%
White	59	763	767	762	*	*	*	46%	24%	70%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	28	768	774	758	*	*	*	43%	*	75%	61%
Male	49	763	765	749	*	*	*	51%	*	71%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	23	741	*	725	*	*	*	*	*	48%	25%
Students without Disabilities	54	775	*	759	*	*	*	*	*	83%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



**RADBURN ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	790	780	756	*	*	*	47%	44%	91%	59%
White	63	789	782	763	*	*	*	48%	44%	92%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	41	793	786	761	*	*	*	54%	44%	98%	66%
Male	36	786	774	750	*	*	*	39%	44%	83%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	14	762	746	725	*	*	*	*	*	57%	22%
Students without Disabilities	63	796	789	762	*	*	*	*	*	98%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



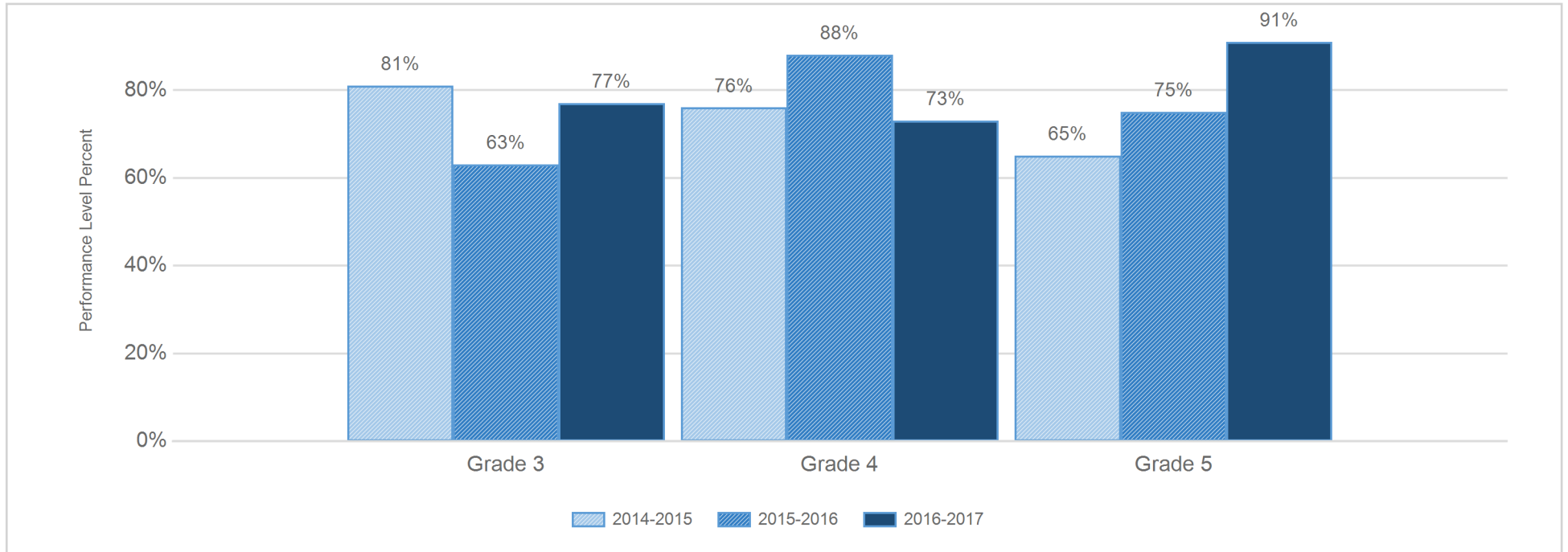
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2016-2017**

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Grade Span KG-05

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





RADBURN ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	216	99.6	77.70	67.30	43.50	77.7	75.2	Met Target
White	174	99.5	80.50	69.00	52.40	80.5	76	Met Goal
Hispanic	19	100.0	63.20	51.30	27.60	63.2	N	N
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	70.60	*	75.60	70.6	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	99	99.1	80.80	68.70	44.10	80.8		
Male	117	100.0	75.20	66.00	42.90	75.2		
Economically Disadvantaged Students	10	100.0	60.00	*	25.10	60	**	**
Non-Economically Disadvantaged Students	206	99.5	78.70	*	54.30	78.7		
Students with Disabilities	63	100.0	60.30	33.60	16.50	60.3	55.7	Met Target
Students without Disabilities	153	99.4	85.00	76.40	48.80	85		
English Learners	31	100.0	74.20	69.80	23.30	74.2	N	N
Non-English Learners	185	99.5	78.30	67.10	45.20	78.3		
Homeless Students	N	N	N	37.50	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	20.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



**RADBURN ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	772	771	751	*	*	14%	58%	23%	81%	53%
White	60	774	771	759	0%	*	*	60%	25%	85%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	38	772	774	751	0%	*	*	68%	*	87%	52%
Male	36	772	769	751	0%	*	*	47%	*	75%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	25	768	*	729	0%	*	*	44%	*	68%	29%
Students without Disabilities	49	773	*	755	0%	*	*	65%	*	88%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



RADBURN ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

03-1450-110
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	764	765	747	*	*	14%	60%	14%	74%	47%
White	60	764	764	755	*	*	*	58%	*	73%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	29	765	764	747	*	*	*	48%	*	72%	47%
Male	49	763	765	747	*	*	*	67%	*	76%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	23	749	*	724	*	*	*	61%	0%	61%	22%
Students without Disabilities	55	770	*	751	*	*	*	60%	20%	80%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



RADBURN ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	769	771	747	*	*	15%	58%	21%	78%	46%
White	64	771	773	754	0%	*	*	59%	22%	81%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	42	767	769	747	0%	*	*	62%	*	76%	47%
Male	36	771	772	746	0%	*	*	53%	*	81%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	14	756	746	725	0%	*	*	*	*	50%	19%
Students without Disabilities	64	772	776	751	0%	*	*	*	*	84%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



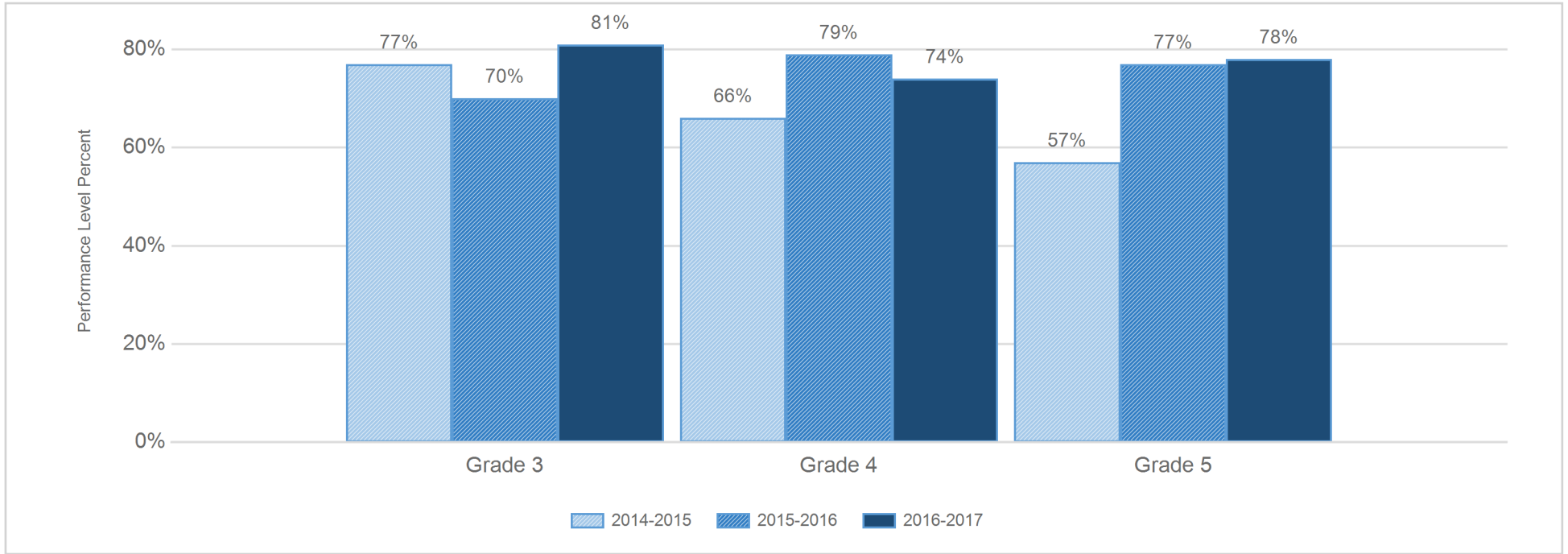
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2016-2017**

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Grade Span KG-05

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





**RADBURN ELEMENTARY SCHOOL
2016-2017**

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Grade Span KG-05

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	27	70.4%	29.6%
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



**RADBURN ELEMENTARY SCHOOL
2016-2017**

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Grade Span KG-05

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

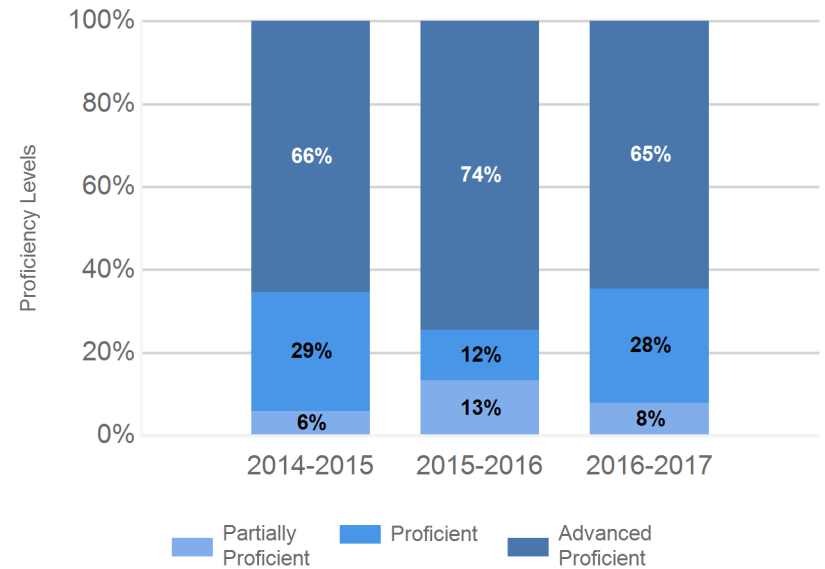
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	65%	28%	8%
White	65%	28%	*
Hispanic	*	*	*
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	20%	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	*	*
Students with Disabilities	48%	38%	14%
English Learners	*	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





**RADBURN ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	71	52	50	Exceeds Target	68.5	46	50	Exceeds Target
White	71	52	50	Exceeds Target	71.5	48	52	Exceeds Target
Hispanic	*	*	49	**	*	*	47	**
Black or African American	*	52	45	**	*	50.5	43	**
Asian, Native Hawaiian, or Pacific Islander	*	63	60	**	*	48	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	*	55	47	**	*	49.5	46	**
Students with Disabilities	67	44	41	Exceeds Target	74	42	43	Exceeds Target
English Learners	84	65.5	53	**	86.5	55	51	Exceeds Target

** ESSA accountability targets are only included if data is available for at least 20 students.



**RADBURN ELEMENTARY SCHOOL
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Grade Span KG-05

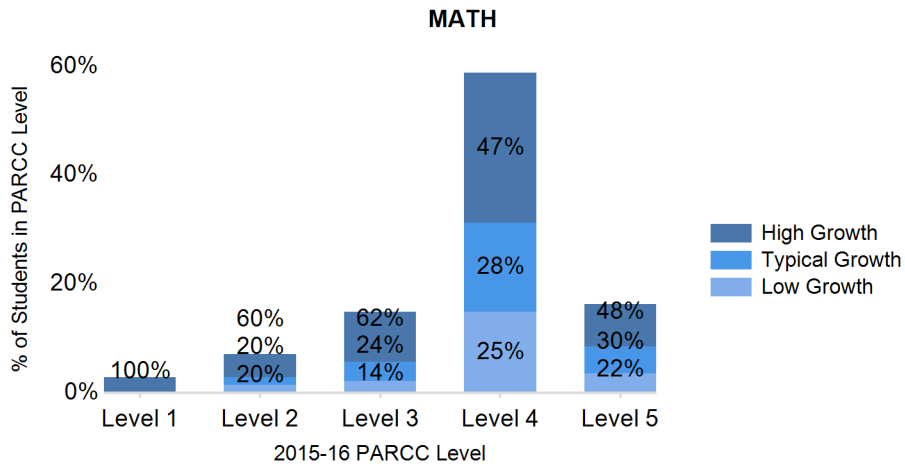
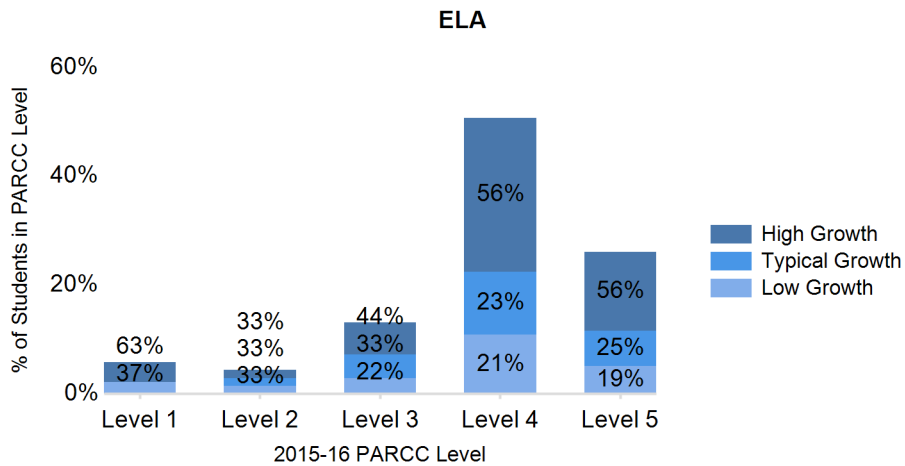
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

Low Growth: Less than 35 **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

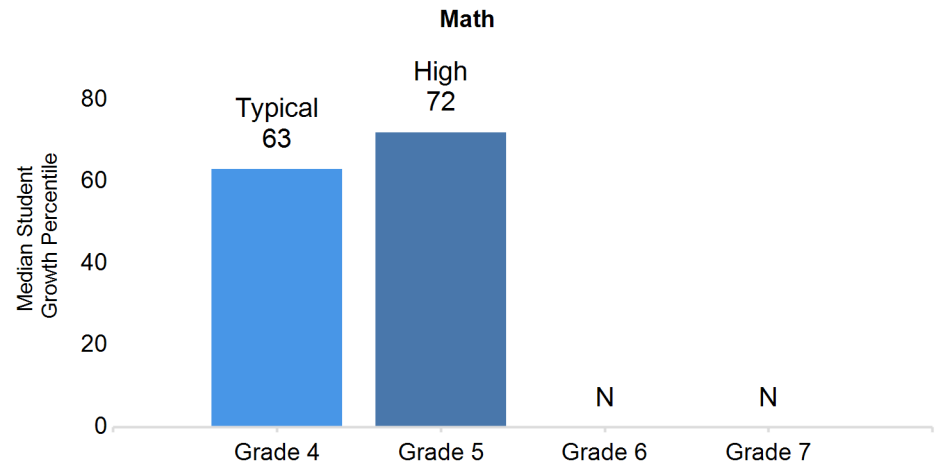
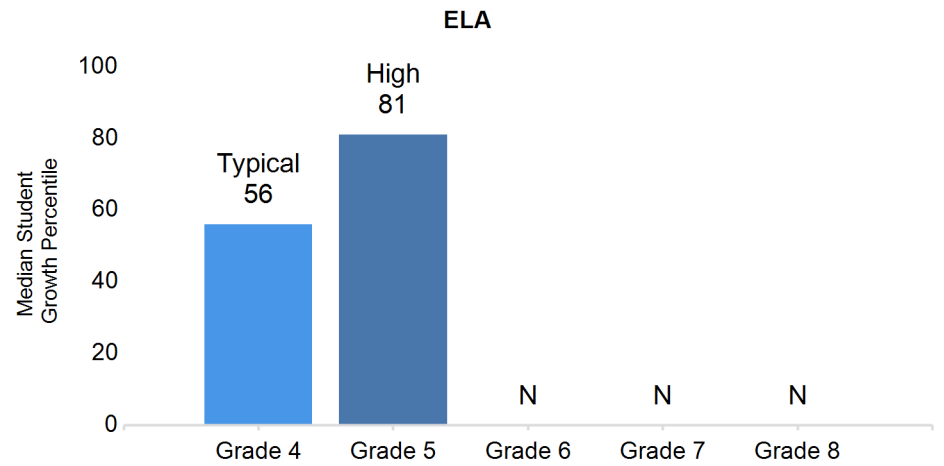
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





**RADBURN ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-110
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18-00 RADBURN RD
FAIR LAWN, NJ 07410

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

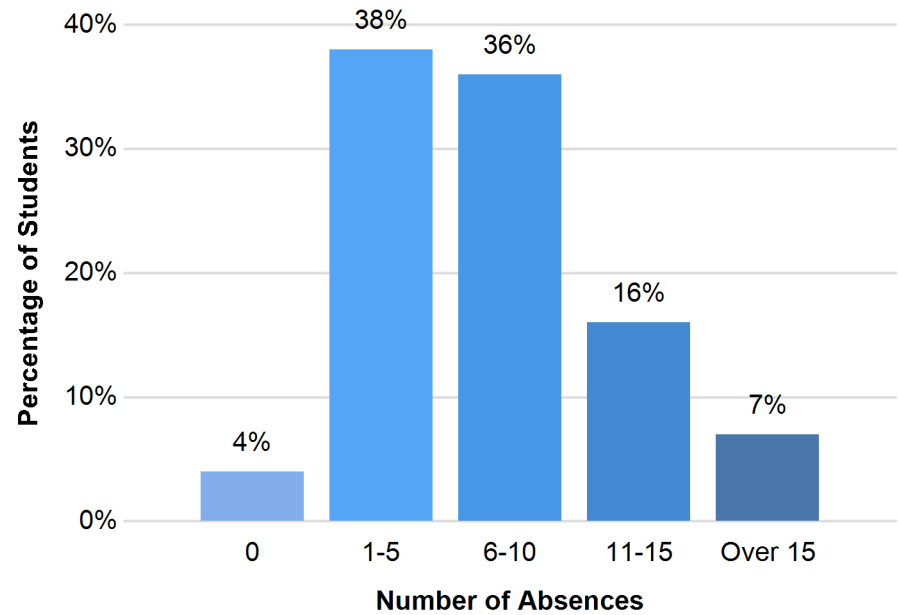
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.80	8.40	Met Target
White	5.20	8.40	Met Target
Hispanic	4.50	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	1.80	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	N	**	**
Students with Disabilities	5.20	8.40	Met Target
English Learners	10.30	8.40	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





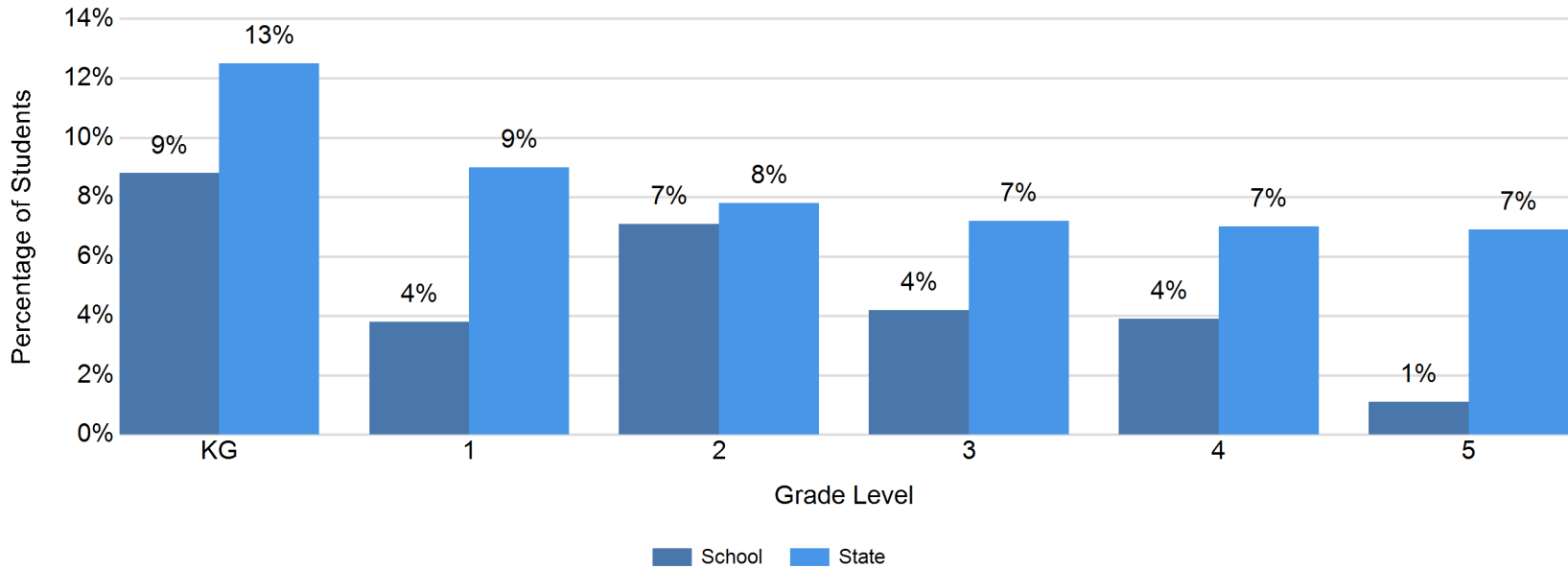
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2016-2017**

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Grade Span KG-05

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





**RADBURN ELEMENTARY SCHOOL
2016-2017**

03-1450-110
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FAIR LAWN BORO
18-00 RADBURN RD
FAIR LAWN, NJ 07410

Grade Span KG-05

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:35AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 10 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.83

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.4%
Out-of-School Suspensions	0.0%
Any Suspension	0.4%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



RADBURN ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-1450-110
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 FAIR LAWN, NJ 07410

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	4.8:1	224.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor’s Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$356	\$15,444	\$15,800



**RADBURN ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-110
BERGEN
FAIR LAWN BORO
18-00 RADBURN RD
FAIR LAWN, NJ 07410

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	41	120,724
Average years experience in public schools	11.3	11.8
Average years experience in district	9.7	10.5
Teachers in district for 4 or more years	73%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,506
Average years experience in public schools	17.8	15.9
Average years experience in district	11.9	11.6
Administrators in district for 4 or more years	89%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	480:1	189:1
Librarian/Media Specialists		1228:1
Nurses		546:1
Counselors		409:1
Child Study Team		223:1



**RADBURN ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-110
BERGEN
FAIR LAWN BORO
18-00 RADBURN RD
FAIR LAWN, NJ 07410

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	100%



**RADBURN ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-110
BERGEN
FAIR LAWN BORO
18-00 RADBURN RD
FAIR LAWN, NJ 07410

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	96.0	17.5%
Mathematics Proficiency	98.3	17.5%
English Language Arts Growth	97.4	25.0%
Mathematics Growth	97.3	25.0%
Chronic Absenteeism	68.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		93.0
Summative Rating: Percentile rank of Summative Score		99.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



**RADBURN ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-110
BERGEN
FAIR LAWN BORO
18-00 RADBURN RD
FAIR LAWN, NJ 07410

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	93.0	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	88.8	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	**	**	No	N	N	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	96.6	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
English Learners	87.3	11.9	No	N	N	Not Met	**	Exceeds Target	No

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† Target was met within a confidence interval.



**RADBURN ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05




03-1450-110
BERGEN
FAIR LAWN BORO
18-00 RADBURN RD
FAIR LAWN, NJ 07410

School General Info

Principal:	Mrs. LINDSAY	Email Address:	jlindsay@fairlawnschools.org
Address:	18-00 RADBURN RD FAIR LAWN, NJ 07410	Website:	http://radburn.fairlawnschools.org/
Phone:	(201)794-5480		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Everyday Math, Reading/Writing Workshops, Next Generation Science Standards • English as a Second Language Program, French, Instructional Technology, Gifted & Talented Program • PTA Involvement
 Mission, Vision, Theme:	Radburn School's mission is to provide a safe, challenging and nurturing environment suited to each child's individual needs and learning styles. Students will develop their individual talents, critical thinking, and technology skills by being actively engaged in the learning process. Continuous commitment to improvement ensures that our students are well-rounded, self-directed, lifelong learners.
 Awards, Recognition, Accomplishments:	Recipient of the Inclusive School Climate Initiative through Rutgers University as well as receiving a grant with Learning Ally






**RADBURN ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-110
BERGEN
FAIR LAWN BORO
18-00 RADBURN RD
FAIR LAWN, NJ 07410

School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Core offerings of Language Arts literacy, Mathematics, Science, Health, and Social Studies. Other offerings include Instructional Technology, French, Early Intervention Reading and Math, English as a Second Language, Art, Music, Gifted & Talented Program, Instrumental Music and Strings.</p>
 <p>Clubs and Activities:</p>	<p>Principal's Council, School Safety Patrol, Kindergarten Buddies, Character Education Program, PTA Sponsored After School Courses which include Chess, Drama, Yoga, Xtreme Sports and Lego Robotics.</p>
 <p>Before and After School Programs:</p>	<p>Before and After School Programs are offered through the Fair Lawn Community School.</p>







**RADBURN ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-110
BERGEN
FAIR LAWN BORO
18-00 RADBURN RD
FAIR LAWN, NJ 07410

School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Professional Learning Communities (PLCs) supported by two early dismissals for staff to work collaboratively.</p>
 <p>Student Supports and Services:</p>	<p>Support and services for English Language Learners, Special Needs students, 504 Plans, and supplemental services in Math and Literacy.</p>
 <p>Student Health and Wellness:</p>	<p>Physical Education classes, daily recess and health courses.</p>
 <p>Parent and Community Involvement:</p>	<p>Active Parent Teacher Association (PTA), Genesis Parent Portal, School Messenger Services and School Website</p>



THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017


Grade Span 06-08

03-1450-060
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FAIR LAWN BORO
35 - 01 MORLOT AVENUE
FAIR LAWN, NJ 07410-4919

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



**THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017**

Grade Span 06-08

**03-1450-060
BERGEN
FAIR LAWN BORO
35 - 01 MORLOT AVENUE
FAIR LAWN, NJ 07410-4919**

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	227	215	221
7	210	234	227
8	203	218	240
Ungraded	20	12	19
Total	660	679	707

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	46%	49%	49%
Male	54%	51%	51%
Economically Disadvantaged Students	14%	9%	8%
Students with Disabilities	22%	19%	17%
English Learners	2%	3%	3%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	68.9%
Hispanic	13.9%
Asian	13.3%
Black or African American	2.3%
Native Hawaiian or Pacific Islander	1.1%
American Indian or Alaska Native	0.3%
<i>Two or More Races</i>	0.3%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	62.7%
Russian	10.7%
Spanish	5.8%
Hebrew	5.8%
Korean	1.3%
<i>Other</i>	13.2%



THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-060
BERGEN
FAIR LAWN BORO
35 - 01 MORLOT AVENUE
FAIR LAWN, NJ 07410-4919

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	644	97.1	78.10	74.90	54.90	78.1	77.2	Met Target
White	454	96.9	78.60	76.10	63.90	78.6	77.2	Met Target
Hispanic	79	97.8	62.00	62.50	39.80	62	65.6	Met Target†
Black or African American	16	100.0	50.10	59.50	35.20	50.1	**	**
Asian, Native Hawaiian, or Pacific Islander	91	98.1	94.50	*	80.70	94.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	312	96.2	83.40	81.20	62.20	83.4		
Male	332	98.1	73.20	69.10	48.10	73.2		
Economically Disadvantaged Students	43	94.1	34.90	*	36.20	34.3	61.2	Not Met
Non-Economically Disadvantaged Students	601	97.4	81.20	*	65.80	81.2		
Students with Disabilities	121	92.8	32.20	39.40	20.50	31.3	40.1	Not Met
Students without Disabilities	523	98.2	88.80	84.70	61.90	88.8		
English Learners	31	97.0	67.70	64.60	25.20	67.7	N	N
Non-English Learners	613	97.2	78.60	75.80	57.40	78.6		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	40.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-060
BERGEN
FAIR LAWN BORO
35 - 01 MORLOT AVENUE
FAIR LAWN, NJ 07410-4919

English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	222	771	768	752	*	*	16%	46%	29%	75%	54%
White	158	774	770	758	*	*	14%	49%	30%	80%	63%
Hispanic	25	745	750	740	*	*	*	*	*	44%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	32	783	781	776	*	*	*	44%	44%	88%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	104	778	774	758	*	*	14%	42%	37%	79%	61%
Male	118	765	762	746	*	*	18%	49%	23%	72%	46%
Economically Disadvantaged Students	16	755	754	737	*	*	*	*	*	44%	34%
Non-Economically Disadvantaged Students	206	772	769	761	*	*	*	*	*	78%	65%
Students with Disabilities	41	734	733	722	*	*	24%	24%	*	32%	17%
Students without Disabilities	181	779	776	758	*	*	14%	51%	*	85%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	222	771	768	753	*	*	16%	46%	29%	75%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

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THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017
Grade Span 06-08

03-1450-060
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 FAIR LAWN BORO
 35 - 01 MORLOT AVENUE
 FAIR LAWN, NJ 07410-4919

English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	219	772	769	756	*	*	13%	48%	32%	80%	59%
White	145	769	767	764	*	*	15%	47%	30%	77%	69%
Hispanic	31	768	760	742	*	0%	*	55%	*	77%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	37	788	789	784	0%	*	*	49%	43%	92%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	109	778	776	764	*	*	15%	46%	38%	84%	68%
Male	110	766	762	749	*	*	12%	50%	26%	76%	51%
Economically Disadvantaged Students	14	745	750	739	*	*	*	*	*	57%	40%
Non-Economically Disadvantaged Students	205	774	770	766	*	*	*	*	*	81%	70%
Students with Disabilities	38	734	730	719	*	*	29%	34%	*	40%	19%
Students without Disabilities	181	780	777	763	*	*	10%	51%	*	88%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017
Grade Span 06-08

03-1450-060
 BERGEN
 FAIR LAWN BORO
 35 - 01 MORLOT AVENUE
 FAIR LAWN, NJ 07410-4919

English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	234	777	774	757	*	*	9%	48%	33%	81%	59%
White	159	776	775	764	*	*	11%	51%	31%	82%	68%
Hispanic	35	761	758	742	*	*	*	46%	*	63%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	33	798	798	786	*	*	*	36%	61%	97%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	113	784	782	766	*	*	*	50%	36%	87%	68%
Male	121	770	767	749	*	*	*	46%	30%	75%	50%
Economically Disadvantaged Students	12	727	752	739	*	*	*	*	*	25%	40%
Non-Economically Disadvantaged Students	222	779	777	766	*	*	*	*	*	84%	69%
Students with Disabilities	43	734	734	718	*	*	*	*	*	28%	18%
Students without Disabilities	191	786	784	764	*	*	*	*	*	93%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

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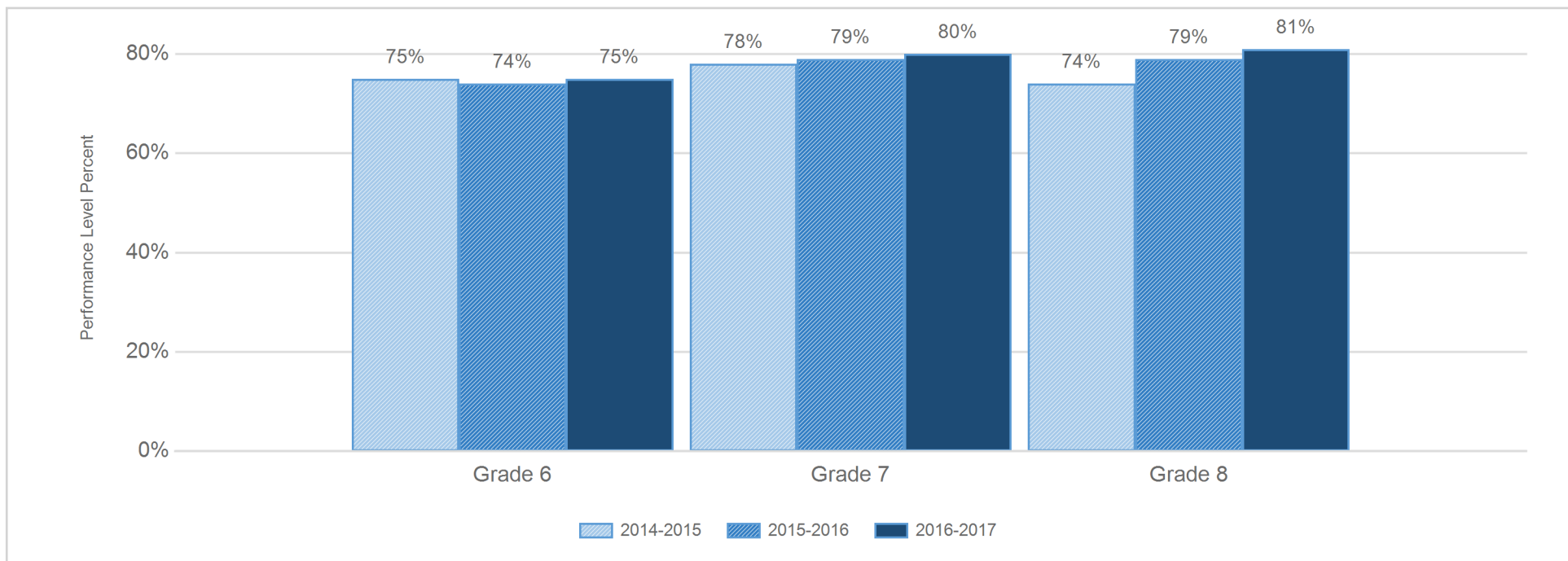


THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017
Grade Span 06-08

03-1450-060
 BERGEN
 FAIR LAWN BORO
 35 - 01 MORLOT AVENUE
 FAIR LAWN, NJ 07410-4919

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-060
BERGEN
FAIR LAWN BORO
35 - 01 MORLOT AVENUE
FAIR LAWN, NJ 07410-4919

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	641	97.0	68.70	67.30	43.50	68.7	68.1	Met Target
White	451	96.5	69.00	69.00	52.40	69	67.4	Met Target
Hispanic	79	97.9	50.60	51.30	27.60	50.6	55.4	Met Target†
Black or African American	16	100.0	43.80	50.00	21.70	43.8	**	**
Asian, Native Hawaiian, or Pacific Islander	91	99.0	86.80	*	75.60	86.8	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	310	95.6	71.60	68.70	44.10	71.6		
Male	331	98.3	65.90	66.00	42.90	65.9		
Economically Disadvantaged Students	41	94.2	24.40	*	25.10	24	38.7	Not Met
Non-Economically Disadvantaged Students	600	97.2	71.70	*	54.30	71.7		
Students with Disabilities	119	92.6	23.50	33.60	16.50	22.8	29.7	Not Met
Students without Disabilities	522	98.1	78.90	76.40	48.80	78.9		
English Learners	31	95.0	67.70	69.80	23.30	67.7	N	N
Non-English Learners	610	97.1	68.70	67.10	45.20	68.7		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	20.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017
Grade Span 06-08

03-1450-060
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 FAIR LAWN BORO
 35 - 01 MORLOT AVENUE
 FAIR LAWN, NJ 07410-4919

Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	224	762	759	743	5%	9%	17%	46%	24%	69%	44%
White	160	765	760	751	*	*	16%	49%	25%	74%	54%
Hispanic	25	736	743	731	*	*	*	*	*	36%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	32	772	773	771	*	*	*	41%	38%	78%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	103	763	759	745	*	*	13%	54%	20%	75%	45%
Male	121	761	758	742	*	*	22%	38%	26%	65%	43%
Economically Disadvantaged Students	17	751	751	728	*	*	*	*	*	53%	24%
Non-Economically Disadvantaged Students	207	762	759	752	*	*	*	*	*	71%	56%
Students with Disabilities	41	719	723	717	*	*	24%	*	*	17%	13%
Students without Disabilities	183	771	767	748	*	*	16%	*	*	81%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-060
 BERGEN
 FAIR LAWN BORO
 35 - 01 MORLOT AVENUE
 FAIR LAWN, NJ 07410-4919

Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	197	754	751	741	*	9%	29%	52%	*	60%	40%
White	133	753	752	748	*	9%	33%	49%	*	56%	49%
Hispanic	28	747	742	730	*	*	*	50%	*	54%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	30	768	764	764	0%	0%	*	67%	*	83%	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	97	755	750	743	*	*	33%	54%	*	59%	41%
Male	100	754	752	740	*	*	26%	51%	*	61%	38%
Economically Disadvantaged Students	14	742	744	729	*	*	*	*	*	29%	22%
Non-Economically Disadvantaged Students	183	755	752	749	*	*	*	*	*	62%	50%
Students with Disabilities	38	732	728	716	*	*	29%	26%	*	26%	11%
Students without Disabilities	159	760	756	746	*	*	30%	59%	*	68%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-060
BERGEN
FAIR LAWN BORO
35 - 01 MORLOT AVENUE
FAIR LAWN, NJ 07410-4919

Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	145	747	746	728	*	15%	23%	53%	*	55%	28%
White	100	750	748	736	*	15%	22%	57%	*	58%	35%
Hispanic	27	732	738	721	*	*	*	37%	0%	37%	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	71	750	748	730	*	*	23%	58%	*	59%	30%
Male	74	745	744	725	*	*	23%	49%	*	50%	26%
Economically Disadvantaged Students	12	705	723	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	133	751	749	734	*	*	*	*	*	*	34%
Students with Disabilities	40	722	721	705	*	25%	25%	*	*	23%	*
Students without Disabilities	105	757	755	734	*	11%	22%	*	*	67%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-060
BERGEN
FAIR LAWN BORO
35 - 01 MORLOT AVENUE
FAIR LAWN, NJ 07410-4919

Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	790	761	743	*	*	*	87%	12%	99%	42%
White	56	788	762	751	*	*	*	89%	*	100%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	20	800	*	774	*	*	*	75%	*	100%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	45	789	761	744	*	*	*	91%	*	100%	43%
Male	44	791	761	741	*	*	*	82%	*	98%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017

03-1450-060
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 FAIR LAWN BORO
 35 - 01 MORLOT AVENUE
 FAIR LAWN, NJ 07410-4919

Grade Span 06-08

Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	26	799	737	725	*	*	*	77%	*	100%	28%
White	17	797	736	731	*	*	*	88%	*	100%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	11	792	*	725	0%	0%	0%	*	*	100%	27%
Male	15	804	*	725	0%	0%	0%	*	*	100%	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	26	799	*	733	*	*	*	77%	*	100%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	26	799	*	726	*	*	*	77%	*	100%	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

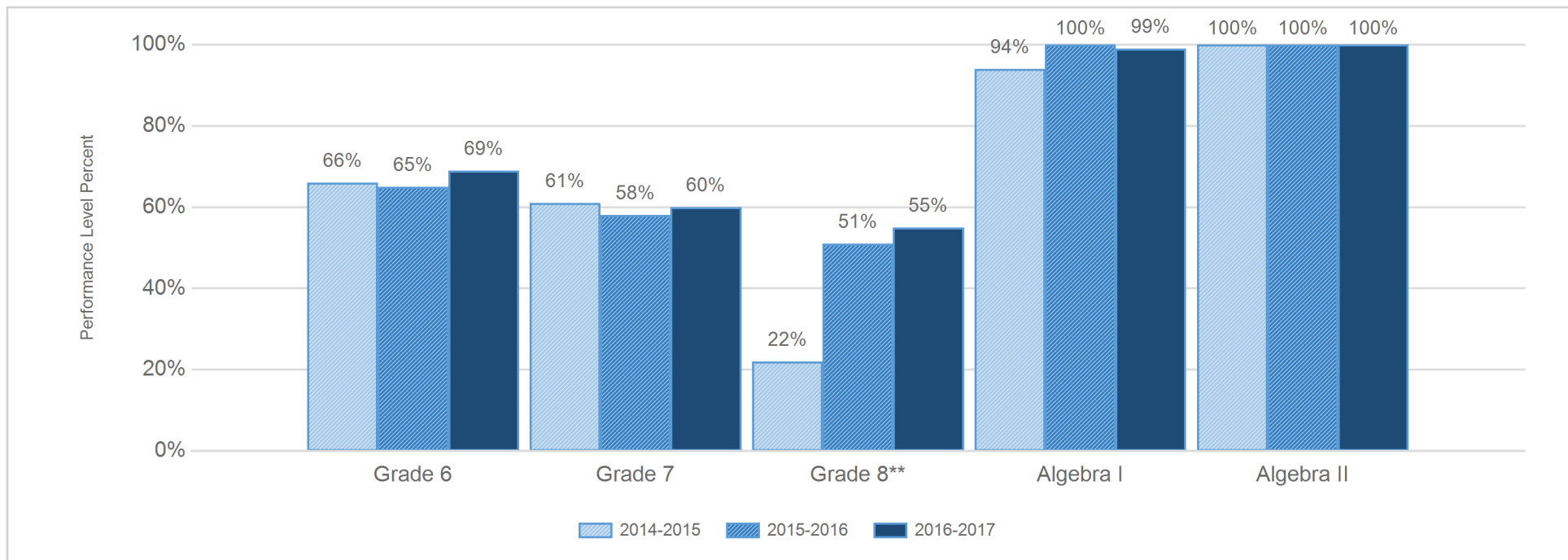


THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017
Grade Span 06-08

03-1450-060
 BERGEN
 FAIR LAWN BORO
 35 - 01 MORLOT AVENUE
 FAIR LAWN, NJ 07410-4919

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-060
BERGEN
FAIR LAWN BORO
35 - 01 MORLOT AVENUE
FAIR LAWN, NJ 07410-4919

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	12	50%	50%
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-060
BERGEN
FAIR LAWN BORO
35 - 01 MORLOT AVENUE
FAIR LAWN, NJ 07410-4919

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

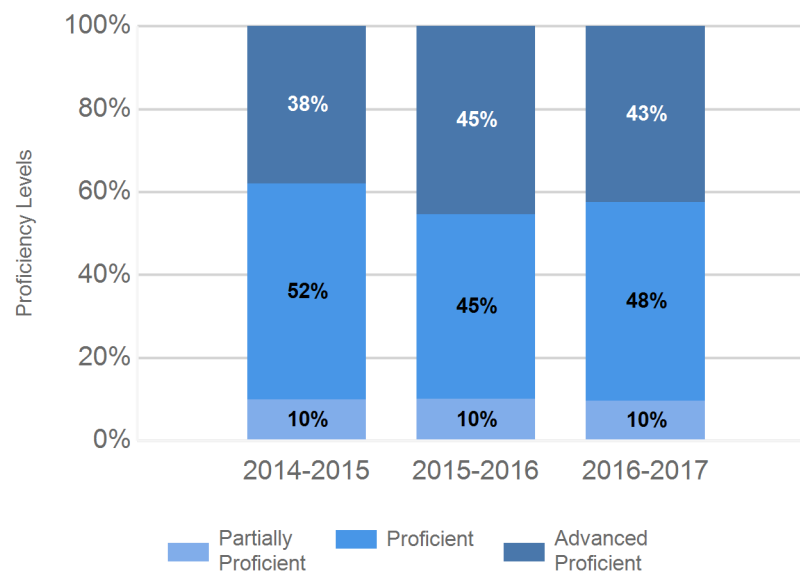
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	43%	48%	10%
White	42%	50%	8%
Hispanic	22%	51%	27%
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	68%	*	3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	7%	43%	50%
Students with Disabilities	15%	39%	46%
English Learners	*	*	*

NJASK Science Assessment Performance Trends: Grade 8

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





THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-060
BERGEN
FAIR LAWN BORO
35 - 01 MORLOT AVENUE
FAIR LAWN, NJ 07410-4919

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	46	52	50	Met Target	39	46	50	Not Met
White	46	52	50	Met Target	39	48	52	Not Met
Hispanic	42	*	49	Met Target	29	*	47	Not Met
Black or African American	39.5	52	45	**	44	50.5	43	**
Asian, Native Hawaiian, or Pacific Islander	53	63	60	Met Target	47.5	48	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	40.5	55	47	Met Target	47	49.5	46	Met Target
Students with Disabilities	36	44	41	Not Met	26.5	42	43	Not Met
English Learners	66.5	65.5	53	Exceeds Target	44	55	51	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.



THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017

03-1450-060
BERGEN
FAIR LAWN BORO
35 - 01 MORLOT AVENUE
FAIR LAWN, NJ 07410-4919

Grade Span 06-08

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

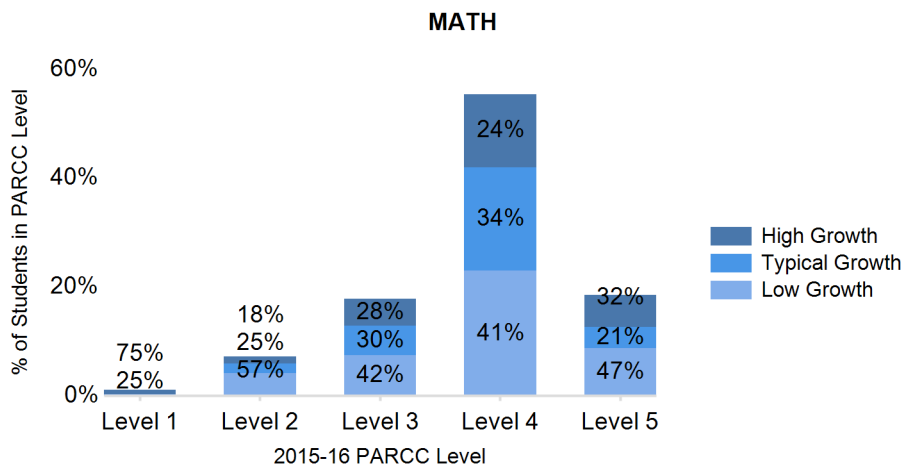
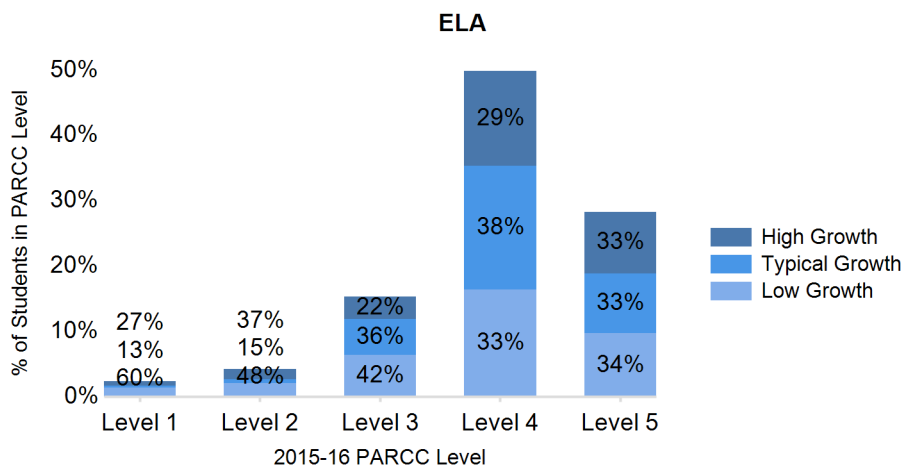
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

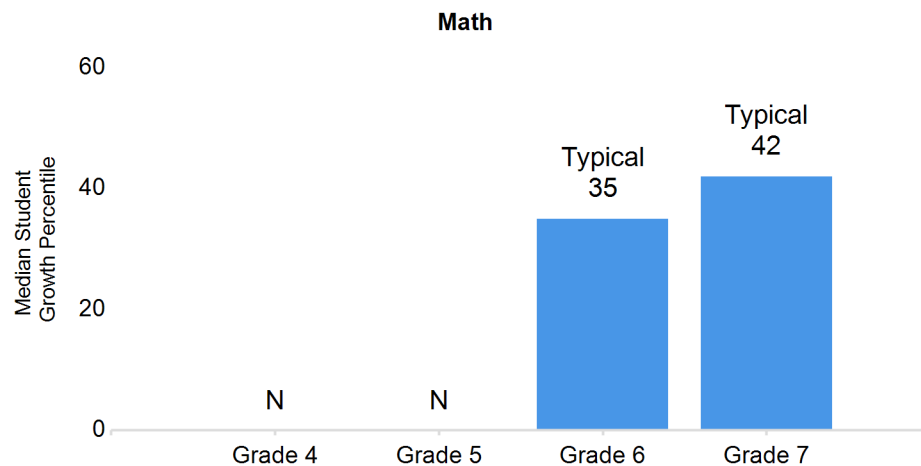
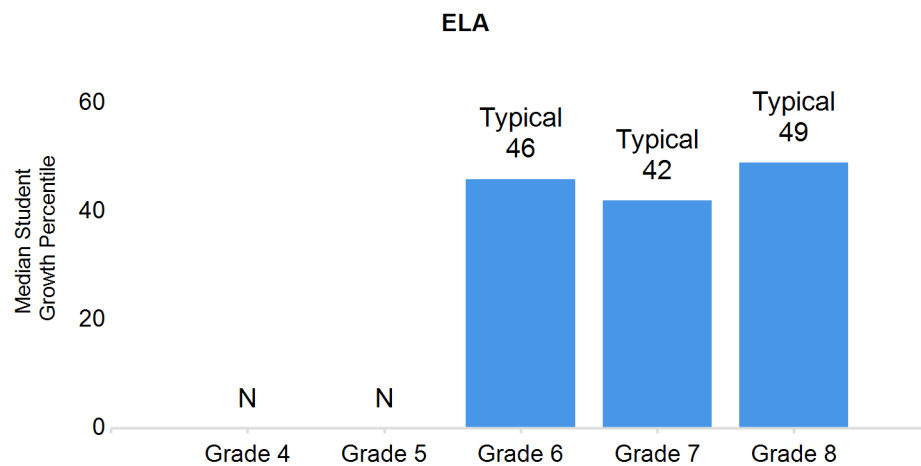
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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



An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-060
BERGEN
FAIR LAWN BORO
35 - 01 MORLOT AVENUE
FAIR LAWN, NJ 07410-4919

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	234
7	24	0	210
8	72	0	180
Schoolwide	96	0	624

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	165	52	0	0	0	13	10
7	146	65	0	0	0	18	7
8	177	42	0	0	0	22	8
Schoolwide	488	159	0	0	0	53	25
Enrolled in Level 3 or Higher	177	42	0	0	0	22	0



THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017
Grade Span 06-08

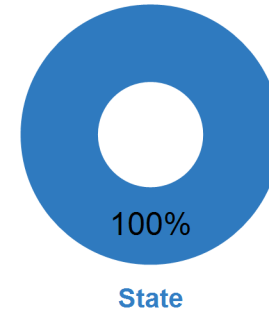
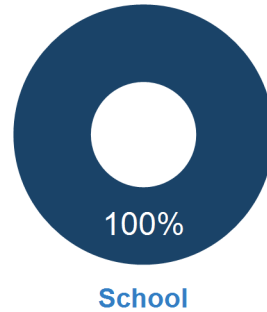
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 35 - 01 MORLOT AVENUE
 FAIR LAWN, NJ 07410-4919

Visual and Performing Arts – Course Participation

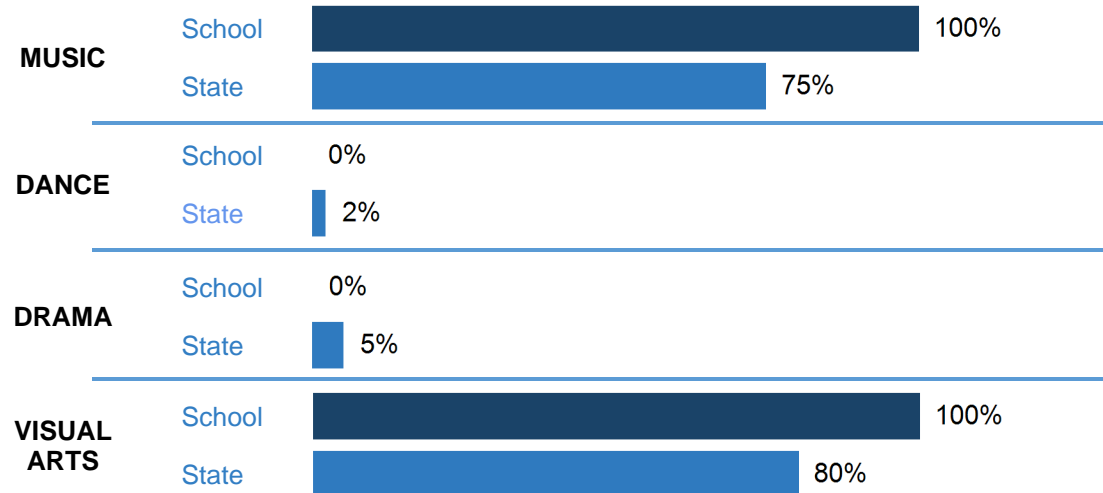
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-060
BERGEN
FAIR LAWN BORO
35 - 01 MORLOT AVENUE
FAIR LAWN, NJ 07410-4919

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

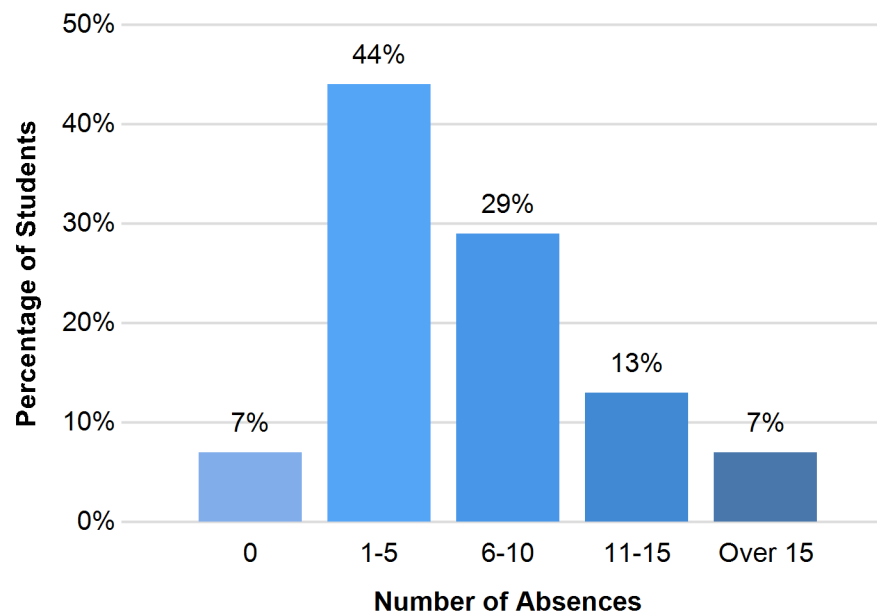
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.20	8.70	Met Target
White	4.30	8.70	Met Target
Hispanic	5.10	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	1.90	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.20	8.70	Not Met
Students with Disabilities	11.70	8.70	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



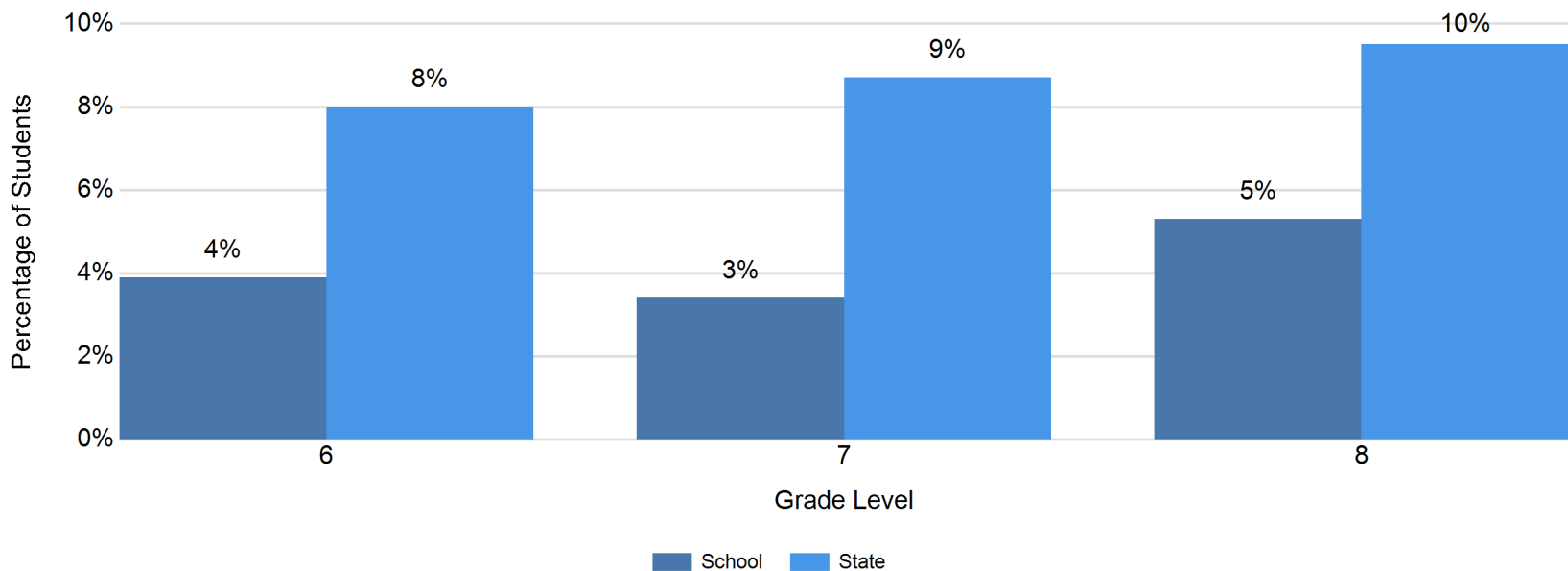


THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017
Grade Span 06-08

03-1450-060
 BERGEN
 FAIR LAWN BORO
 35 - 01 MORLOT AVENUE
 FAIR LAWN, NJ 07410-4919

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-060
BERGEN
FAIR LAWN BORO
35 - 01 MORLOT AVENUE
FAIR LAWN, NJ 07410-4919

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:15AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 22 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	21
Vandalism	4
Weapons	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	19
Total Unique Incidents	46
Incidents Per 100 Students Enrolled	6.51

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	3.4%
Out-of-School Suspensions	4.7%
Any Suspension	8.1%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-060
BERGEN
FAIR LAWN BORO
35 - 01 MORLOT AVENUE
FAIR LAWN, NJ 07410-4919

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.4:1	224.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$356	\$15,444	\$15,800



THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-060
BERGEN
FAIR LAWN BORO
35 - 01 MORLOT AVENUE
FAIR LAWN, NJ 07410-4919

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	68	120,724
Average years experience in public schools	12.0	11.8
Average years experience in district	10.1	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,506
Average years experience in public schools	17.8	15.9
Average years experience in district	11.9	11.6
Administrators in district for 4 or more years	89%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	354:1	189:1
Librarian/Media Specialists		1228:1
Nurses		546:1
Counselors		409:1
Child Study Team		223:1



THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017
Grade Span 06-08

03-1450-060
 BERGEN
 FAIR LAWN BORO
 35 - 01 MORLOT AVENUE
 FAIR LAWN, NJ 07410-4919

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	100%



THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-060
BERGEN
FAIR LAWN BORO
35 - 01 MORLOT AVENUE
FAIR LAWN, NJ 07410-4919

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	83.7	17.5%
Mathematics Proficiency	79.2	17.5%
English Language Arts Growth	34.1	25.0%
Mathematics Growth	14.3	25.0%
Chronic Absenteeism	69.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		51.0
Summative Rating: Percentile rank of Summative Score		51.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017

Grade Span 06-08

03-1450-060
BERGEN
FAIR LAWN BORO
35 - 01 MORLOT AVENUE
FAIR LAWN, NJ 07410-4919

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	51.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
White	50.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Hispanic	49.8	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	48.6	11.9	No	Met Goal	Met Goal	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	37.9	11.9	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
Students with Disabilities	41.4	11.9	No	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk
English Learners	74.6	11.9	No	N	N	**	Exceeds Target	Met Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



**THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017**

Grade Span 06-08




03-1450-060
BERGEN
FAIR LAWN BORO
35 - 01 MORLOT AVENUE
FAIR LAWN, NJ 07410-4919

School General Info

Principal:	Mrs. GALOFARO	Email Address:	sgalofaro@fairlawnschools.org
Address:	35 - 01 MORLOT AVENUE FAIR LAWN, NJ 07410-4919	Website:	http://tjms.fairlawnschools.org/
Phone:	(201)703-2240		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • The faculty at Thomas Jefferson Middle is committed to helping all students learn and be successful. • A dedicated staff of 68 teachers services 707 students in grades six through eight. • TJ staff in conjunction with parents and community members believe that quality education is a priority.
 <p>Mission, Vision, Theme:</p>	<p>Thomas Jefferson Middle School is the home of the TJ Knights. Our school prides itself on a long tradition of excellence. The mission of Thomas Jefferson Middle School is to inspire and challenge all students to be life-long learners, empowered with the knowledge, skills and character to shape their futures, realize thier dreams and contribute positively to the world.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Thomas Jefferson Middle School is a high performing middle school where students participate in competitions and are recognized for their Math, Science, English, and Music accomplishments.</p>






THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017
Grade Span 06-08

03-1450-060
 BERGEN
 FAIR LAWN BORO
 35 - 01 MORLOT AVENUE
 FAIR LAWN, NJ 07410-4919

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Thomas Jefferson provides a comprehensive curriculum that provides enriched as well as accelerated courses in Math, Science, English and Social Studies. Along with an extensive World Language program offering Mandarin, Spanish and French.</p>
 <p>Clubs and Activities:</p>	<p>Thomas Jefferson's comprehensive extracurricular program includes activities such as Band/Orchestra/Choral/ Music, Math League, Peers for Peace, Anime, Chess, Drama, Debate, Guitar, Literary Magazine, Environmental and Animal Rescue, Media Squad, School Newspaper, World Cultures Club, School Store, Yearbook, and Student Council.</p>
 <p>Before and After School Programs:</p>	<p>Thomas Jefferson Middle School provides after school help on a daily basis Tuesday through Friday.</p>







THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017
Grade Span 06-08

03-1450-060
 BERGEN
 FAIR LAWN BORO
 35 - 01 MORLOT AVENUE
 FAIR LAWN, NJ 07410-4919

School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>The faculty at TJ is committed to helping all students learn and be successful. Our district provides quality professional development opportunities for staff focusing on instructional strategies, student assessment, and technology in order to increase student achievement.</p>
 <p>Student Supports and Services:</p>	<p>Thomas Jefferson Middle School houses a Guidance Department with three counselors, a full time Child Study Team, a Student Assistance Counselor and an ESS counselor. Any student in need of academic, social or emotional support will find the resources needed through these departments.</p>
 <p>Student Health and Wellness:</p>	<p>Thomas Jefferson Middle School is proud to promote health and wellness through a comprehensive physical education and health program. In order to facilitate that goal TJ has hosted mental health speakers on topics such as depression and bullying. In the course of the school day students participate in physical education classes and recess where they are able to play basketball and engage in group activities.</p>
 <p>Parent and Community Involvement:</p>	<p>A dedicated staff in conjunction with parents and community members share in a partnership that believes that quality education is a priority. Parents and community members demonstrate their support through generous fundraising and attendance at concerts, plays, and co-curricular events. The TJ PTO publishes a website and assists teachers and administration with a variety of school programs.</p>



THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017
Grade Span 06-08

03-1450-060
BERGEN
FAIR LAWN BORO
35 - 01 MORLOT AVENUE
FAIR LAWN, NJ 07410-4919

School Narrative

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



Facilities:

Thomas Jefferson Middle School has undergone a transformation in the last few years with the addition of classrooms, new flooring, additional technology, and updating of lighting and sound boards in the auditorium. The Eagle Scouts in Fair Lawn have done beautification projects outside of school with the addition of a TJ garden, shrubbery and seating in our outdoor classroom.



THOMAS JEFFERSON MIDDLE SCHOOL
2016-2017
Grade Span 06-08

03-1450-060
BERGEN
FAIR LAWN BORO
35 - 01 MORLOT AVENUE
FAIR LAWN, NJ 07410-4919

School Narrative

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

At Thomas Jefferson the six pillars of character - respect, responsibility, trustworthiness, fairness, caring, and citizenship are the cornerstones of our total school program. It is expected that students will have mutual respect for one another and become responsible citizens. Thomas Jefferson Middle School is a school where all students have the opportunity to excel and be ready to face the challenges of life in the 21st century.



Other Information:



WARREN POINT ELEMENTARY SCHOOL
2016-2017


Grade Span KG-05

03-1450-140
BERGEN
FAIR LAWN BORO
30-07 BROADWAY
FAIR LAWN, NJ 07410-3918

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



**WARREN POINT ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-140
BERGEN
FAIR LAWN BORO
30-07 BROADWAY
FAIR LAWN, NJ 07410-3918

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

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

This table shows the percentage of students by racial and ethnic group.

Grade	2014-15	2015-16	2016-17
KG	46	64	67
1	67	66	68
2	71	74	63
3	59	76	72
4	63	62	77
5	77	66	66
Ungraded	15	8	14
Total	398	416	427

Student Group	2014-15	2015-16	2016-17
Female	54%	54%	51%
Male	46%	46%	49%
Economically Disadvantaged Students	14%	14%	10%
Students with Disabilities	19%	21%	20%
English Learners	7%	10%	10%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	57.1%
Hispanic	19.7%
Asian	18.3%
Black or African American	2.1%
American Indian or Alaska Native	0.9%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	1.6%

PreK and K - Full Day and Half Day

Enrollment by Home Language

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Grade	2014-15	2015-16	2016-17
KG - Half Day	46	64	0
KG - Full Day	1	0	67

Home Language	% of Students
English	66.0%
Spanish	8.7%
Russian	3.5%
Korean	2.3%
Polish	2.3%
Other	17.0%



WARREN POINT ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-1450-140
 BERGEN
 FAIR LAWN BORO
 30-07 BROADWAY
 FAIR LAWN, NJ 07410-3918

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	221	99.6	67.80	74.90	54.90	67.8	71.6	Met Target†
White	131	99.3	68.70	76.10	63.90	68.7	70.5	Met Target†
Hispanic	38	100.0	57.90	62.50	39.80	57.9	59.7	Met Target†
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	42	100.0	76.20	*	80.70	76.2	80	Met Target†
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	109	100.0	77.10	81.20	62.20	77.1		
Male	112	99.2	58.90	69.10	48.10	58.9		
Economically Disadvantaged Students	29	100.0	58.60	*	36.20	58.6	57.9	Met Target
Non-Economically Disadvantaged Students	192	99.5	69.30	*	65.80	69.3		
Students with Disabilities	63	98.4	41.30	39.40	20.50	41.3	43.4	Met Target†
Students without Disabilities	158	100.0	78.50	84.70	61.90	78.5		
English Learners	27	100.0	59.30	64.60	25.20	59.3	N	N
Non-English Learners	194	99.5	69.00	75.80	57.40	69		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	40.00	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



WARREN POINT ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-1450-140
BERGEN
FAIR LAWN BORO
30-07 BROADWAY
FAIR LAWN, NJ 07410-3918

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	751	768	749	*	24%	24%	49%	*	51%	50%
White	51	753	769	759	*	24%	20%	55%	*	57%	61%
Hispanic	14	744	756	734	*	*	*	*	0%	36%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	11	756	778	775	0%	*	*	*	0%	46%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	32	759	774	754	*	*	*	56%	*	59%	55%
Male	47	745	762	745	*	*	*	45%	*	45%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	20	740	*	720	*	*	*	*	*	40%	24%
Students without Disabilities	59	755	*	755	*	*	*	*	*	54%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	79	751	769	752	*	24%	24%	49%	*	51%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



WARREN POINT ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

03-1450-140
BERGEN
FAIR LAWN BORO
30-07 BROADWAY
FAIR LAWN, NJ 07410-3918

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	765	769	753	*	*	23%	52%	19%	71%	56%
White	48	762	767	762	*	*	23%	50%	*	67%	67%
Hispanic	16	769	766	740	0%	0%	*	*	*	69%	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	14	770	781	777	0%	0%	*	71%	*	86%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	40	772	774	758	*	*	*	55%	*	80%	61%
Male	39	758	765	749	*	*	*	49%	*	62%	51%
Economically Disadvantaged Students	10	774	771	737	*	*	*	*	*	80%	36%
Non-Economically Disadvantaged Students	69	764	769	764	*	*	*	*	*	70%	69%
Students with Disabilities	23	747	*	725	*	*	*	*	*	44%	25%
Students without Disabilities	56	772	*	759	*	*	*	*	*	82%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	79	765	770	755	*	*	23%	52%	19%	71%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



WARREN POINT ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

03-1450-140
BERGEN
FAIR LAWN BORO
30-07 BROADWAY
FAIR LAWN, NJ 07410-3918

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	782	780	756	*	*	*	52%	34%	86%	59%
White	35	788	782	763	0%	*	*	51%	40%	91%	69%
Hispanic	11	769	771	743	0%	*	*	*	*	73%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	19	780	787	779	*	0%	0%	63%	*	90%	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	43	788	786	761	*	*	*	49%	*	88%	66%
Male	28	774	774	750	*	*	*	57%	*	82%	53%
Economically Disadvantaged Students	10	765	760	740	*	*	*	*	*	80%	40%
Non-Economically Disadvantaged Students	61	785	783	765	*	*	*	*	*	87%	71%
Students with Disabilities	17	750	746	725	*	*	*	*	*	47%	22%
Students without Disabilities	54	792	789	762	*	*	*	*	*	98%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	71	782	781	757	*	*	*	52%	34%	86%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

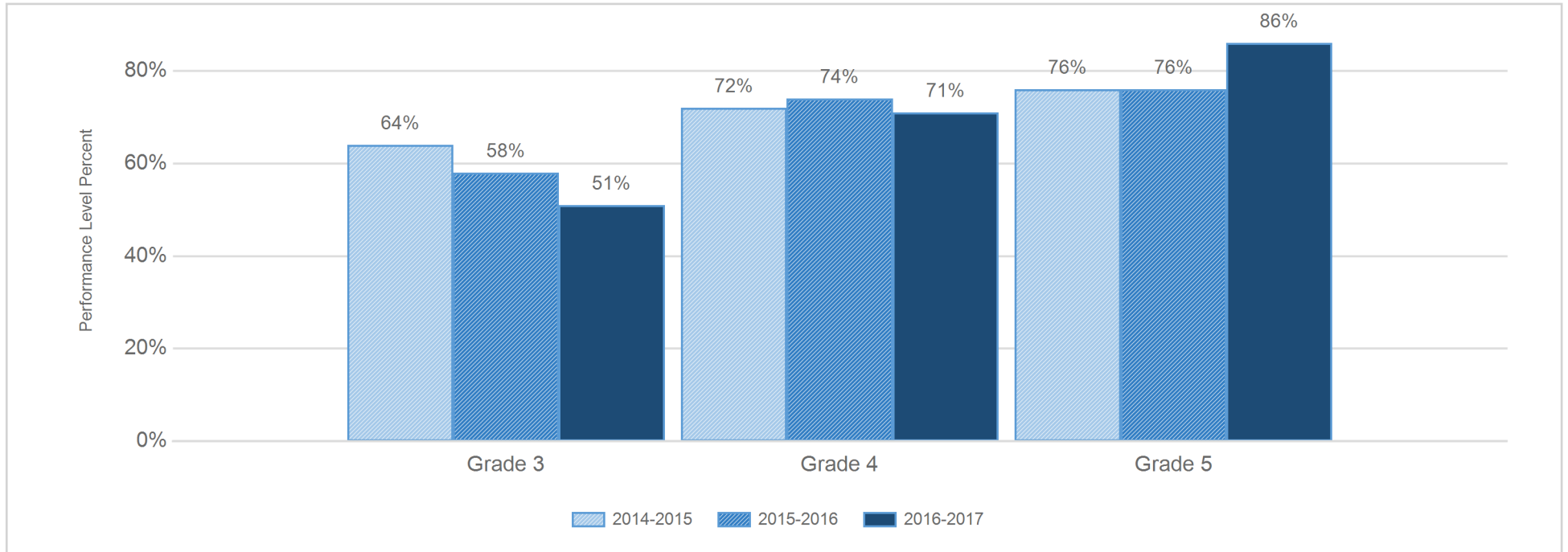


WARREN POINT ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-1450-140
 BERGEN
 FAIR LAWN BORO
 30-07 BROADWAY
 FAIR LAWN, NJ 07410-3918

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





WARREN POINT ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-1450-140
 BERGEN
 FAIR LAWN BORO
 30-07 BROADWAY
 FAIR LAWN, NJ 07410-3918

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	221	98.7	69.70	67.30	43.50	69.7	80	Not Met
White	131	97.8	67.20	69.00	52.40	67.2	80	Not Met
Hispanic	38	100.0	65.80	51.30	27.60	65.8	72.8	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	42	100.0	78.60	*	75.60	78.6	80	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	109	100.0	76.10	68.70	44.10	76.1		
Male	112	97.5	63.40	66.00	42.90	63.4		
Economically Disadvantaged Students	29	96.8	58.60	*	25.10	58.6	67.4	Met Target†
Non-Economically Disadvantaged Students	192	99.0	71.40	*	54.30	71.4		
Students with Disabilities	63	98.4	46.00	33.60	16.50	46	59.6	Not Met
Students without Disabilities	158	98.8	79.10	76.40	48.80	79.1		
English Learners	27	93.1	66.70	69.80	23.30	66.7	N	N
Non-English Learners	194	99.5	70.10	67.10	45.20	70.1		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	20.00	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



**WARREN POINT ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-140
BERGEN
FAIR LAWN BORO
30-07 BROADWAY
FAIR LAWN, NJ 07410-3918

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	759	771	751	*	*	27%	41%	19%	60%	53%
White	51	757	771	759	*	*	28%	45%	*	59%	63%
Hispanic	14	755	762	738	*	*	*	*	*	57%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	11	770	785	779	0%	*	*	*	*	64%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	32	764	774	751	*	*	*	53%	*	69%	52%
Male	47	755	769	751	*	*	*	32%	*	53%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	20	744	*	729	*	*	*	*	*	35%	29%
Students without Disabilities	59	764	*	755	*	*	*	*	*	68%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	79	759	772	753	*	*	27%	41%	19%	60%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



**WARREN POINT ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-140
BERGEN
FAIR LAWN BORO
30-07 BROADWAY
FAIR LAWN, NJ 07410-3918

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	765	765	747	0%	*	28%	61%	*	70%	47%
White	48	765	764	755	0%	*	31%	56%	*	65%	59%
Hispanic	16	761	754	734	0%	0%	*	63%	*	69%	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	14	773	781	774	0%	0%	*	71%	*	86%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	40	765	764	747	*	*	25%	60%	*	70%	47%
Male	39	766	765	747	*	*	31%	62%	*	69%	48%
Economically Disadvantaged Students	10	758	761	732	0%	*	*	*	*	60%	27%
Non-Economically Disadvantaged Students	69	767	765	757	0%	*	*	*	*	71%	61%
Students with Disabilities	23	753	*	724	*	*	44%	52%	*	52%	22%
Students without Disabilities	56	770	*	751	*	*	21%	64%	*	77%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	79	765	766	749	0%	*	28%	61%	*	70%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



WARREN POINT ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

03-1450-140
 BERGEN
 FAIR LAWN BORO
 30-07 BROADWAY
 FAIR LAWN, NJ 07410-3918

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	772	771	747	*	*	*	59%	25%	85%	46%
White	35	776	773	754	0%	0%	*	60%	*	86%	57%
Hispanic	11	754	758	735	0%	*	0%	*	*	73%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	19	775	777	774	*	*	0%	63%	*	90%	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	43	769	769	747	*	*	*	65%	*	88%	47%
Male	28	777	772	746	*	*	*	50%	*	79%	46%
Economically Disadvantaged Students	10	755	756	732	*	*	*	*	0%	80%	27%
Non-Economically Disadvantaged Students	61	775	772	756	*	*	*	*	30%	85%	59%
Students with Disabilities	17	747	746	725	*	*	*	59%	0%	59%	19%
Students without Disabilities	54	780	776	751	*	*	*	59%	33%	93%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	71	772	771	748	*	*	*	59%	25%	85%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

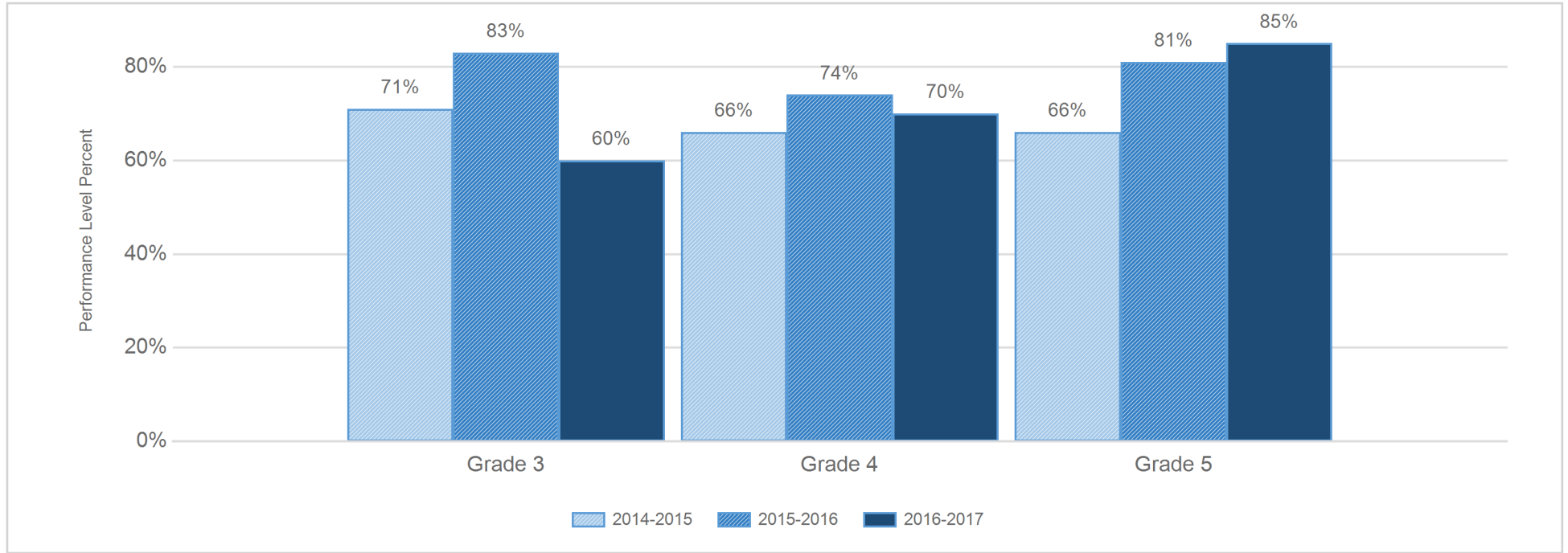


WARREN POINT ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-1450-140
 BERGEN
 FAIR LAWN BORO
 30-07 BROADWAY
 FAIR LAWN, NJ 07410-3918

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





**WARREN POINT ELEMENTARY SCHOOL
2016-2017**

03-1450-140
BERGEN
FAIR LAWN BORO
30-07 BROADWAY
FAIR LAWN, NJ 07410-3918

Grade Span KG-05

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	13	*	*
2	*	*	*
3	*	*	*
4	N	N	N
5+	N	N	N



**WARREN POINT ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-140
BERGEN
FAIR LAWN BORO
30-07 BROADWAY
FAIR LAWN, NJ 07410-3918

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

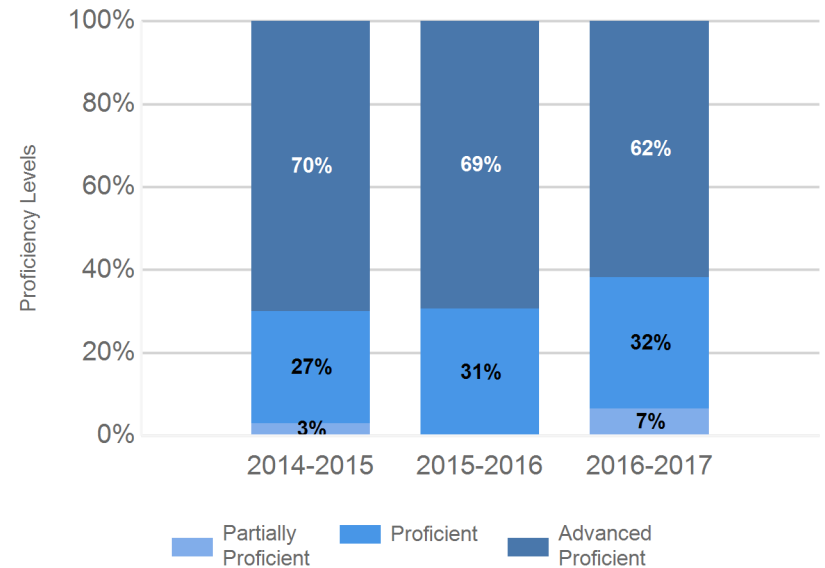
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	62%	32%	7%
White	61%	30%	9%
Hispanic	53%	40%	7%
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	29%	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	60%	30%	10%
Students with Disabilities	42%	42%	16%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 4

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





**WARREN POINT ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-140
BERGEN
FAIR LAWN BORO
30-07 BROADWAY
FAIR LAWN, NJ 07410-3918

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	69	52	50	Exceeds Target	53	46	50	Met Target
White	69	52	50	Exceeds Target	61	48	52	Exceeds Target
Hispanic	56	*	49	Met Target	36.5	*	47	Not Met
Black or African American	*	52	45	**	*	50.5	43	**
Asian, Native Hawaiian, or Pacific Islander	70	63	60	Exceeds Target	51	48	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	65.5	55	47	**	44	49.5	46	**
Students with Disabilities	69.5	44	41	Exceeds Target	48	42	43	Met Target
English Learners	68.5	65.5	53	**	47	55	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



**WARREN POINT ELEMENTARY SCHOOL
2016-2017**

03-1450-140
BERGEN
FAIR LAWN BORO
30-07 BROADWAY
FAIR LAWN, NJ 07410-3918

Grade Span KG-05

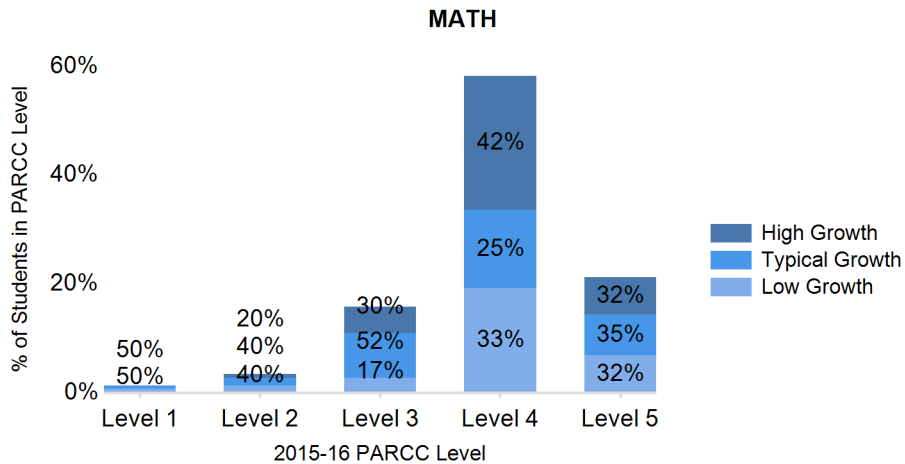
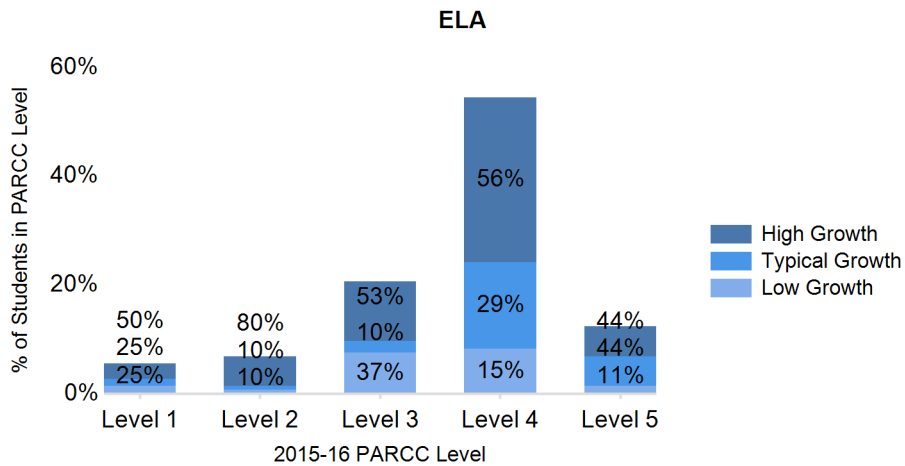
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

Low Growth: Less than 35 **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

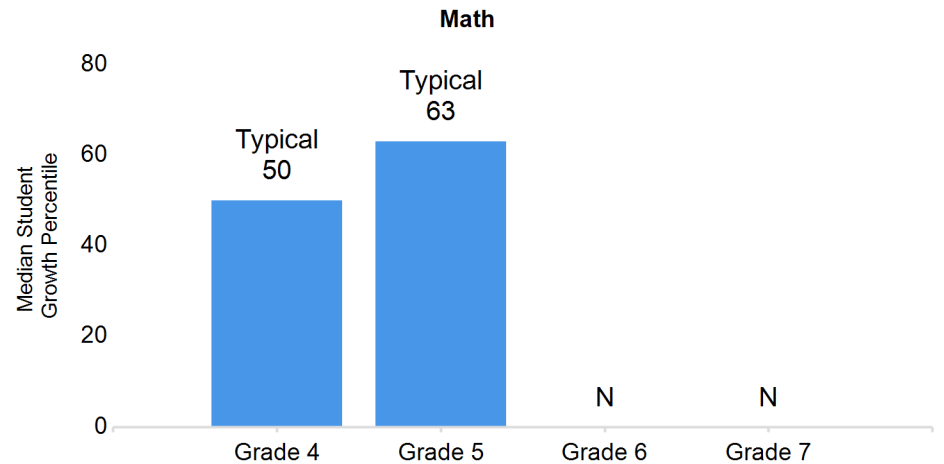
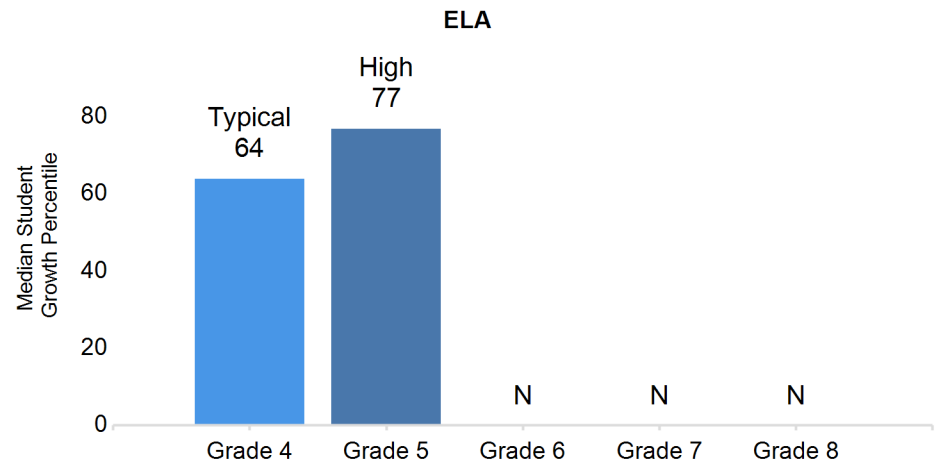
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





**WARREN POINT ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-140
BERGEN
FAIR LAWN BORO
30-07 BROADWAY
FAIR LAWN, NJ 07410-3918

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

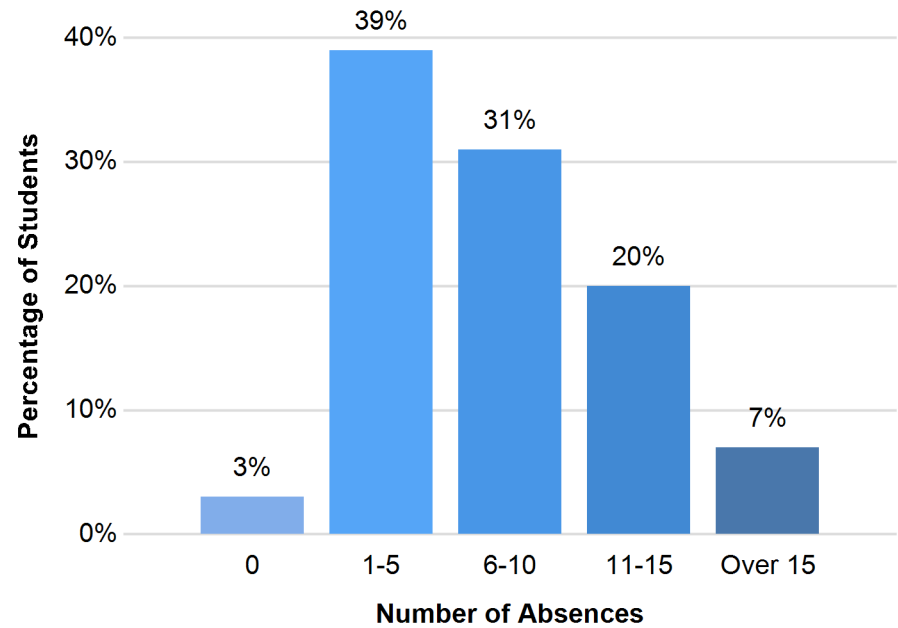
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.90	8.40	Met Target
White	5.80	8.40	Met Target
Hispanic	4.80	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	2.50	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.00	8.40	Not Met
Students with Disabilities	3.30	8.40	Met Target
English Learners	0	8.40	Met Target

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





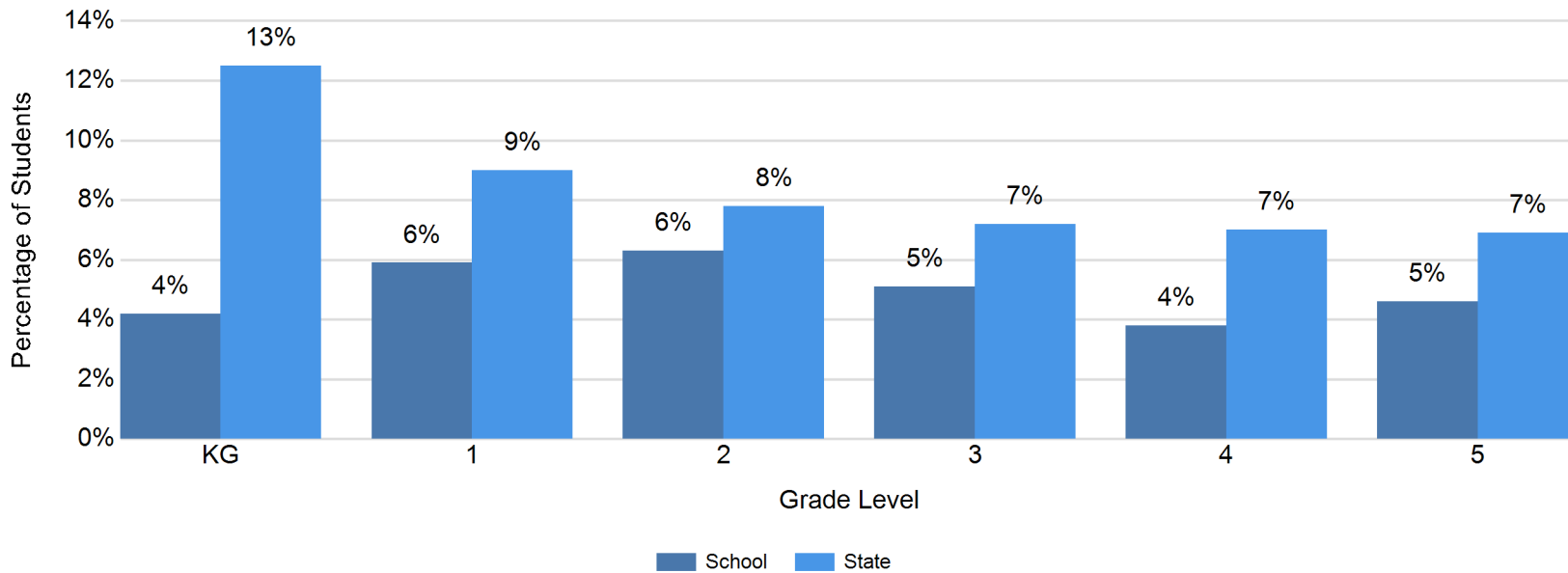
WARREN POINT ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

03-1450-140
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30-07 BROADWAY
FAIR LAWN, NJ 07410-3918

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





**WARREN POINT ELEMENTARY SCHOOL
2016-2017**

03-1450-140
BERGEN
FAIR LAWN BORO
30-07 BROADWAY
FAIR LAWN, NJ 07410-3918

Grade Span KG-05

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:35AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 10 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.2%
Any Suspension	0.2%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



WARREN POINT ELEMENTARY SCHOOL
2016-2017
Grade Span KG-05

03-1450-140
 BERGEN
 FAIR LAWN BORO
 30-07 BROADWAY
 FAIR LAWN, NJ 07410-3918

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.8:1	224.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$356	\$15,444	\$15,800



**WARREN POINT ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-140
BERGEN
FAIR LAWN BORO
30-07 BROADWAY
FAIR LAWN, NJ 07410-3918

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	38	120,724
Average years experience in public schools	16.5	11.8
Average years experience in district	13.6	10.5
Teachers in district for 4 or more years	82%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,506
Average years experience in public schools	17.8	15.9
Average years experience in district	11.9	11.6
Administrators in district for 4 or more years	89%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	427:1	189:1
Librarian/Media Specialists		1228:1
Nurses		546:1
Counselors		409:1
Child Study Team		223:1



**WARREN POINT ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-140
BERGEN
FAIR LAWN BORO
30-07 BROADWAY
FAIR LAWN, NJ 07410-3918

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	100%



WARREN POINT ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

03-1450-140
 BERGEN
 FAIR LAWN BORO
 30-07 BROADWAY
 FAIR LAWN, NJ 07410-3918

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	73.1	17.5%
Mathematics Proficiency	90.6	17.5%
English Language Arts Growth	94.6	25.0%
Mathematics Growth	51.1	25.0%
Chronic Absenteeism	75.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		76.4
Summative Rating: Percentile rank of Summative Score		86.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



**WARREN POINT ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05

03-1450-140
BERGEN
FAIR LAWN BORO
30-07 BROADWAY
FAIR LAWN, NJ 07410-3918

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	76.4	11.9	No	Met Target†	Not Met	Met Target	Exceeds Target	Met Target	No
White	73.9	11.9	No	Met Target†	Not Met	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	65.7	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	48.1	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target	Met Target†	Not Met	**	**	No
Students with Disabilities	86.9	11.9	No	Met Target†	Not Met	Met Target	Exceeds Target	Met Target	No
English Learners	**	**	No	N	N	Met Target	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



**WARREN POINT ELEMENTARY SCHOOL
2016-2017**

Grade Span KG-05



03-1450-140
BERGEN
FAIR LAWN BORO
30-07 BROADWAY
FAIR LAWN, NJ 07410-3918

School General Info

Principal:	Mrs. Schwindt	Email Address:	nschwindt@fairlawnschools.org
Address:	30-07 BROADWAY FAIR LAWN, NJ 07410-3918	Website:	http://warrenpoint.fairlawnschools.org/
Phone:	(201)794-5571		

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Provides academically challenging curricula while maximizing the individual potential each child • Fosters a culture that models for children the qualities of a leader • Promotes a strong partnership between home and school through a very supportive PTA
 <p>Mission, Vision, Theme:</p>	<p>Warren Point continues to grow upon its already accomplished Character Education program. Whether it be the “street signs” in the hallways, the brightly colored pillars on display upon entering the building, posters hung in classrooms and corridors, assemblies or class meetings, the children of Warren Point are constantly reminded to be caring, responsible, trustworthy, respectful and fair citizens. We pride ourselves on our diversity, which allows us to celebrate our differences each day.</p>






WARREN POINT ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

03-1450-140
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School Narrative

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

 <p>Courses, Curriculum, Instruction:</p>	<p>Our Reading and Writing Project philosophy affords students a diversity of reading materials and consistent and frequent leisure reading time to promote independence. Everyday Mathematics has students apply mathematical knowledge through real-world situations. Our district's very talented literacy coach and mathematics specialist offers supports to teachers and administration. To increase student achievement, students' families are offered resources on how to best support their child at home.</p>
 <p>Clubs and Activities:</p>	<p>Warren Point continues to grow upon its already accomplished Character Education program. Whether it be the “street signs” in the hallways, the brightly colored pillars on display upon entering the building, posters hung in classrooms and corridors, assemblies or class meetings, the children of Warren Point are constantly reminded to be caring, responsible, trustworthy, respectful and fair citizens. We pride ourselves on our diversity, which allows us to celebrate our differences each day.</p>
 <p>Before and After School Programs:</p>	<p>Before and After School Programs are offered through the Fair Lawn Community School.</p>







WARREN POINT ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

03-1450-140
 BERGEN
 FAIR LAWN BORO
 30-07 BROADWAY
 FAIR LAWN, NJ 07410-3918

School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>Through our Professional Learning Community initiative, teachers work together toward common goals to ensure each child's academic success. Teachers take advantage of technology to reach each child. Whether it is through Google Classroom, personal laptops, Smart technology, or Chrome books, students are encouraged to take intellectual risks to creatively solve problems. Through cooperative work, students demonstrate respect for others and the ability to work collaboratively to accomplish goals.</p>
 <p>Student Supports and Services:</p>	<p>Warren Point has several support services for students. Teachers are available to support students after school on Tuesdays, Wednesdays and Thursdays. English Language Learners are supported through direct instruction and supports in the classroom. The I&RS committee meets to discuss appropriate interventions to assist students who are experiencing learning, behavior, or health difficulties. We also offer speech, OT and PT to those students who qualify for services.</p>
 <p>Student Health and Wellness:</p>	<p>All students are afforded Physical Education two times per week and Health and Life studies once per week. Our physical education teachers are dedicated to promoting healthy choices and model these choices for our children each day. In addition, Warren Point hosts a Field Day during the month of October to support Character Education and fitness.</p>
 <p>Parent and Community Involvement:</p>	<p>Warren Point fosters a strong partnership between home and school. Through an extremely supportive PTA and overwhelming parent involvement, students benefit socially, emotionally and academically. Parent volunteers help in our classrooms and coordinate and support various enrichment activities through assemblies and author visits. These parent volunteers are critical to the success of our children and our school community; we are very fortunate for their dedication and support.</p>




WARREN POINT ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

03-1450-140
 BERGEN
 FAIR LAWN BORO
 30-07 BROADWAY
 FAIR LAWN, NJ 07410-3918

School Narrative

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 <p>Facilities:</p>	<p>Warren Point's Media Center is equipped with a computer lab. Students in grades 1 through 5 are afforded technology classes with our business teacher. In addition, our building houses several laptop carts, which teachers use regularly in their classes to enhance lessons..</p>
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WESTMORELAND ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

03-1450-160
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FAIR LAWN, NJ 07410

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



WESTMORELAND ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

03-1450-160
BERGEN
FAIR LAWN BORO
16-50 PARMELEE AVE.
FAIR LAWN, NJ 07410

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	0	0	2
KG	38	39	45
1	48	37	46
2	50	47	40
3	35	51	52
4	49	30	51
5	53	53	33
Ungraded	75	87	91
Total	348	344	360

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	44%	43%	46%
Male	56%	57%	54%
Economically Disadvantaged Students	18%	16%	14%
Students with Disabilities	30%	39%	37%
English Learners	8%	11%	14%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	50.8%
Hispanic	23.9%
Asian	17.2%
Black or African American	4.4%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.3%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	2
PK - Full Day	0	0	0
KG - Half Day	38	39	0
KG - Full Day	0	0	45

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	69.4%
Spanish	8.1%
Russian	5.6%
Polish	1.9%
Korean	1.7%
Other	13.6%



WESTMORELAND ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

03-1450-160
 BERGEN
 FAIR LAWN BORO
 16-50 PARMELEE AVE.
 FAIR LAWN, NJ 07410

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	137	100.0	80.30	74.90	54.90	80.3	74.1	Met Goal
White	73	100.0	76.80	76.10	63.90	76.8	69.8	Met Target
Hispanic	27	100.0	85.20	62.50	39.80	85.2	80	Met Goal
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100.0	86.40	*	80.70	86.4	N	N
American Indian or Alaska Native	N	N	N	76.90	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	76	100.0	88.20	81.20	62.20	88.2		
Male	61	100.0	70.50	69.10	48.10	70.5		
Economically Disadvantaged Students	21	100.0	85.70	*	36.20	85.7	80	Met Goal
Non-Economically Disadvantaged Students	116	100.0	79.30	*	65.80	79.3		
Students with Disabilities	38	100.0	68.50	39.40	20.50	68.5	54	Met Target
Students without Disabilities	99	100.0	84.80	84.70	61.90	84.8		
English Learners	18	100.0	77.70	64.60	25.20	77.7	**	**
Non-English Learners	119	100.0	80.70	75.80	57.40	80.7		
Homeless Students	N	N	N	50.00	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



WESTMORELAND ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

03-1450-160
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FAIR LAWN BORO
16-50 PARMELEE AVE.
FAIR LAWN, NJ 07410

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	784	768	749	0%	*	*	64%	23%	87%	50%
White	27	781	769	759	0%	0%	*	67%	*	85%	61%
Hispanic	13	775	756	734	0%	*	*	*	*	85%	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	10	798	778	775	0%	0%	*	*	*	90%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	29	786	774	754	0%	*	*	66%	*	90%	55%
Male	23	780	762	745	0%	*	*	61%	*	83%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	14	765	*	720	*	*	*	*	*	71%	24%
Students without Disabilities	38	790	*	755	*	*	*	*	*	92%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



WESTMORELAND ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05

03-1450-160
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 FAIR LAWN BORO
 16-50 PARMELEE AVE.
 FAIR LAWN, NJ 07410

English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	776	769	753	0%	0%	22%	49%	29%	78%	56%
White	27	776	767	762	0%	0%	*	52%	*	78%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	29	784	774	758	*	*	*	45%	*	86%	61%
Male	20	765	765	749	*	*	*	55%	*	65%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	49	776	770	755	0%	0%	22%	49%	29%	78%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



**WESTMORELAND ELEMENTARY SCHOOL
2016-2017**

Grade Span PK-05

03-1450-160
BERGEN
FAIR LAWN BORO
16-50 PARMELEE AVE.
FAIR LAWN, NJ 07410

English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met / Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	779	780	756	*	0%	*	47%	29%	76%	59%
White	20	776	782	763	*	0%	*	50%	*	75%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	19	789	786	761	*	0%	*	*	*	84%	66%
Male	19	769	774	750	*	0%	*	*	*	68%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	11	756	746	725	*	*	*	*	*	64%	22%
Students without Disabilities	27	789	789	762	*	*	*	*	*	82%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	38	779	781	757	*	0%	*	47%	29%	76%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



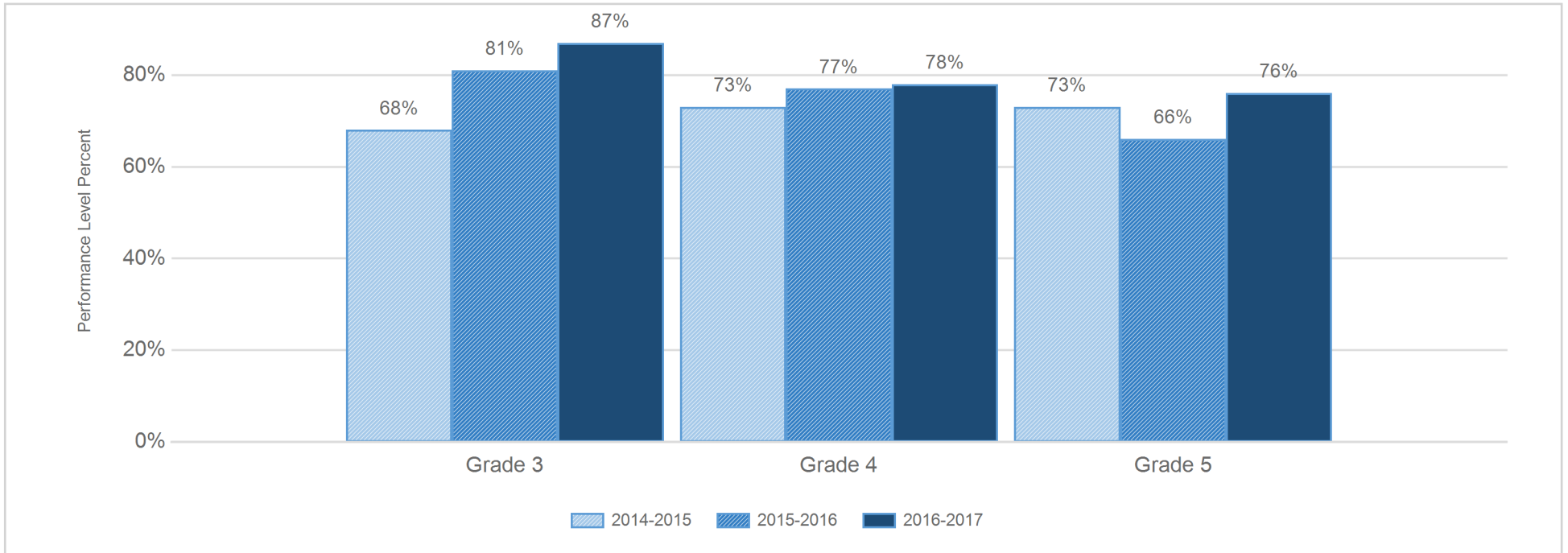
**WESTMORELAND ELEMENTARY SCHOOL
2016-2017**

03-1450-160
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16-50 PARMELEE AVE.
FAIR LAWN, NJ 07410

Grade Span PK-05

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





**WESTMORELAND ELEMENTARY SCHOOL
2016-2017**

Grade Span PK-05

03-1450-160
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FAIR LAWN BORO
16-50 PARMELEE AVE.
FAIR LAWN, NJ 07410

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	138	100.0	81.90	67.30	43.50	81.9	75.6	Met Goal
White	73	100.0	76.70	69.00	52.40	76.7	75	Met Target
Hispanic	28	100.0	85.70	51.30	27.60	85.7	79.2	Met Goal
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100.0	90.90	*	75.60	90.9	N	N
American Indian or Alaska Native	N	N	N	61.60	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	77	100.0	89.60	68.70	44.10	89.6		
Male	61	100.0	72.10	66.00	42.90	72.1		
Economically Disadvantaged Students	21	100.0	85.70	*	25.10	85.7	80	Met Goal
Non-Economically Disadvantaged Students	117	100.0	81.20	*	54.30	81.2		
Students with Disabilities	38	100.0	50.00	33.60	16.50	50	45.7	Met Target
Students without Disabilities	100	100.0	94.00	76.40	48.80	94		
English Learners	19	100.0	89.50	69.80	23.30	89.5	N	N
Non-English Learners	119	100.0	80.60	67.10	45.20	80.6		
Homeless Students	N	N	N	37.50	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



**WESTMORELAND ELEMENTARY SCHOOL
2016-2017**

Grade Span PK-05

03-1450-160
BERGEN
FAIR LAWN BORO
16-50 PARMELEE AVE.
FAIR LAWN, NJ 07410

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	780	771	751	*	*	*	44%	39%	83%	53%
White	29	772	771	759	*	*	*	38%	35%	72%	63%
Hispanic	13	779	762	738	0%	0%	*	*	*	92%	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	10	806	785	779	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	31	782	774	751	*	*	*	45%	*	87%	52%
Male	23	778	769	751	*	*	*	44%	*	78%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	14	751	*	729	*	*	*	*	*	43%	29%
Students without Disabilities	40	790	*	755	*	*	*	*	*	98%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



**WESTMORELAND ELEMENTARY SCHOOL
2016-2017**

Grade Span PK-05

03-1450-160
BERGEN
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	770	765	747	0%	*	*	68%	*	82%	47%
White	27	768	764	755	0%	0%	*	70%	*	82%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	30	774	764	747	0%	*	*	70%	*	90%	47%
Male	20	764	765	747	0%	*	*	65%	*	70%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



**WESTMORELAND ELEMENTARY SCHOOL
2016-2017**

Grade Span PK-05

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	772	771	747	0%	*	*	53%	*	76%	46%
White	20	779	773	754	0%	*	*	50%	*	80%	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	19	779	769	747	0%	*	*	*	*	84%	47%
Male	19	766	772	746	0%	*	*	*	*	68%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	11	742	746	725	0%	*	*	*	*	46%	19%
Students without Disabilities	27	785	776	751	0%	*	*	*	*	89%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	38	772	771	748	0%	*	*	53%	*	76%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



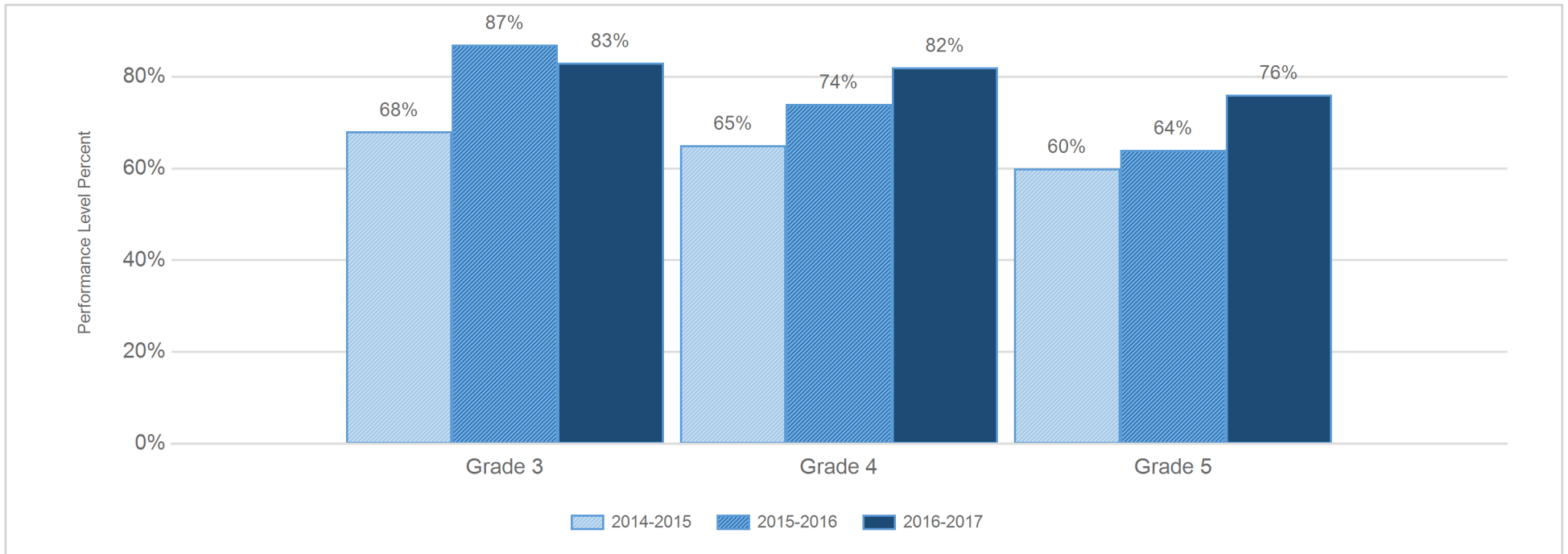
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2016-2017**

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Grade Span PK-05

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





**WESTMORELAND ELEMENTARY SCHOOL
2016-2017**

Grade Span PK-05

03-1450-160
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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	20	80%	20%
2	13	76.9%	23.1%
3	*	*	*
4	*	*	*
5+	N	N	N



**WESTMORELAND ELEMENTARY SCHOOL
2016-2017**

Grade Span PK-05

03-1450-160
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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

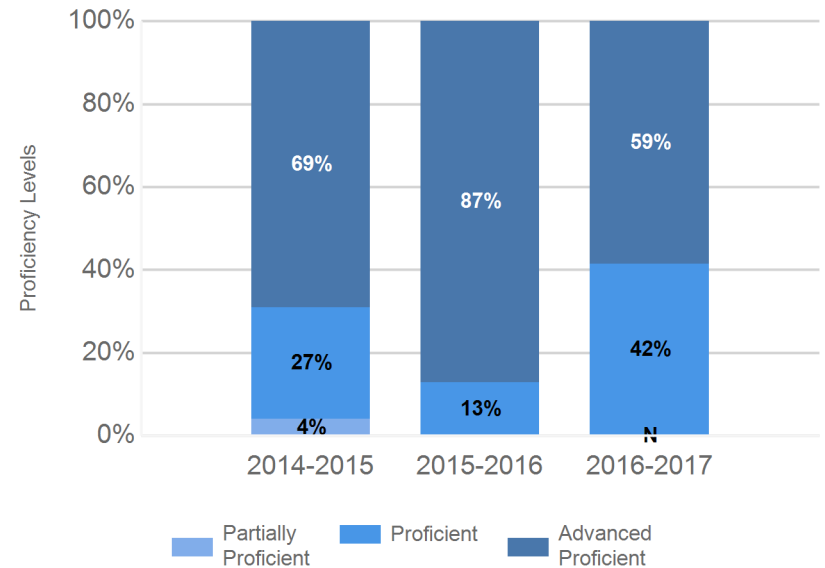
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	59%	42%	N
White	55%	45%	N
Hispanic	*	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	36%	64%	N
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





**WESTMORELAND ELEMENTARY SCHOOL
2016-2017**

Grade Span PK-05

03-1450-160
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16-50 PARMELEE AVE.
FAIR LAWN, NJ 07410

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	63	52	50	Exceeds Target	59.5	46	50	Met Target
White	63	52	50	Exceeds Target	63	48	52	Exceeds Target
Hispanic	54	*	49	**	60	*	47	**
Black or African American	*	52	45	**	*	50.5	43	**
Asian, Native Hawaiian, or Pacific Islander	79	63	60	**	61	48	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	74	55	47	**	65	49.5	46	**
Students with Disabilities	67.5	44	41	**	58	42	43	**
English Learners	78	65.5	53	**	58	55	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



WESTMORELAND ELEMENTARY SCHOOL
2016-2017

03-1450-160
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Grade Span PK-05

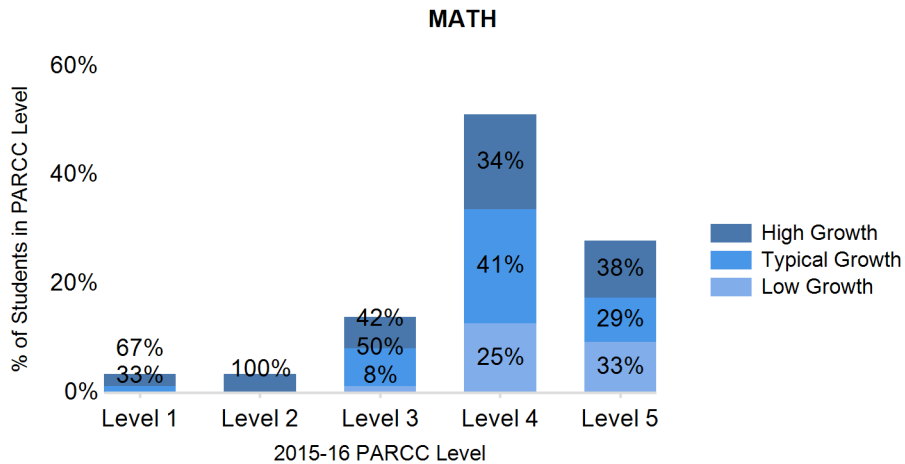
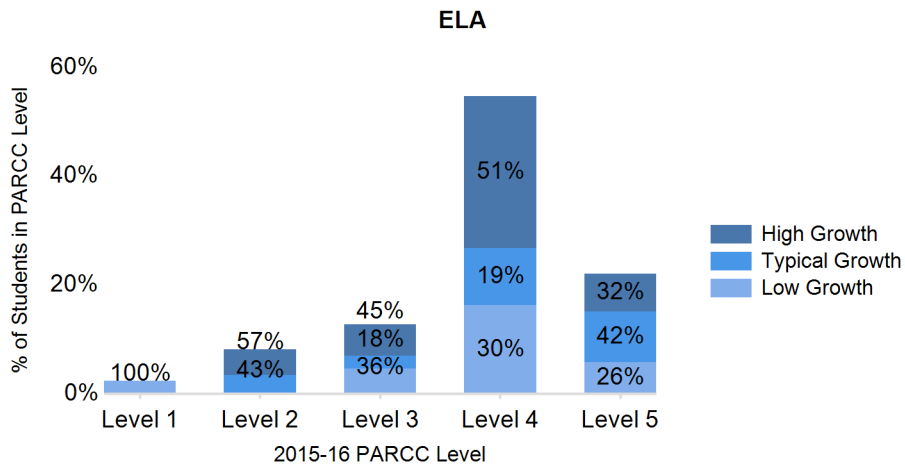
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

Low Growth: Less than 35 **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

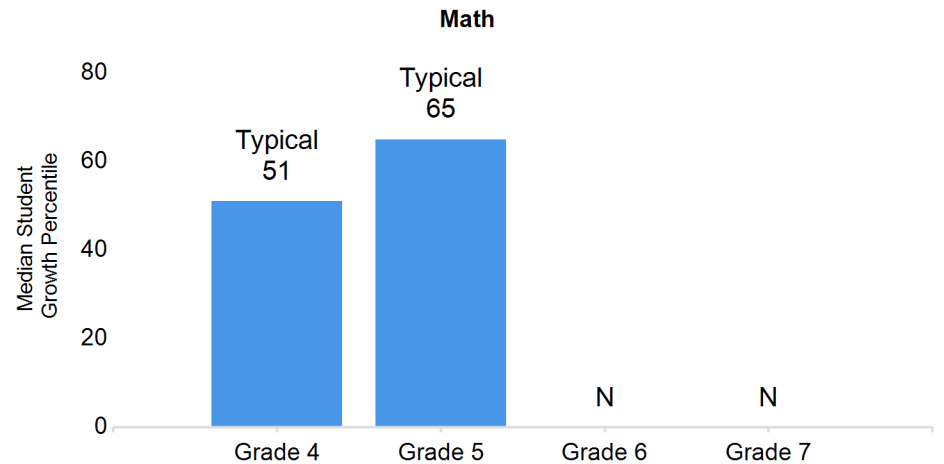
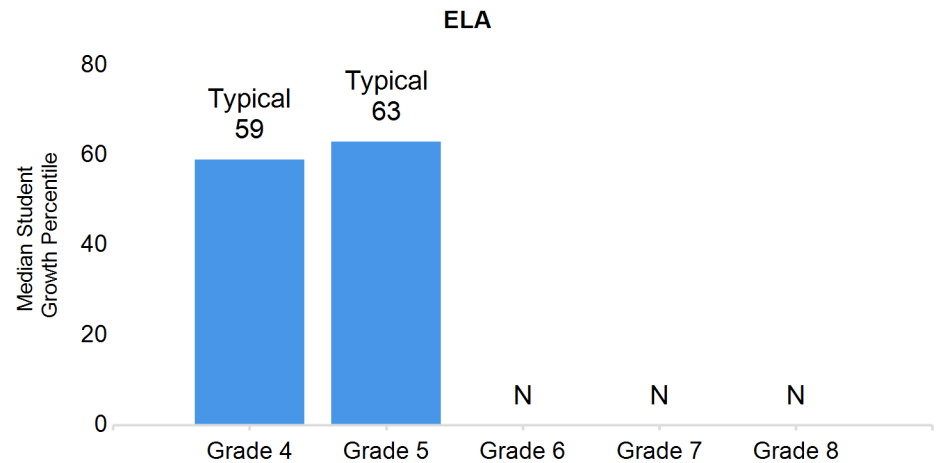
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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



An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



**WESTMORELAND ELEMENTARY SCHOOL
2016-2017**

03-1450-160
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FAIR LAWN, NJ 07410

Grade Span PK-05

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

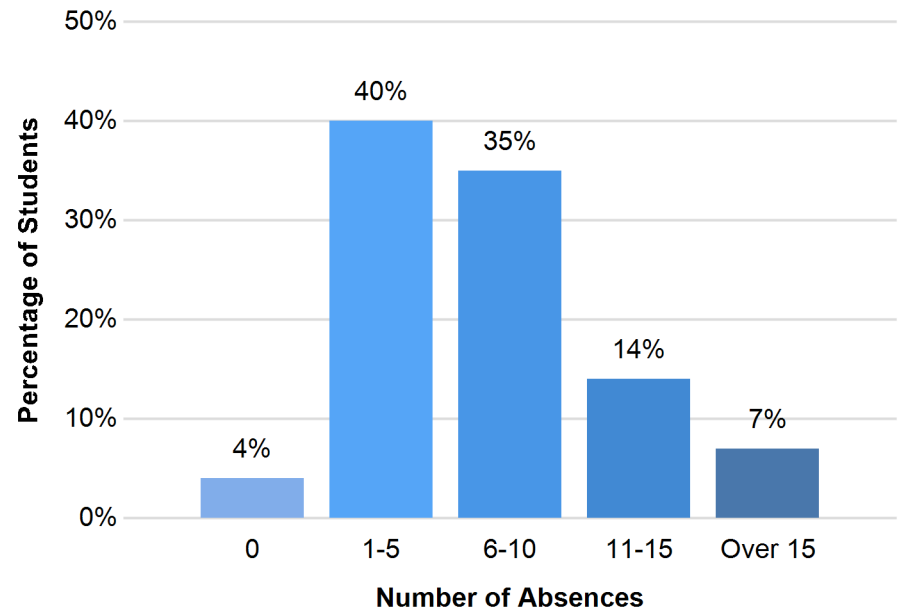
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.80	8.40	Met Target
White	7.80	8.40	Met Target
Hispanic	2.60	8.40	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	3.80	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.50	8.40	Not Met
Students with Disabilities	6.90	8.40	Met Target
English Learners	8.30	8.40	Met Target

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





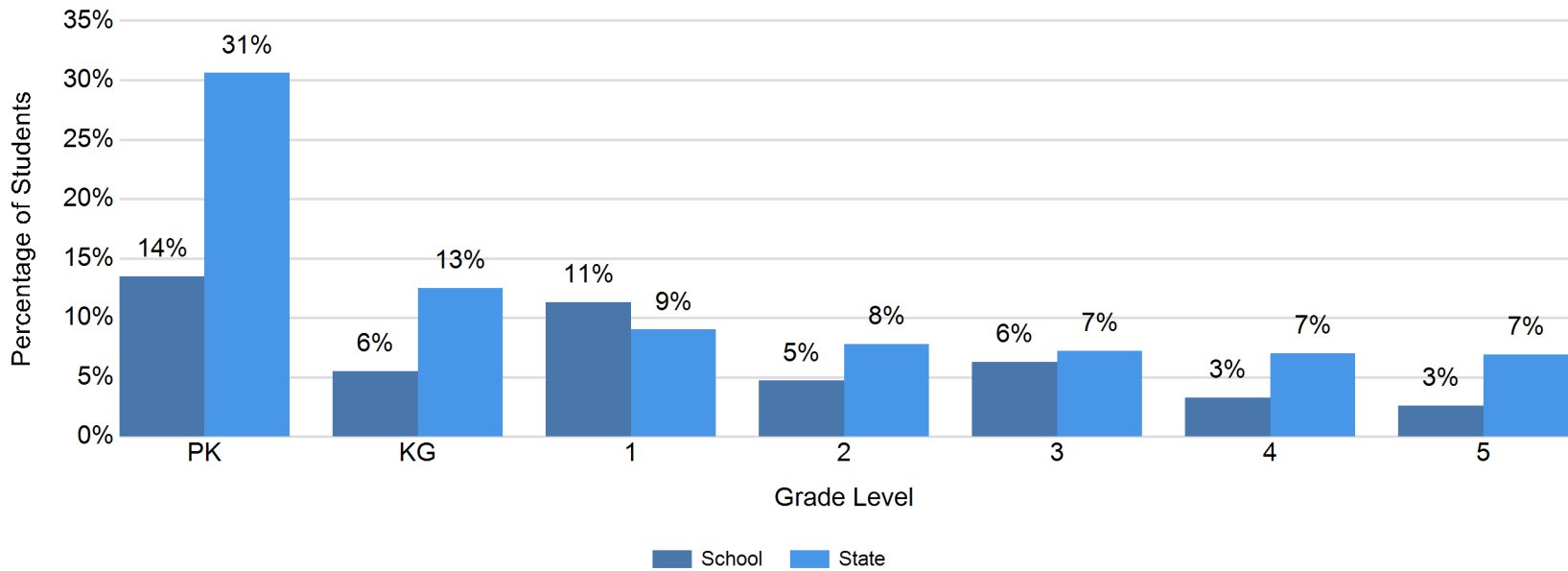
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2016-2017

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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





**WESTMORELAND ELEMENTARY SCHOOL
2016-2017**

03-1450-160
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Grade Span PK-05

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:35AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 10 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



WESTMORELAND ELEMENTARY SCHOOL
2016-2017
Grade Span PK-05

03-1450-160
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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.9:1	224.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$356	\$15,444	\$15,800



**WESTMORELAND ELEMENTARY SCHOOL
2016-2017**

Grade Span PK-05

03-1450-160
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FAIR LAWN, NJ 07410

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	45	120,724
Average years experience in public schools	11.5	11.8
Average years experience in district	10.4	10.5
Teachers in district for 4 or more years	67%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,506
Average years experience in public schools	17.8	15.9
Average years experience in district	11.9	11.6
Administrators in district for 4 or more years	89%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	8:1	12:1
Administrators	120:1	189:1
Librarian/Media Specialists		1228:1
Nurses		546:1
Counselors		409:1
Child Study Team		223:1



**WESTMORELAND ELEMENTARY SCHOOL
2016-2017**

Grade Span PK-05

03-1450-160
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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	92%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	100%



**WESTMORELAND ELEMENTARY SCHOOL
2016-2017**

Grade Span PK-05

03-1450-160
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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	97.2	17.5%
Mathematics Proficiency	99.4	17.5%
English Language Arts Growth	88.9	25.0%
Mathematics Growth	81.3	25.0%
Chronic Absenteeism	59.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		85.8
Summative Rating: Percentile rank of Summative Score		95.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



**WESTMORELAND ELEMENTARY SCHOOL
2016-2017**

Grade Span PK-05

03-1450-160
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16-50 PARMELEE AVE.
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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	85.8	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
White	76.9	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	**	**	No	Met Goal	Met Goal	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Goal	Met Goal	Not Met	**	**	No
Students with Disabilities	**	**	No	Met Target	Met Target	Met Target	**	**	No
English Learners	**	**	No	**	N	Met Target	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



WESTMORELAND ELEMENTARY SCHOOL
2016-2017

Grade Span PK-05




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School General Info

Principal:	Mrs. DELL AGLIO	Email Address:	cdellaglio@fairlawnschools.org
Address:	16-50 PARMELEE AVE. FAIR LAWN, NJ 07410	Website:	http://westmoreland.fairlawnschools.org/
Phone:	(201)794-5490		

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Implementation of the EveryDay Math Program, Readers' and Writers' Workshop and the Next Generation Science Standards • Many supplemental programs are offered including ELL, World Language, Technology and Gifted and Talented Programs • An active Parent Teacher Organization supports the mission and vision of Westmoreland School.
 Mission, Vision, Theme:	It is the mission of Westmoreland School to provide a safe environment where all students will achieve success and reach their full potential.
 Awards, Recognition, Accomplishments:	2017 School Climate Transformation Project Grant Recipient Winners






**WESTMORELAND ELEMENTARY SCHOOL
2016-2017**

Grade Span PK-05

03-1450-160
BERGEN
FAIR LAWN BORO
16-50 PARMELEE AVE.
FAIR LAWN, NJ 07410

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 <p>Courses, Curriculum, Instruction:</p>	<p>Instrumental Band and Strings Program, Fine Arts, and Music Programs are offered</p>
 <p>Clubs and Activities:</p>	<p>Good Will Ambassadors, Recess and Inclusion Buddies, Conflict Managers</p>
 <p>Before and After School Programs:</p>	<p>Before and After School Programs are offered through The Community School</p>







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 <p>Staff and Professional Learning:</p>	<p>Staff meet in Professional Learning Communities 3 days per year. 2 full days of in-service are also provided.</p>
 <p>Student Supports and Services:</p>	<p>Support Services are provided for ELL students, students with disabilities, students with 504 plans and students in need of interventions. Supplemental services are provided in both math and literacy. An I&RS team assists in providing additional supports.</p>
 <p>Student Health and Wellness:</p>	<p>Health and Family Life, Daily Recess and Physical Education Classes are offered.</p>
 <p>Parent and Community Involvement:</p>	<p>An active PTO works collaboratively with the school to provide additional resources and events. School Messenger and our school's website serves as a primary means of communication. The Genesis Portal allows access to student grades and progress.</p>