

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

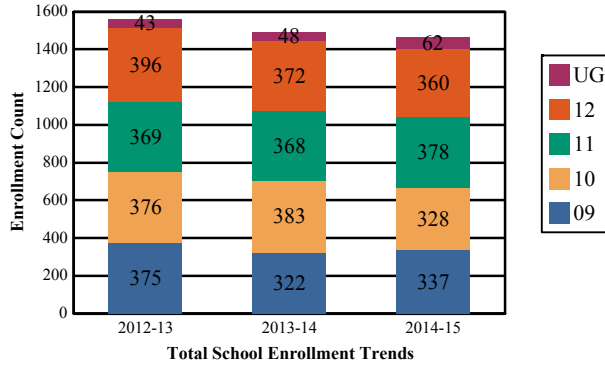
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Enrollment by Ethnic/Racial Subgroup

Enrollment by Grade

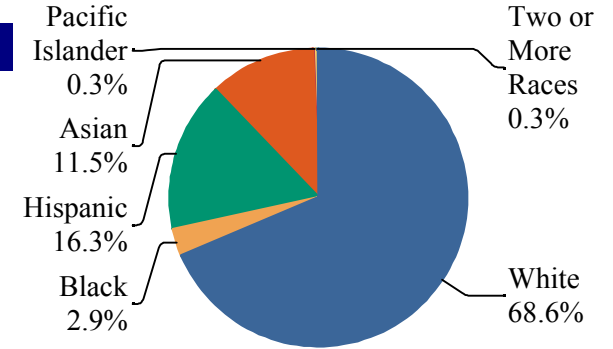
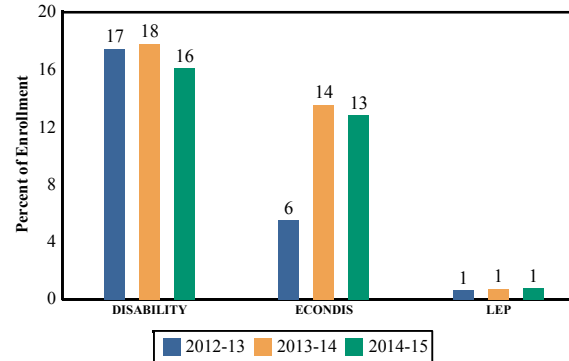
This graph presents the count of students who were 'on roll' by grade in October of each school year.



This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

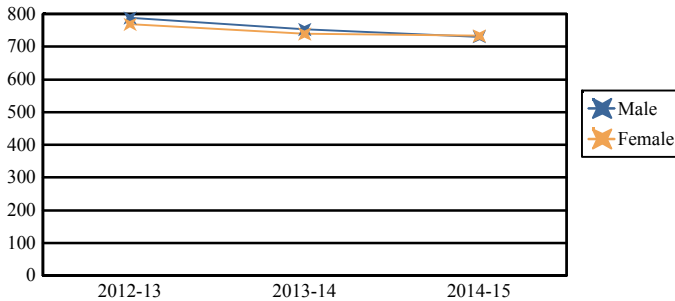


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,558
2013-14	1,493
2014-15	1,464

Enrollment by Gender

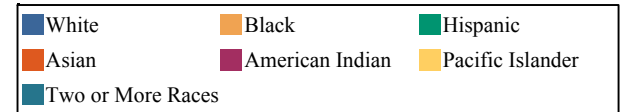
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	789	769
2013-14	753	740
2014-15	731	734

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	236	16%
Economically Disadvantaged Students	188	12.8%
English Language Learners	11	0.8%



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	68.0%
Russian	9.6%
Spanish	7.4%
Hebrew	3.4%
Korean	1.5%
Chinese	1.4%
Other	8.8%

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	57%	90	83
Math Met or Exceeded Expectation	43%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	576	57%	95%	85.2%	NO
White	383	58.7%	95%	83.2%	NO
African American	-	-	--	--	--
Hispanic	95	44.2%	95%	85.8%	NO
American Indian	-	-	--	--	--
Asian	70	68.6%	95%	95.9%	YES
Two or More Races	-	-	--	--	--
Students with Disability	95	13.7%	95%	82.2%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	67	40.3%	95%	78.7%	NO

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	534	42.9%	95%	83.8%	NO
White	365	46.3%	95%	82.9%	NO
African American	-	-	--	--	--
Hispanic	84	32.2%	95%	81.5%	NO
American Indian	-	-	--	--	--
Asian	61	42.7%	95%	93.8%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	62	37.1%	95%	77.5%	NO

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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Proficiency Outcomes - Biology

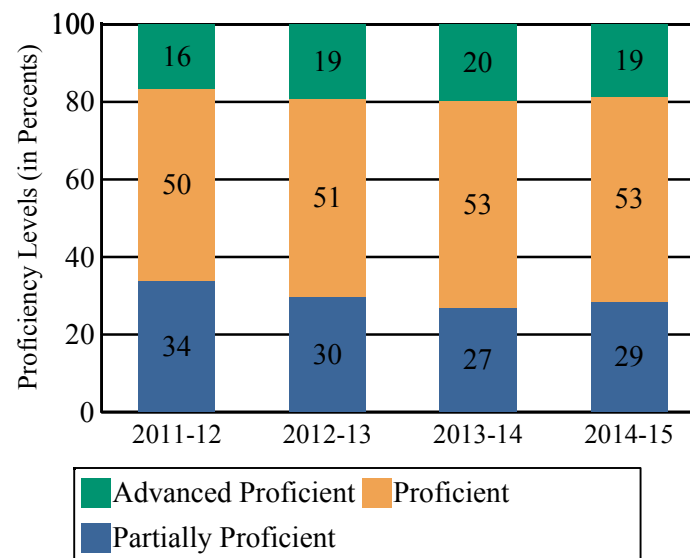
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	19%	53%	29%
White	22%	52%	26%
African American	-	-	-
Hispanic	10%	52%	38%
American Indian	-	-	-
Asian	17%	54%	29%
Two or More Races	-	-	-
Students with Disability	2%	23%	75%
English Language Learners	-	-	-
Economically Disadvantaged Students	8%	47%	45%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

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PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	300	758	739	7%	11%	22%	43%	17%	60%	41%
White	212	758	746	6%	12%	24%	43%	16%	58%	47%
African American	-	-	723	-	-	-	-	-	-	23%
Hispanic	47	750	725	11%	15%	23%	36%	15%	51%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	29	775	765	0%	0%	14%	55%	31%	86%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	54	720	706	30%	28%	30%	11%	2%	13%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	36	744	724	14%	11%	33%	36%	6%	42%	24%

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PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	273	756	735	11%	14%	20%	34%	21%	54%	38%
White	169	762	741	8%	11%	22%	37%	22%	60%	43%
African American	13	736	717	8%	46%	15%	23%	8%	31%	22%
Hispanic	48	736	720	23%	19%	21%	29%	8%	38%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	40	759	763	13%	15%	15%	30%	28%	58%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	38	717	698	32%	24%	29%	16%	0%	16%	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	31	737	718	16%	23%	23%	29%	10%	39%	23%

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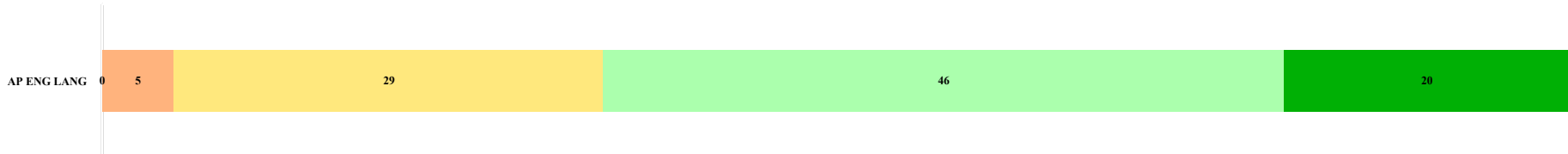
PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	211	738	741	15%	19%	30%	28%	8%	36%	42%
White	143	738	745	14%	20%	31%	27%	8%	35%	46%
African American	-	-	727	-	-	-	-	-	-	27%
Hispanic	26	722	731	35%	19%	27%	19%	0%	19%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	32	758	765	6%	3%	28%	47%	16%	63%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	34	713	712	35%	29%	21%	15%	0%	15%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	31	716	730	39%	19%	26%	16%	0%	16%	30%

Advanced Placement/International Baccalaureate English Performance Distribution

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP >= 3 or score IB >= 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	41	95.1%	3.80	3.36

- Data is suppressed to protect the confidentiality of the students.

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PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	176	736	740	6%	26%	35%	34%	0%	34%	40%
White	119	734	746	7%	29%	32%	32%	0%	32%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	33	739	725	3%	21%	39%	36%	0%	36%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	17	748	769	0%	12%	47%	41%	0%	41%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	52	718	710	15%	52%	19%	13%	0%	13%	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	30	735	725	7%	33%	27%	33%	0%	33%	21%

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PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	269	742	728	6%	26%	29%	28%	11%	39%	21%
White	178	746	731	6%	19%	29%	34%	12%	46%	24%
African American	13	734	716	0%	31%	54%	8%	8%	15%	7%
Hispanic	43	726	718	5%	56%	26%	12%	2%	14%	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	32	744	751	6%	22%	28%	31%	13%	44%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	29	735	718	3%	31%	34%	31%	0%	31%	8%

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PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	220	729	721	18%	25%	25%	31%	0%	31%	24%
White	153	730	725	18%	25%	23%	35%	0%	35%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	31	722	706	23%	32%	16%	29%	0%	29%	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	25	738	751	8%	16%	56%	20%	0%	20%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	25	713	705	36%	36%	12%	16%	0%	16%	9%

COLLEGE AND CAREER READINESS

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	89%	94	58	80%	YES
Percent of Students Participating in PSAT or PLAN	77%	29	43	60%	YES
Percent of Students Scoring Above 1550 on SAT	59%	94	79	40%	YES
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	22%	35	53	35%	NO
Percent of AP Tests >= 3 or IB Test >= 4 in English, Math, Social Studies or Science	93%	100	95	75%	YES
Summary		70	66		80%

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	84.7%	76.0%	79.1%
Participating in ACT	27.2%		25.2%
Participating in PSAT or PLAN	77.0%	85.4%	79.6%
Participating in Dual Enrollment	71.8%		14.9%

AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	34.3%	36.0%	36.3%
One or More Test	33.7%	28.8%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	22.5%	24.5%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

COLLEGE AND CAREER READINESS

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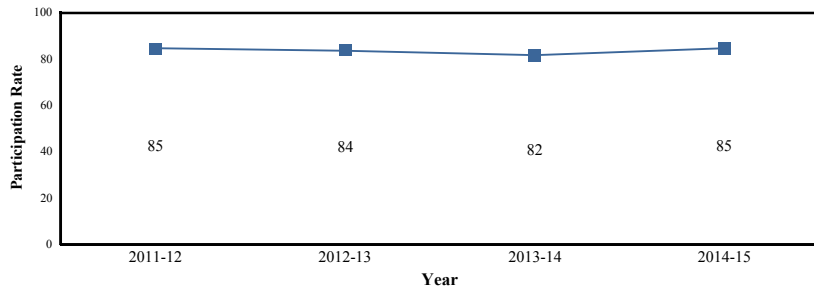
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Participation Trends - SAT Testing

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	59.0%	45.2%	43.8%

Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,602	1,536	1,508
Critical Reading	517	505	496
Mathematics	557	526	518
Writing	528	504	494

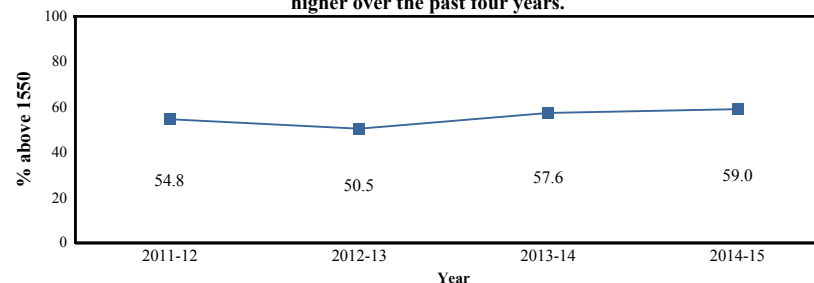
AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	85.9%	73.4%	72.4%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	92.8%	70.9%	69.7%

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	590	630	590
50th Percentile	520	560	530
25th Percentile	440	480	450

COLLEGE AND CAREER READINESS

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AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP Psychology	82	80
AP Calculus AB	61	60
AP English Literature and Composition	60	58
AP Statistics	55	53
AP English Language and Composition	42	42
AP Macroeconomics	36	36
AP Computer Science A	36	31
AP Calculus BC	34	33
AP Physics 1	32	30
AP Biology	29	27
AP U.S. History	29	29
AP Chemistry	25	25
AP European History	22	22
AP French Language	13	14
AP Spanish Language	13	13
AP Music Theory	11	10
AP Studio Art/Drawing Portfolio	8	6
AP Physics C	7	

AP/IB Course Name	Students Enrolled	Students Tested
AP Art/History of Art	5	5
AP Studio Art/Two-Dimensional	3	5
AP Studio Art/Three-Dimensional	1	1
AP Microeconomics		36
AP Chinese Language and Culture		9
AP Physics C: Electricity and Magnetism		7
AP Physics C: Mechanics		7

COLLEGE AND CAREER READINESS

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Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	3.6%	3.8%
Music	11.8%	17.8%
Visual Arts	32.2%	31.7%
Total: All Visual and Performing Arts	44.9%	49.9%

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	0.1%	18.3%
Structured Learning Experience	3.1%	7.0%

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

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This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	95%	75	58	78%	YES
Dropout Rate	0.4%	65	53	2%	YES
SUMMARY - Graduation & Post-Secondary		70	56		100%

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
Schoolwide	95%	78%
White	95%	
African American	-	
Hispanic	95%	
American Indian	-	
Asian	93%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	76%	
English Language Learners	-	
Economically Disadvantaged Students	87%	

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
Schoolwide	.4%	2%
White	.5%	
African American	0%	
Hispanic	.4%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	.8%	
English Language Learners	-	
Economically Disadvantaged Students	.5%	

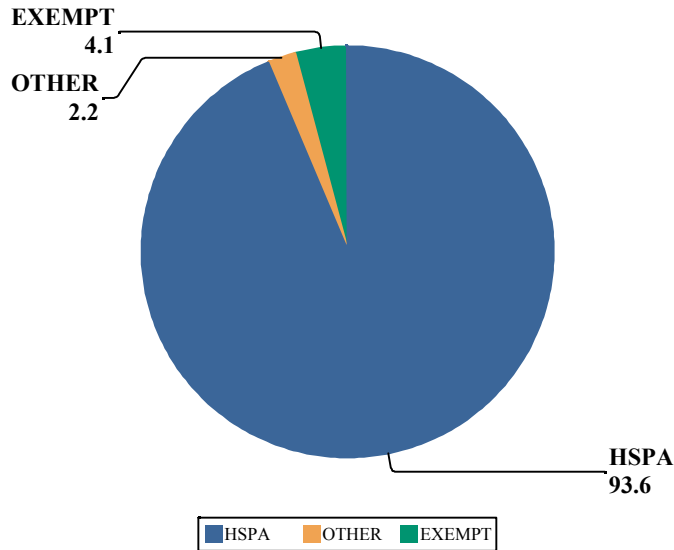
GRADUATION AND POSTSECONDARY

**BERGEN
FAIR LAWN BORO**

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Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	95%	95%
2013	96%	97%
2014	95%	96%
2015	95%	

GRADUATION AND POSTSECONDARY

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Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	78.5%	34.3%	64.7%
Schoolwide	89%	30.7%	69.3%
White	89.6%	27.8%	72.2%
African American	-	-	-
Hispanic	83.6%	53.6%	46.4%
Asian	95.5%	16.7%	83.3%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	75.4%	55.8%	44.2%
English Language Learners	-	-	-
Economically Disadvantaged Students	85.4%	54.3%	45.7%

WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN 09-12

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	826	850
75th	781	766
50th	759	739
25th	736	710
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	56

PARCC ALG-1 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	787	821
75th	753	762
50th	736	735
25th	720	711
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	51

WITHIN SCHOOL ACHIEVEMENT GAP

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FAIR LAWN BORO

GRADE SPAN 09-12

Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	790	766
50th	756	733
25th	724	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	66	67

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	818	850
75th	762	768
50th	738	740
25th	714	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	57

PARCC GEO 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	795	793
75th	765	747
50th	739	726
25th	720	710
0th	659	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	37

PARCC ALG-2 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	781	813
75th	756	748
50th	731	718
25th	706	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	56

SCHOOL CLIMATE

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Length of School Day

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

	School
2014-15	8 Hrs. 0 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	7 Hrs. 20 Mins.
Shared Time	3 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	13
Administrators	366

SCHOOL PEER GROUP

**BERGEN
FAIR LAWN BORO**

GRADE SPAN 09-12

**FAIR LAWN HIGH SCHOOL
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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	MAINLAND REGIONAL	MAINLAND REGIONAL HIGH SCHOOL	01-2910-050	09-12	26.4%	0%	14.2%
BERGEN	FAIR LAWN BORO	FAIR LAWN HIGH SCHOOL	03-1450-050	09-12	12.8%	0.8%	16%
BERGEN	MAHWAH TWP	MAHWAH HIGH SCHOOL	03-2900-050	09-12	10.7%	0.7%	14.2%
BURLINGTON	FLORENCE TWP	FLORENCE TOWNSHIP MEMORIAL HIGH SCHOOL	05-1520-050	09-12	24%	0.7%	9.9%
BURLINGTON	LENAPE REGIONAL	CHEROKEE HIGH SCHOOL	05-2610-040	09-12	11.9%	0.6%	17.8%
BURLINGTON	LENAPE REGIONAL	LENAPE HIGH SCHOOL	05-2610-050	09-12	15.4%	0.4%	14.2%
BURLINGTON	NORTHERN BURLINGTON REG	NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL	05-3690-050	09-12	14.1%	0.5%	16.2%
CAMDEN	BLACK HORSE PIKE REGIONAL	HIGHLAND REGIONAL HIGH SCHOOL	07-0390-020	09-12	28.2%	0.1%	15%
CAMDEN	BLACK HORSE PIKE REGIONAL	TIMBER CREEK REGIONAL HIGH SCHOOL	07-0390-030	09-12	28.1%	0%	11.8%
CAMDEN	EASTERN CAMDEN COUNTY REG	EASTERN REGIONAL HIGH SCHOOL	07-1255-050	09-12	10.8%	0.8%	11.6%
CHARTERS	HOBOKEN CS	HOBOKEN CHARTER SCHOOL	80-6720-930	KG-12	26.8%	0%	13.2%
ESSEX	MONTCLAIR TOWN	MONTCLAIR HIGH SCHOOL	13-3310-050	09-12	18.8%	0.2%	16.6%
GLOUCESTER	DELSEA REGIONAL H.S DIST.	DELSEA REGIONAL HIGH SCHOOL	15-4940-050	09-12	26.7%	0.2%	11.5%
GLOUCESTER	WEST DEPTFORD TWP	WEST DEPTFORD HIGH SCHOOL	15-5620-050	09-12	26.6%	0.1%	16.9%
MIDDLESEX	MONROE TWP	MONROE TOWNSHIP HIGH SCHOOL	23-3290-005	09-12	11.6%	0.6%	16.2%
MONMOUTH	FREEHOLD REGIONAL	FREEHOLD BOROUGH HIGH SCHOOL	25-1650-050	09-12	19.3%	0%	17.6%
MONMOUTH	HAZLET TWP	RARITAN HIGH SCHOOL	25-2105-050	09-12	15%	0.4%	15.3%
MONMOUTH	MANASQUAN BORO	MANASQUAN HIGH SCHOOL	25-2930-050	09-12	14.9%	0.8%	13%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	MATAWAN REGIONAL HIGH SCHOOL	25-3040-050	09-12	28.8%	0.1%	10%
MONMOUTH	MIDDLETOWN TWP	MIDDLETOWN HIGH SCHOOL NORTH	25-3160-050	09-12	15.9%	0.5%	14.1%
MORRIS	MOUNT OLIVE TWP	MOUNT OLIVE HIGH SCHOOL	27-3450-010	09-12	11.9%	0.5%	16.5%
MORRIS	ROXBURY TWP	ROXBURY HIGH SCHOOL DISTRICT	27-4560-050	09-12	12.9%	0.6%	13.9%

SCHOOL PEER GROUP

BERGEN

FAIR LAWN BORO

GRADE SPAN 09-12

**FAIR LAWN HIGH SCHOOL
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OCEAN	BRICK TWP	BRICK TOWNSHIP MEMORIAL HIGH SCHOOL	29-0530-025	09-12	24.5%	0.1%	15.6%
OCEAN	POINT PLEASANT BORO	POINT PLEASANT BOROUGH HIGH SCHOOL	29-4210-030	09-12	15.9%	0.7%	15.2%
OCEAN	TOMS RIVER REGIONAL	TOMS RIVER HIGH SCHOOL EAST	29-5190-030	09-12	22.1%	0.3%	11.5%
OCEAN	TOMS RIVER REGIONAL	TOMS RIVER HIGH SCHOOL NORTH	29-5190-040	09-12	23.6%	0.6%	10.6%
SALEM	WOODSTOWN-PILES GROVE REG	WOODSTOWN HIGH SCHOOL	33-5910-050	09-12	22.3%	0.6%	11.1%
SUSSEX	HIGH POINT REGIONAL	HIGH POINT REGIONAL HIGH SCHOOL	37-2165-030	09-12	13.9%	0.5%	16%
SUSSEX	LENAPE VALLEY REGIONAL	LENAPE VALLEY REGIONAL HIGH SCHOOL	37-2615-050	09-12	14.2%	1.1%	15.3%
SUSSEX	WALLKILL VALLEY REGIONAL	WALLKILL VALLEY REGIONAL HIGH SCHOOL DISTRICT	37-5435-060	09-12	17.9%	0%	20.3%
WARREN	WARREN HILLS REGIONAL	WARREN HILLS REGIONAL HIGH SCHOOL	41-5465-050	09-12	18.7%	0.6%	14.3%