



State of New Jersey  
2015-2016

03-3910-080

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Charles R Smith Early Childhood Center

271 SECOND STREET

PALISADES PARK, NJ 07650

## 2015-2016 School Performance Reports

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

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

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

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

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



### State of New Jersey 2015-2016

03-3910-080

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### Enrollment by Grade

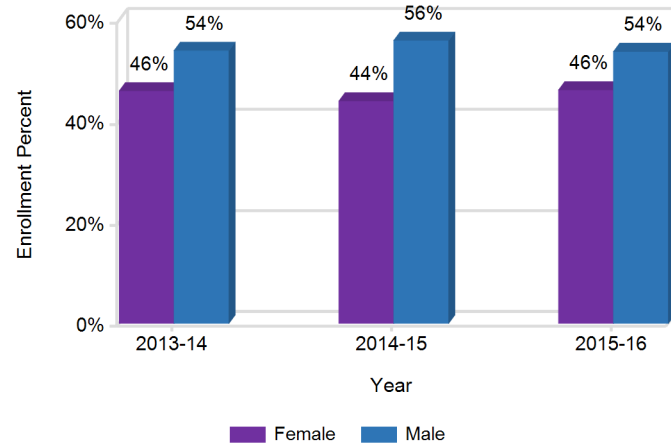
This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	1
Grade KG	166	151	151
Grade 01	146	168	140
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	36	45	63
<b>Total</b>	<b>348</b>	<b>364</b>	<b>355</b>

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

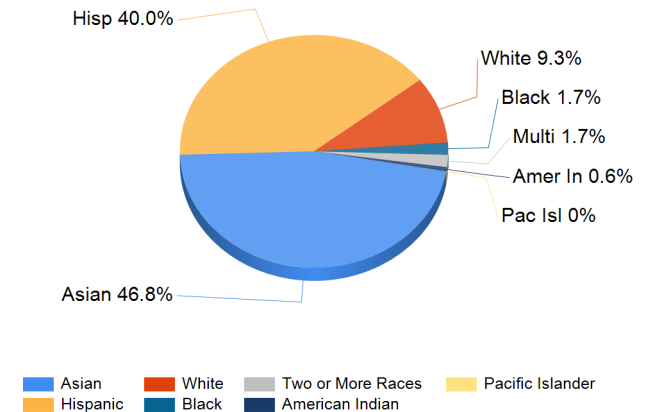
### Enrollment by Gender

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



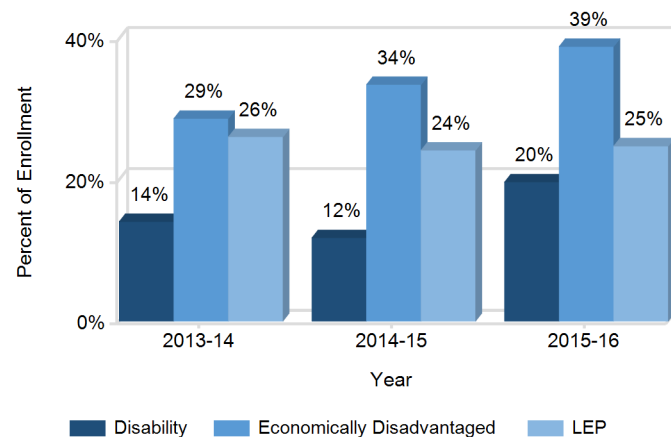
### Enrollment by Ethnic/ Racial Subgroup

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



### Enrollment Trends by Special Population

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



### Language Diversity

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

2015-2016	Percent
English	35.5%
Korean	33.2%
Spanish	27.3%
Chinese	1.1%
Russian	1.1%
Other	1.8%



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2015-2016

03-3910-080

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### Length of School Day

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

	School
2015-16	6 Hrs. 15 Mins.

### Instructional Time

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

2015-16	School
Full Time	6 Hrs. 5 Mins.
Shared Time	S

### Student to Staff Ratio

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

2015-16	School
Faculty	13:1
Administrator	178:1

### Student Suspension Rate

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

	School
2015-16	0.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	97%



State of New Jersey  
2015-2016

Grade Span 02-07

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State of New Jersey  
2015-2016

Grade Span 02-07

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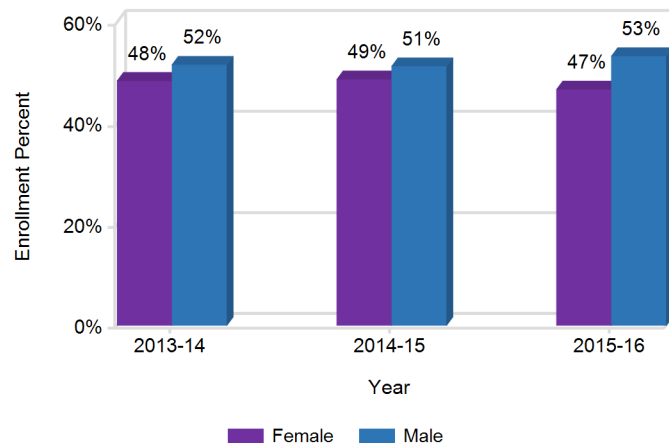
## Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 02	129	147	145
Grade 03	119	119	136
Grade 04	128	112	115
Grade 05	105	127	110
Grade 06	110	98	123
Grade 07	100	106	100
UG	1	1	3
<b>Total</b>	<b>692</b>	<b>710</b>	<b>732</b>

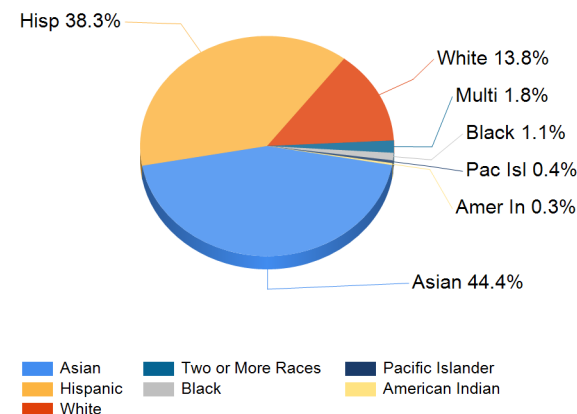
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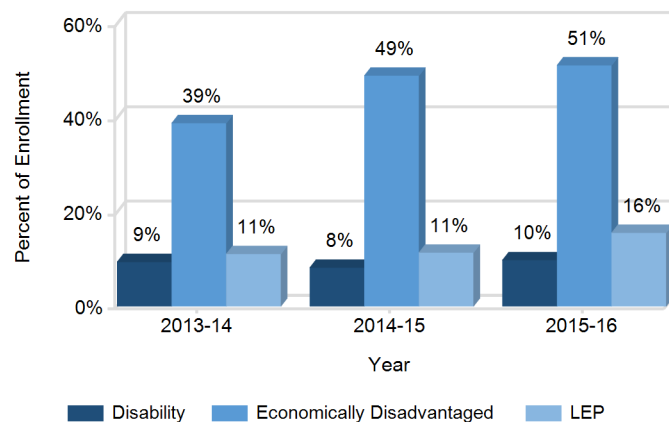
## Enrollment by Ethnic/ Racial Subgroup

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



## Enrollment Trends by Special Population

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



## Language Diversity

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

2015-2016	Percent
Korean	33.5%
English	32.2%
Spanish	26.5%
Chinese	2.0%
Armenian	0.8%
Other	5.0%

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



State of New Jersey  
2015-2016

Grade Span 02-07

03-3910-070

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

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

## Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	56%	S	53
Mathematics Met or Exceeded Expectations	47%	S	45

## Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	549	56%	53	98%	✓	562	47%	45	98%	✓
White	81	67%	64	93%	✓	81	44%	28	92%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	196	35%	35	97%	✓	207	22%	20	97%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	256	70%	37	100%	✓	258	68%	35	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	59	10%	27	91%	✓	59	14%	35	91%	✗
English Learner Students	51	4%	54	100%	✓	51	16%	52	100%	✓
Economically Disadvantaged Students	263	51%	81	98%	✓	273	38%	68	98%	✓



State of New Jersey  
2015-2016

Grade Span 02-07

03-3910-070

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## PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	124	749	749	746	18%	15%	15%	44%	8%	52%	48%
White	S	S	S	756	S	S	S	S	S	S	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	42	720	720	730	33%	26%	17%	24%	N	24%	31%
Asian	60	769	769	772	10%	7%	12%	55%	17%	72%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	S	753	S	S	S	S	S	S	55%
Students with Disability	S	S	S	718	S	S	S	S	S	S	22%
English Language Learners	S	S	S	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	52	737	737	727	27%	17%	12%	39%	6%	44%	28%
PARCC MATH											
<b>Schoolwide</b>	134	747	747	749	14%	10%	22%	37%	16%	53%	52%
White	S	S	S	757	S	S	S	S	S	S	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	50	717	717	736	34%	16%	26%	24%	N	24%	35%
Asian	61	769	769	777	2%	5%	16%	49%	28%	77%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	S	754	S	S	S	S	S	S	57%
Students with Disability	12	719	719	727	33%	33%	N	33%	N	33%	28%
English Language Learners	37	712	712	724	41%	16%	27%	14%	3%	16%	20%
Economically Disadvantaged Students	59	733	733	732	22%	19%	19%	34%	7%	41%	32%

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



State of New Jersey  
2015-2016

Grade Span 02-07

## PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	106	759	759	750	4%	14%	19%	42%	22%	63%	54%
White	S	S	S	759	S	S	S	S	S	S	64%
African American	S	S	S	733	S	S	S	S	S	S	33%
Hispanic	39	750	750	737	5%	13%	28%	46%	8%	54%	37%
Asian	55	768	768	773	N	16%	11%	40%	33%	73%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	13	717	717	723	23%	39%	23%	15%	N	15%	22%
English Language Learners	S	S	S	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	50	761	761	734	2%	8%	24%	48%	18%	66%	33%
PARCC MATH											
<b>Schoolwide</b>	111	739	739	745	5%	29%	29%	35%	2%	37%	47%
White	S	S	S	752	S	S	S	S	S	S	57%
African American	S	S	S	727	S	S	S	S	S	S	24%
Hispanic	44	729	729	733	7%	39%	34%	21%	N	21%	30%
Asian	55	750	750	771	4%	16%	27%	49%	4%	53%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	S	724	S	S	S	S	S	S	22%
English Language Learners	S	S	S	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	54	738	738	730	6%	33%	26%	32%	4%	35%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations





State of New Jersey  
2015-2016

Grade Span 02-07

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## PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	104	752	752	751	5%	15%	27%	44%	9%	53%	53%
White	17	764	764	758	N	18%	6%	59%	18%	77%	64%
African American	S	S	S	733	S	S	S	S	S	S	32%
Hispanic	40	731	731	738	13%	28%	35%	25%	N	25%	37%
Asian	43	768	768	773	N	5%	23%	58%	14%	72%	80%
American Indian	S	S	S	750	S	S	S	S	S	S	53%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	S	S	S	723	S	S	S	S	S	S	20%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	50	740	740	735	10%	16%	36%	38%	N	38%	33%
PARCC MATH											
<b>Schoolwide</b>	109	740	740	747	11%	24%	23%	32%	10%	42%	47%
White	17	736	736	753	12%	29%	12%	41%	6%	47%	57%
African American	S	S	S	728	S	S	S	S	S	S	24%
Hispanic	43	718	718	735	21%	33%	30%	16%	N	16%	31%
Asian	45	763	763	774	2%	11%	20%	44%	22%	67%	80%
American Indian	S	S	S	747	S	S	S	S	S	S	49%
Two or More Races	S	S	S	754	S	S	S	S	S	S	56%
Students with Disability	S	S	S	725	S	S	S	S	S	S	19%
English Language Learners	S	S	S	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	52	724	724	732	15%	37%	21%	27%	N	27%	28%

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



State of New Jersey  
2015-2016

Grade Span 02-07

## PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	116	749	749	750	7%	16%	27%	42%	9%	51%	52%
White	15	756	756	756	N	13%	13%	67%	7%	73%	61%
African American	N	N	N	732	N	N	N	N	N	N	31%
Hispanic	44	736	736	738	14%	25%	30%	30%	2%	32%	37%
Asian	53	757	757	772	4%	9%	28%	43%	15%	59%	79%
American Indian	S	S	S	750	S	S	S	S	S	S	58%
Two or More Races	S	S	S	755	S	S	S	S	S	S	60%
Students with Disability	S	S	S	719	S	S	S	S	S	S	15%
English Language Learners	S	S	S	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	63	745	745	735	8%	18%	32%	37%	6%	43%	33%
PARCC MATH											
<b>Schoolwide</b>	119	743	743	743	8%	15%	35%	35%	6%	41%	43%
White	15	746	746	750	N	13%	53%	33%	N	33%	53%
African American	N	N	N	724	N	N	N	N	N	N	20%
Hispanic	46	727	727	730	17%	26%	37%	17%	2%	20%	26%
Asian	54	755	755	768	4%	7%	26%	52%	11%	63%	76%
American Indian	S	S	S	745	S	S	S	S	S	S	50%
Two or More Races	S	S	S	748	S	S	S	S	S	S	49%
Students with Disability	S	S	S	717	S	S	S	S	S	S	13%
English Language Learners	S	S	S	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	65	735	735	728	12%	17%	39%	31%	2%	32%	23%

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State of New Jersey  
2015-2016

Grade Span 02-07

## PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	97	754	754	753	11%	9%	14%	45%	20%	65%	56%
White	19	762	762	760	N	5%	11%	74%	11%	84%	65%
African American	S	S	S	733	S	S	S	S	S	S	35%
Hispanic	32	734	734	739	25%	16%	16%	34%	9%	44%	41%
Asian	44	766	766	781	5%	7%	16%	41%	32%	73%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	S	S	S	716	S	S	S	S	S	S	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	48	750	750	735	15%	10%	13%	48%	15%	63%	37%
PARCC MATH											
<b>Schoolwide</b>	104	744	744	740	12%	12%	26%	42%	9%	51%	39%
White	19	748	748	747	N	5%	47%	42%	5%	47%	47%
African American	S	S	S	724	S	S	S	S	S	S	19%
Hispanic	39	719	719	729	28%	23%	28%	21%	N	21%	23%
Asian	44	764	764	763	2%	5%	14%	61%	18%	80%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	S	744	S	S	S	S	S	S	44%
Students with Disability	13	721	721	713	23%	23%	39%	15%	N	15%	9%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	53	736	736	727	15%	15%	25%	40%	6%	45%	21%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



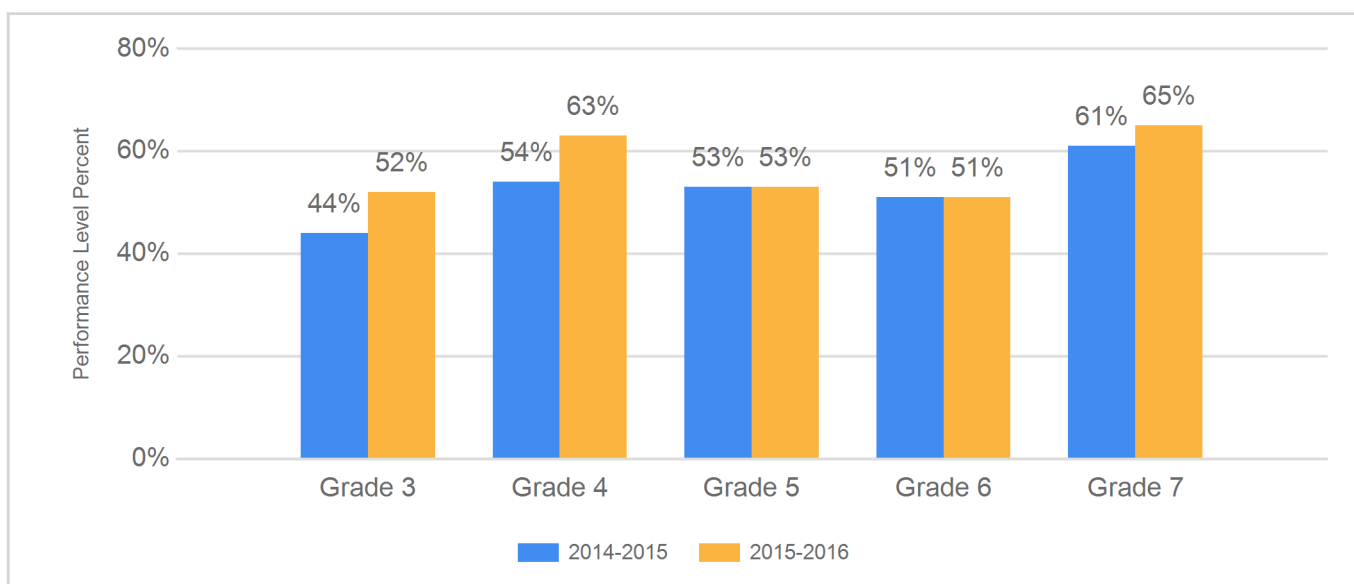
State of New Jersey  
2015-2016

Grade Span 02-07

03-3910-070  
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## PARCC ELA Performance Trends

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





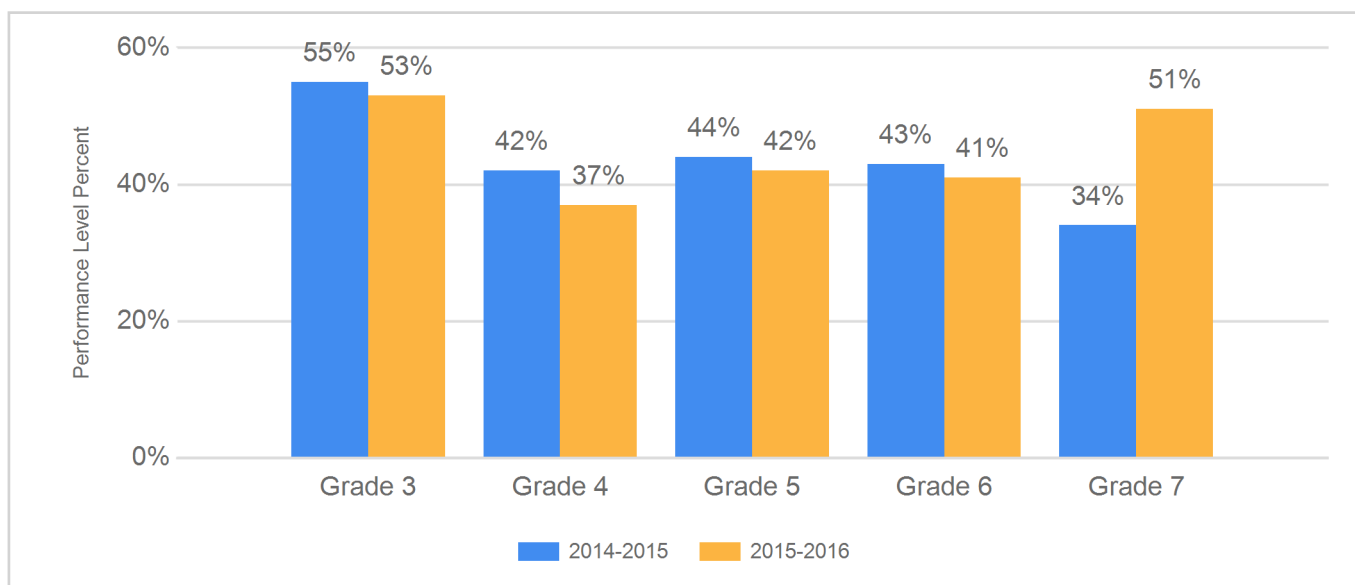
State of New Jersey  
2015-2016

Grade Span 02-07

03-3910-070  
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## PARCC Math Performance Trends

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





State of New Jersey  
2015-2016

Grade Span 02-07

03-3910-070

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

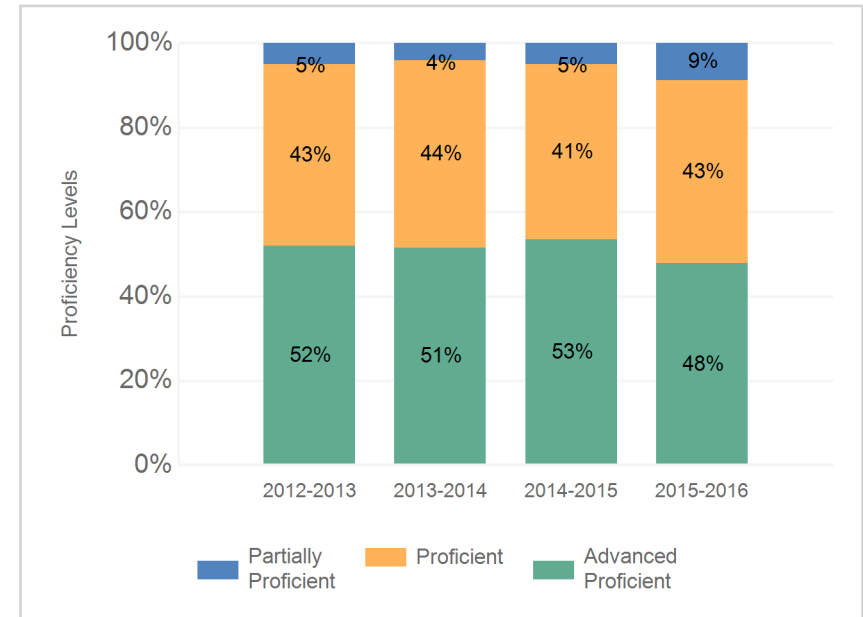
### NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	48%	43%	9%
White	S	S	S
African American	S	S	S
Hispanic	23%	66%	11%
American Indian	N	N	N
Asian	69%	26%	6%
Two or More Races	S	S	S
Students with Disability	23%	62%	15%
English Language Learners	S	S	S
Economically Disadvantaged Students	41%	52%	7%

### NJASK Proficiency Trends Science - Grade Level 04

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





State of New Jersey  
2015-2016

Grade Span 02-07

03-3910-070

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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

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



State of New Jersey  
2015-2016

Grade Span 02-07

03-3910-070  
BERGEN  
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Lindbergh Elementary School  
401 GLEN AVE  
PALISADES PARK, NJ 07650

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

### Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	57	S	50
Student Growth on Math	41	S	50

### Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	1%	0%
Partially Met (L2)	7%	6%	2%
Approached (L3)	8%	7%	6%
Met (L4)	6%	17%	21%
Exceeded (L5)	1%	4%	11%

### Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	1%	0%
Partially Met (L2)	14%	3%	2%
Approached (L3)	12%	11%	7%
Met (L4)	12%	12%	14%
Exceeded (L5)	0%	2%	5%





State of New Jersey  
2015-2016

Grade Span 02-07

03-3910-070

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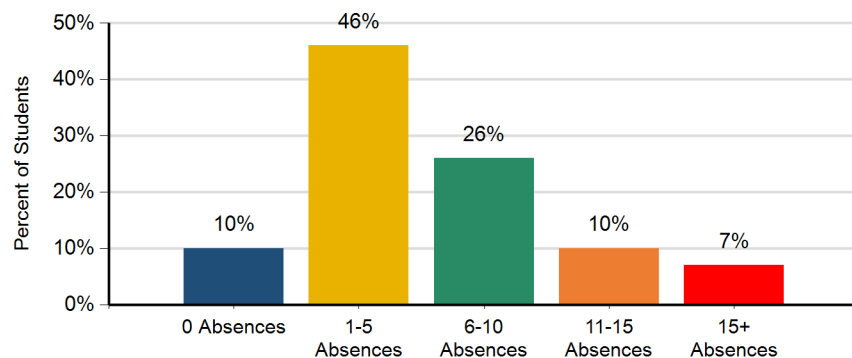
Lindbergh Elementary School

401 GLEN AVE

PALISADES PARK, NJ 07650

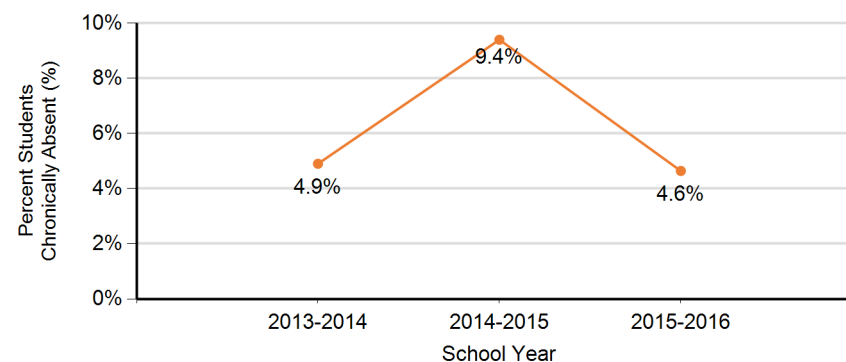
## Absenteeism

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



## Chronic Absenteeism Trend

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





State of New Jersey  
2015-2016

Grade Span 02-07

03-3910-070  
BERGEN  
PALISADES PARK  
Lindbergh Elementary School  
401 GLEN AVE  
PALISADES PARK, NJ 07650

### Length of School Day

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

	School
2015-16	6 Hrs. 20 Mins.

### Instructional Time

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

2015-16	School
Full Time	5 Hrs. 40 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

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

2015-16	School
Faculty	11:1
Administrator	183:1

### Student Suspension Rate

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

	School
2015-16	0.8%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

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

	School
2015-16	96%



State of New Jersey  
2015-2016

Grade Span 08-12

03-3910-050  
BERGEN  
PALISADES PARK  
Palisades Park Jr-Sr High School  
VETERANS PLAZA  
PALISADES PARK, NJ 07650

## 2015-2016 School Performance Reports

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

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

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

NJDOE welcomes feedback on the school performance reports: [Survey](#)  
If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey

2015-2016

Grade Span 08-12

03-3910-050

BERGEN

PALISADES PARK

Palisades Park Jr-Sr High School

VETERANS PLAZA

PALISADES PARK, NJ 07650

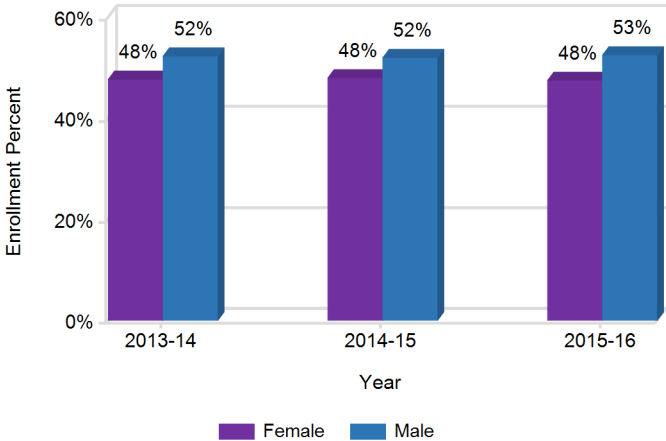
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 08	125	93	124
Grade 09	106	111	115
Grade 10	118	112	110
Grade 11	105	112	99
Grade 12	123	101	112
UG	0	0	0
Total	577	529	560

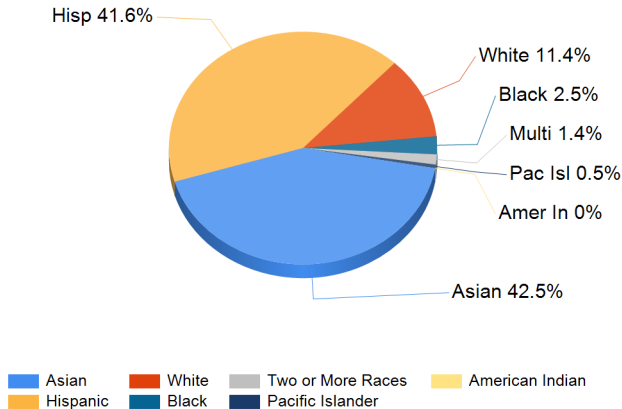
Enrollment by Gender

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



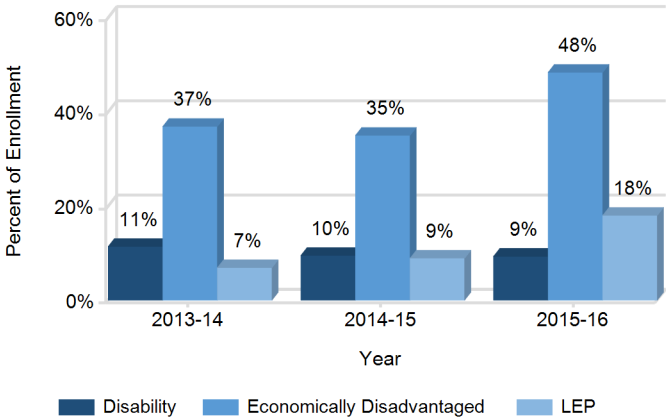
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	42.5%
Korean	29.1%
Spanish	20.7%
Chinese	2.3%
Russian	1.3%
Other	4.5%

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

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



State of New Jersey  
2015-2016

Grade Span 08-12

03-3910-050  
BERGEN  
PALISADES PARK  
Palisades Park Jr-Sr High School  
VETERANS PLAZA  
PALISADES PARK, NJ 07650

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	47%	S	60
Mathematics Met or Exceeded Expectations	29%	S	57

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	327	47%	60	98%	√	323	29%	57	97%	√
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	135	21%	29	97%	√	138	7%	21	97%	√
American Indian	N	N	N	N		N	N	N	N	
Asian	143	73%	61	100%	√	136	53%	49	99%	√
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	52	2%	57	98%	√	53	2%	46	98%	√
Economically Disadvantaged Students	143	33%	66	96%	√	145	17%	55	97%	√

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State of New Jersey  
2015-2016  
  
Grade Span 08-12

03-3910-050  
BERGEN  
PALISADES PARK  
Palisades Park Jr-Sr High School  
VETERANS PLAZA  
PALISADES PARK, NJ 07650

PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	112	754	754	749	12%	11%	21%	39%	17%	56%	55%
White	15	743	743	752	7%	7%	47%	40%	N	40%	63%
African American	S	S	S	740	S	S	S	S	S	S	34%
Hispanic	38	724	724	742	26%	24%	24%	24%	3%	26%	43%
Asian	54	775	775	781	4%	4%	13%	50%	30%	80%	82%
American Indian	N	N	N	718	N	N	N	N	N	N	52%
Two or More Races	S	S	S	758	S	S	S	S	S	S	59%
Students with Disability	S	S	S	712	S	S	S	S	S	S	16%
English Language Learners	S	S	S	705	S	S	S	S	S	S	9%
Economically Disadvantaged Students	52	737	737	740	19%	19%	23%	33%	6%	39%	38%
**PARCC MATH											
Schoolwide	96	722	722	719	33%	16%	25%	25%	1%	26%	26%
White	S	S	S	725	S	S	S	S	S	S	32%
African American	S	S	S	713	S	S	S	S	S	S	14%
Hispanic	45	702	702	715	58%	11%	20%	11%	N	11%	20%
Asian	35	741	741	739	9%	20%	26%	46%	N	46%	49%
American Indian	N	N	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	723	N	N	N	N	N	N	26%
Students with Disability	S	S	S	697	S	S	S	S	S	S	8%
English Language Learners	S	S	S	697	S	S	S	S	S	S	9%
Economically Disadvantaged Students	54	712	712	714	46%	13%	22%	17%	2%	19%	18%

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

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

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State of New Jersey  
2015-2016

Grade Span 08-12

03-3910-050  
BERGEN  
PALISADES PARK  
Palisades Park Jr-Sr High School  
VETERANS PLAZA  
PALISADES PARK, NJ 07650

PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	109	730	730	746	39%	8%	17%	21%	14%	35%	49%
White	11	732	732	754	27%	18%	18%	27%	9%	36%	58%
African American	S	S	S	729	S	S	S	S	S	S	30%
Hispanic	57	699	699	730	65%	9%	16%	11%	N	11%	34%
Asian	38	774	774	774	8%	5%	18%	32%	37%	68%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	S	S	S	713	S	S	S	S	S	S	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	59	716	716	729	53%	10%	14%	17%	7%	24%	31%

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

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State of New Jersey  
2015-2016

Grade Span 08-12

03-3910-050  
BERGEN  
PALISADES PARK  
Palisades Park Jr-Sr High School  
VETERANS PLAZA  
PALISADES PARK, NJ 07650

PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	109	737	737	740	25%	16%	11%	36%	13%	49%	44%
White	11	724	724	747	27%	27%	9%	27%	9%	36%	50%
African American	S	S	S	722	S	S	S	S	S	S	28%
Hispanic	43	715	715	726	35%	26%	12%	23%	5%	28%	33%
Asian	51	759	759	767	16%	4%	12%	47%	22%	69%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	S	S	S	702	S	S	S	S	S	S	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	35	726	726	723	34%	20%	9%	26%	11%	37%	30%

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

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State of New Jersey  
2015-2016  
  
Grade Span 08-12

03-3910-050  
BERGEN  
PALISADES PARK  
Palisades Park Jr-Sr High School  
VETERANS PLAZA  
PALISADES PARK, NJ 07650

\*\*PARCC ELA Performance Distribution - Grade 11

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	99	744	744	736	18%	12%	16%	41%	12%	54%	40%
White	11	763	763	739	18%	9%	N	27%	46%	73%	42%
African American	S	S	S	728	S	S	S	S	S	S	30%
Hispanic	43	733	733	732	26%	9%	26%	33%	7%	40%	37%
Asian	40	752	752	753	10%	15%	8%	58%	10%	68%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	S	736	S	S	S	S	S	S	39%
Students with Disability	S	S	S	710	S	S	S	S	S	S	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	48	732	732	730	29%	6%	19%	38%	8%	46%	33%

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

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

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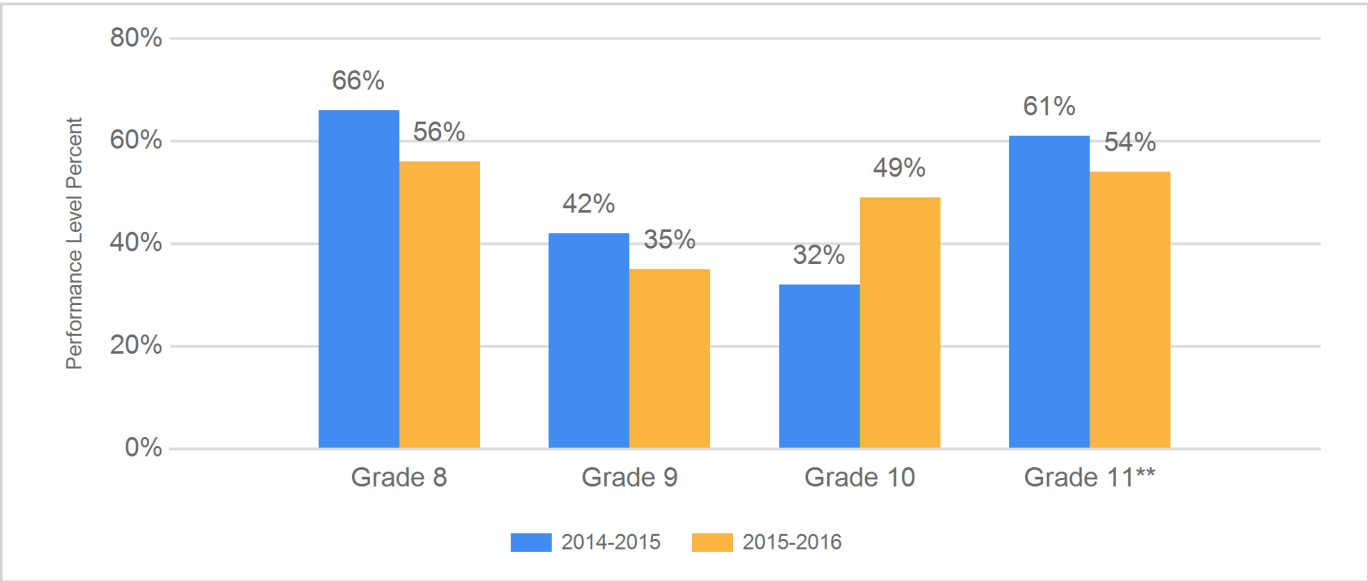


State of New Jersey  
2015-2016  
  
Grade Span 08-12

03-3910-050  
BERGEN  
PALISADES PARK  
Palisades Park Jr-Sr High School  
VETERANS PLAZA  
PALISADES PARK, NJ 07650

PARCC ELA Performance Trends

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



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State of New Jersey  
2015-2016

Grade Span 08-12

03-3910-050  
BERGEN  
PALISADES PARK  
Palisades Park Jr-Sr High School  
VETERANS PLAZA  
PALISADES PARK, NJ 07650

PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	132	729	729	727	27%	27%	15%	25%	6%	31%	41%
White	12	725	725	734	8%	50%	25%	17%	N	17%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	S	S	S	720	S	S	S	S	S	S	25%
Asian	46	766	766	746	2%	11%	20%	50%	17%	67%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	68	712	712	719	37%	34%	13%	13%	3%	16%	23%

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

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State of New Jersey  
2015-2016  
  
Grade Span 08-12

03-3910-050  
BERGEN  
PALISADES PARK  
Palisades Park Jr-Sr High School  
VETERANS PLAZA  
PALISADES PARK, NJ 07650

PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	87	724	724	730	9%	48%	28%	15%	N	15%	27%
White	S	S	S	736	S	S	S	S	S	S	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	S	S	S	720	S	S	S	S	S	S	13%
Asian	34	735	735	750	3%	29%	38%	29%	N	29%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	12%

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

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State of New Jersey  
2015-2016  
  
Grade Span 08-12

03-3910-050  
BERGEN  
PALISADES PARK  
Palisades Park Jr-Sr High School  
VETERANS PLAZA  
PALISADES PARK, NJ 07650

PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	90	719	719	722	36%	13%	27%	24%	N	24%	27%
White	S	S	S	728	S	S	S	S	S	S	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	S	S	S	707	S	S	S	S	S	S	12%
Asian	43	742	742	754	14%	12%	30%	44%	N	44%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	44	708	708	705	48%	16%	21%	16%	N	16%	11%

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

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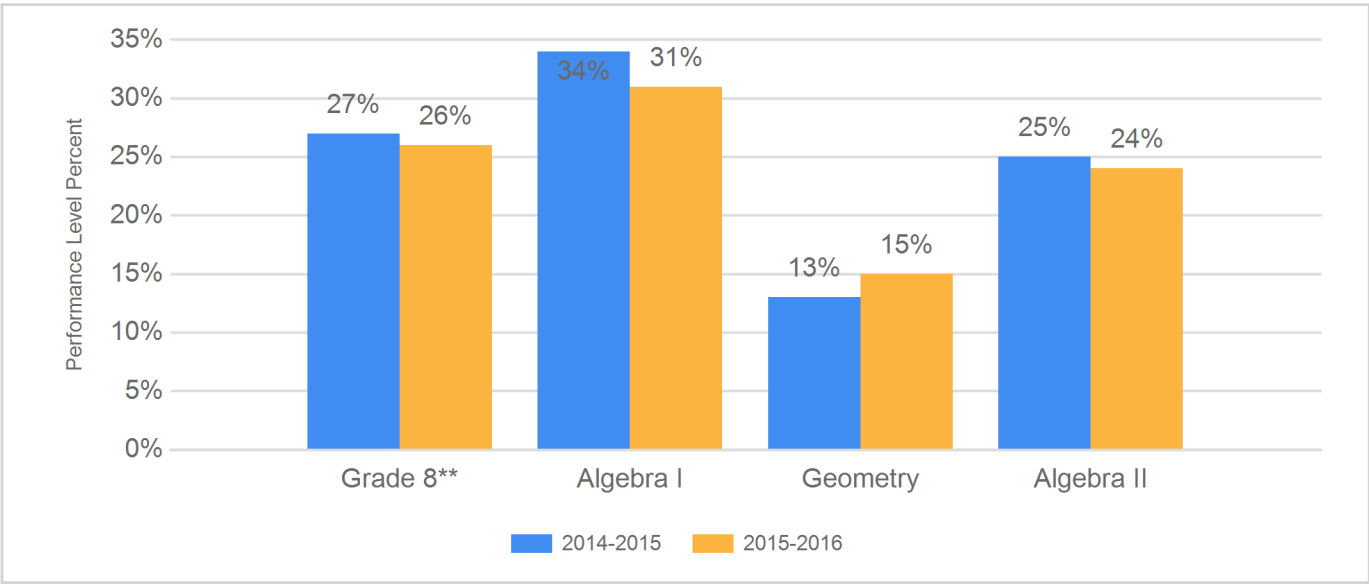


State of New Jersey  
2015-2016  
  
Grade Span 08-12

03-3910-050  
BERGEN  
PALISADES PARK  
Palisades Park Jr-Sr High School  
VETERANS PLAZA  
PALISADES PARK, NJ 07650

PARCC Math Performance Trends

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



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

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State of New Jersey  
2015-2016  
  
Grade Span 08-12

03-3910-050  
BERGEN  
PALISADES PARK  
Palisades Park Jr-Sr High School  
VETERANS PLAZA  
PALISADES PARK, NJ 07650

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

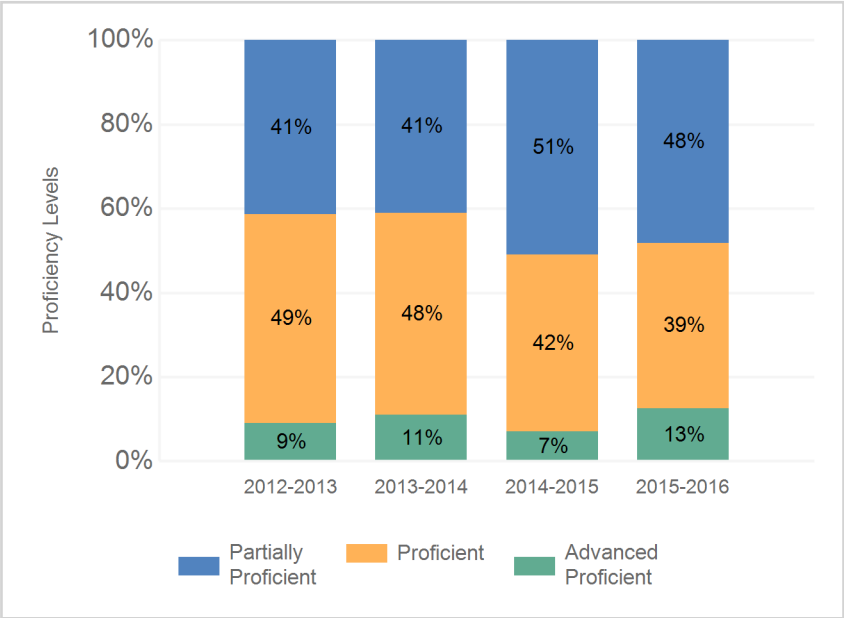
Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	13%	39%	48%
White	7%	57%	36%
African American	S	S	S
Hispanic	2%	22%	76%
American Indian	N	N	N
Asian	23%	49%	28%
Two or More Races	S	S	S
Students with Disability	N	N	100%
English Language Learners	N	9%	91%
Economically Disadvantaged Students	6%	37%	57%

Proficiency Trends - Biology

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



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State of New Jersey  
2015-2016  
  
Grade Span 08-12

03-3910-050  
BERGEN  
PALISADES PARK  
Palisades Park Jr-Sr High School  
VETERANS PLAZA  
PALISADES PARK, NJ 07650

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

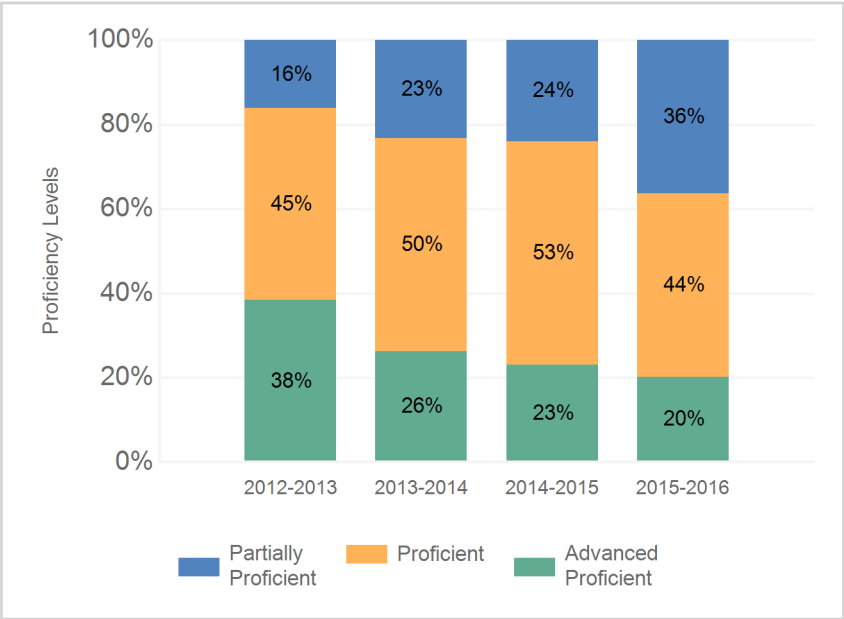
NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	20%	44%	36%
White	6%	63%	31%
African American	S	S	S
Hispanic	2%	33%	65%
American Indian	N	N	N
Asian	39%	48%	13%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	5%	95%
Economically Disadvantaged Students	12%	36%	53%

NJASK Proficiency Trends Science - Grade Level 08

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



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State of New Jersey  
2015-2016

Grade Span 08-12

03-3910-050  
BERGEN  
PALISADES PARK  
Palisades Park Jr-Sr High School  
VETERANS PLAZA  
PALISADES PARK, NJ 07650

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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

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State of New Jersey  
2015-2016

Grade Span 08-12

03-3910-050  
BERGEN  
PALISADES PARK  
Palisades Park Jr-Sr High School  
VETERANS PLAZA  
PALISADES PARK, NJ 07650

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

PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	59.2%	58.0%
Percent of Students Participating in ACT	3.6%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	927	950
SAT	-	-
Reading and Writing	531	537
Math	547	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	69%	71%
Math	530	54%	53%
ACT	-	-	-
Reading	22	75%	58%
English	18	100%	74%
Math	22	75%	61%
Science	23	50%	49%

PSAT/SAT/ACT Performance by Percentile

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

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1030	910	810
SAT	-	-	-
Reading and Writing	580	530	460
Math	620	530	440
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S

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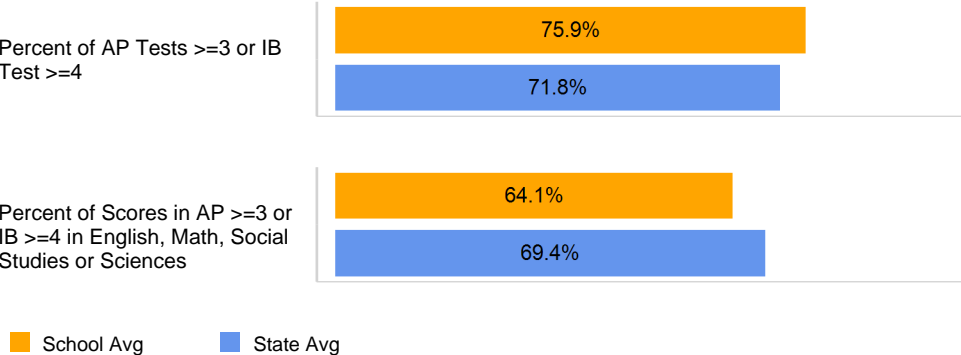
State of New Jersey  
2015-2016

Grade Span 08-12

03-3910-050  
BERGEN  
PALISADES PARK  
Palisades Park Jr-Sr High School  
VETERANS PLAZA  
PALISADES PARK, NJ 07650

AP/ IB Test Performance

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



Advanced Course Work Participation

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

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	32.7%	39.1%
One of More Test	25.6%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	18.5%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	10	7
AP Calculus AB	12	10
AP Calculus BC	9	9
AP Chemistry	7	0
AP Chinese Language and Culture	0	2
AP English Literature and Composition	12	9
AP Environmental Science	8	7
AP Italian Language and Culture	0	5
AP Physics 1	0	1
AP Physics B	12	0
AP Psychology	12	7
AP Spanish Language	6	6
AP Statistics	11	5
AP Studio Art—Drawing Portfolio	12	0
AP Studio Art—Two-Dimensional	0	4
AP U.S. Government and Politics	10	6
AP U.S. History	8	7
Student AP Tests >=3 and IB Tests >=4		41

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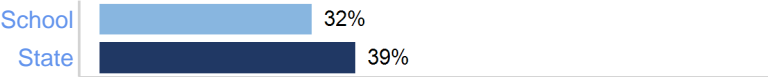
State of New Jersey  
2015-2016  
  
Grade Span 08-12

03-3910-050  
BERGEN  
PALISADES PARK  
Palisades Park Jr-Sr High School  
VETERANS PLAZA  
PALISADES PARK, NJ 07650

Visual and Performing Arts

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

MUSIC



DRAMA



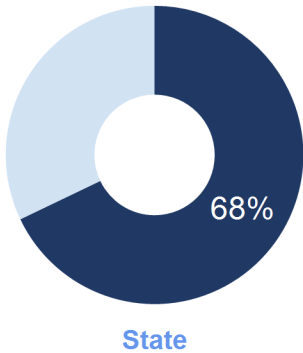
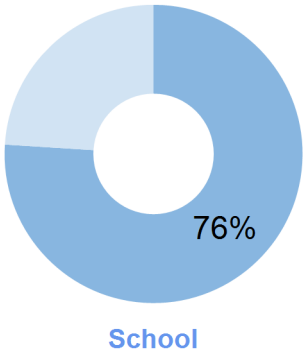
DANCE



VISUAL ARTS

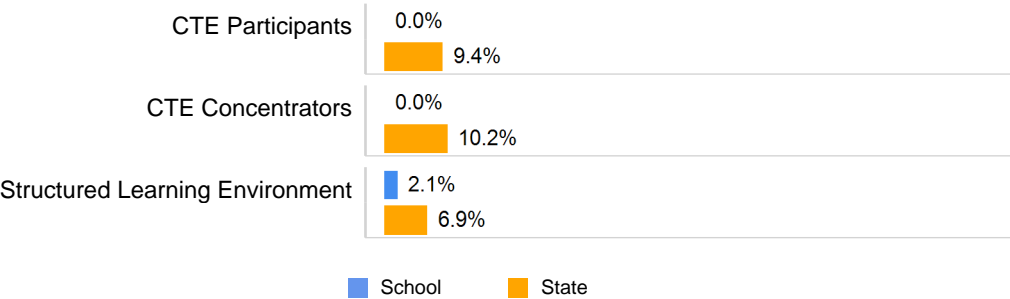


Any Visual and Performing Arts



Career and Technical Education Participation

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



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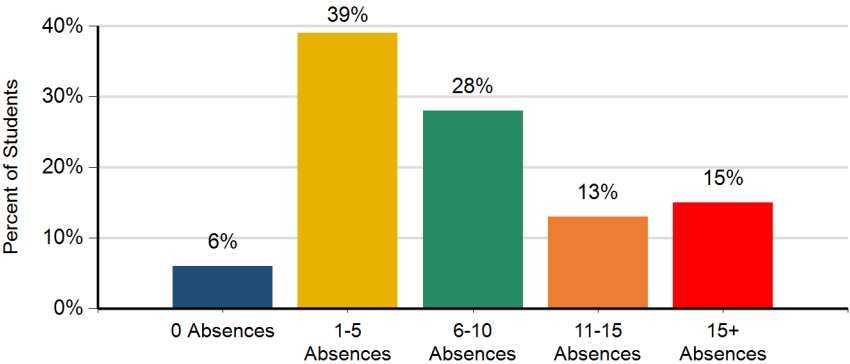
State of New Jersey  
2015-2016

Grade Span 08-12

03-3910-050  
BERGEN  
PALISADES PARK  
Palisades Park Jr-Sr High School  
VETERANS PLAZA  
PALISADES PARK, NJ 07650

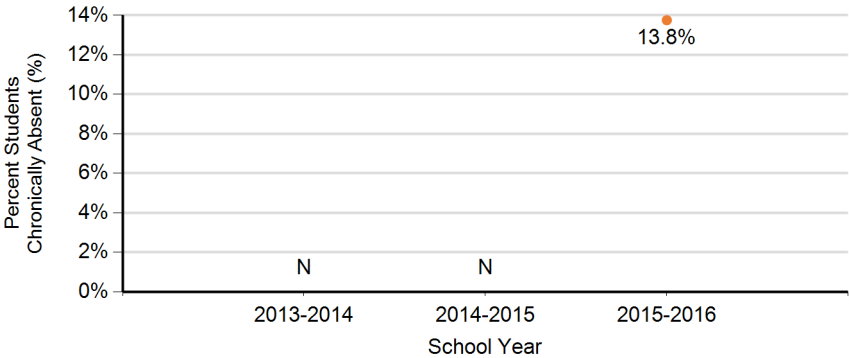
Absenteeism

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



Chronic Absenteeism Trend

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



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State of New Jersey  
2015-2016

Grade Span 08-12

03-3910-050  
BERGEN  
PALISADES PARK  
Palisades Park Jr-Sr High School  
VETERANS PLAZA  
PALISADES PARK, NJ 07650

Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	87.1%	26	81%
White	S	S	
African American	S	S	
Hispanic	85.4%	37	
American Indian	N	N	
Asian	87.3%	9	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	S	S	
English Language Learners	S	S	
Economically Disadvantaged Students	90.2%	65	

Dropout Rate by Subgroup

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

	School Rate	State Rate
Schoolwide	0.9%	1.2%
White	4.1%	0.6%
African American	N	2.6%
Hispanic	0.5%	2.2%
American Indian	N	3.4%
Asian	1.1%	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	1.0%	1.7%

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State of New Jersey  
2015-2016

Grade Span 08-12

03-3910-050  
BERGEN  
PALISADES PARK  
Palisades Park Jr-Sr High School  
VETERANS PLAZA  
PALISADES PARK, NJ 07650

Extended Year Graduation Rate

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

Class of	4-Year Rate	5-Year Rate
2013	90%	93%
2014	88%	90%
2015	90%	89%
2016	87%	

Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	75.3%	37.0%	63.0%
White	S	S	S
African American	S	S	S
Hispanic	71.0%	45.5%	54.5%
American Indian	0.0%	0.0%	0.0%
Asian	74.4%	20.7%	79.3%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	76.3%	27.6%	72.4%

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State of New Jersey  
2015-2016

Grade Span 08-12

03-3910-050  
BERGEN  
PALISADES PARK  
Palisades Park Jr-Sr High School  
VETERANS PLAZA  
PALISADES PARK, NJ 07650

Length of School Day

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

	School
2015-16	6 Hrs. 24 Mins.

Instructional Time

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

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

Student to Staff Ratio

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

2015-16	School
Faculty	10:1
Administrator	108:1

Student Suspension Rate

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

	School
2015-16	1.1%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	100%

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