NJ SCHOOL PERFORMANCE REPORT

Charles R Smith Early Childhood Center
(03-3910-080)
Grades Offered: PK-KG
2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

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- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
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Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Bergen
District	Palisades Park School District
Principal Name	Mrs. Jillian Vivanco
Address	271 SECOND STREET PALISADES PARK, NJ 07650
Phone Number	201-947-2761
Email Address	jvivanco@palpkschools.org
Website	https://www.palpkschools.org
Twitter	https://Twitter.com/ECCPalPk

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

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	65	0	71
KG	155	1	93
Total	220	1	164

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	44.5%	0.0%	50.0%
Male	55.5%	100.0%	50.0%
Economically Disadvantaged Students	45.5%	0.0%	45.1%
Students with Disabilities	21.8%	0.0%	23.2%
English Learners	25.9%	0.0%	51.2%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	9.1%	100.0%	3.0%
Hispanic	44.1%	0.0%	50.0%
Black or African American	0.5%	0.0%	1.8%
Asian	44.5%	0.0%	43.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.8%	0.0%	1.2%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	20	0	17
PK - Full Day	45	0	54
KG - Half Day	0	0	1
KG - Full Day	155	1	92

Enrollment by Home Language

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

Home Language	% of Students
Spanish	37.2%
English	31.1%
Korean	22.6%
Chinese	2.4%
Turkish	1.2%
Other Languages	4.3%

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English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	100.0%	56.6%	Exceeds Target

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	77	59.7%	40.3%
3-4	*	*	*
5 or more	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.
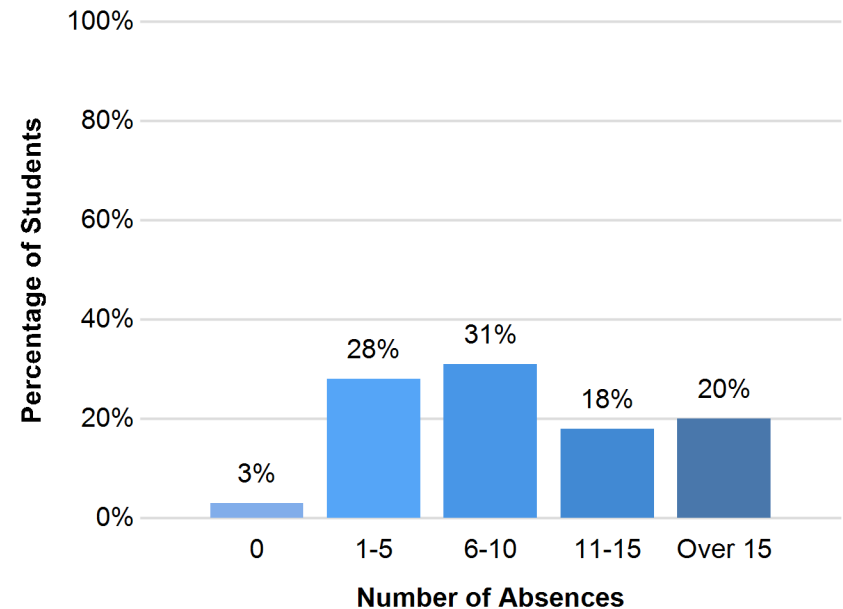
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	17	12.8	13.1	Met
White	1	8.3	**	**
Hispanic	10	15.6	13.1	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	6	11.3	13.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	9	12.5		
Male	8	13.1		
Economically Disadvantaged Students	11	16.4	13.1	Not Met
Students with Disabilities	4	40.0	**	**
English Learners	8	10.4	13.1	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Percentage of Students by Number of Absences:
- 0: 3%
- 1-5: 28%
- 6-10: 31%
- 11-15: 18%
- Over 15: 20%

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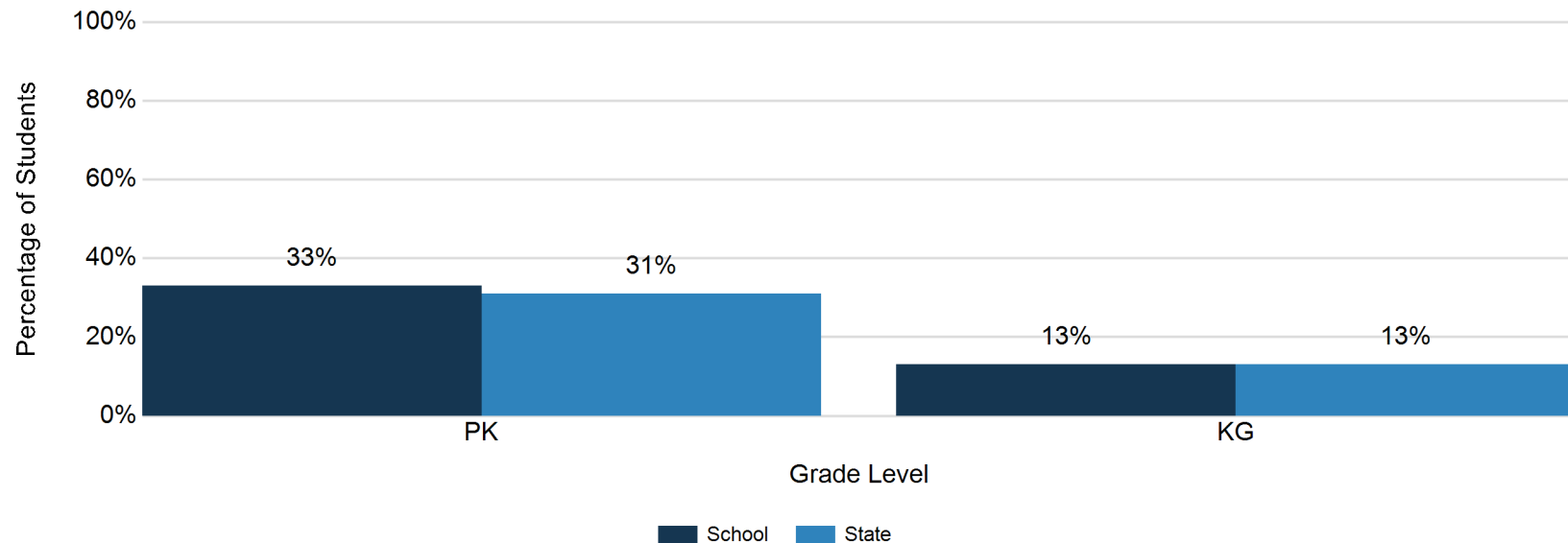
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Chronic Absenteeism by Grade

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

PK: School 33%, State 31%
KG: School 13%, State 13%

Legend: School, State

X-axis: Grade Level
Y-axis: Percentage of Students

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

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

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:15 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	4 Hrs 40 Mins
Shared Time - Instructional Time	4 Hrs. 40 Mins.

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

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

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	N	9,530
Average years experience in public schools	N	16.0
Average years experience in district	N	12.0
Percentage of Administrators with 4 or more years experience in the district	N	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	N	N
Students to Administrators	N	N
Teachers to Administrators	N	N
Students to Librarians/Media Specialists		N
Students to Nurses		N
Students to Counselors		N
Students to Child Study Team Members		N

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	N	N	N	48.4%	77.1%	54.9%
Male	N	N	N	51.6%	22.9%	45.1%
White	N	N	N	42.4%	83.6%	77.4%
Hispanic	N	N	N	29.9%	7.3%	7.2%
Asian	N	N	N	10.2%	2.0%	1.1%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher   N

Admin   N/A

Master's Degree

Teacher   N

Admin   N

Doctoral Degree

Teacher   N

Admin   N

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

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

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

Faculty Attendance

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

School Year	% Days Present
2018-19	96.0%

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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School Narrative

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

Highlights:

- The ECC provides Spanish and Korean Bilingual classes for those Kindergarten students that qualify. Additionally, English as a Second Language is provided to all English Language Learners.

- The ECC includes Blended Learning within the curriculum. The students utilize technology to interact in an ST Math program, and Middlebury Interactive to learn a world language.

- Positivity and character development are focal points within the school. Promoting a Student of the Month program and the use of Class DoJo enhances the positive behaviors that are exhibited.

Mission, Vision, Theme:

The Dr. Charles R. Smith, Jr. Early Childhood Center recognizes the individuality of each child. The engaging and nurturing school environment provided seeks to foster each child's intellectual, social, emotional, and physical development. The ECC seeks to develop excitement and enthusiasm while building the foundation for a lifetime of learning.

Awards, Recognition, Accomplishments:

A partnership between the Center for Food Action has been created in order to provide our needy students and families with a Weekend Snack through the Weekend Snack program.

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Courses, Curriculum, Instruction:	The students receive instruction in Word Study, Reading Workshop, Writing Workshop, Guided Reading, Math, Science, Social Studies, Guidance, and Spanish. Additionally, the students attend Specials classes such as: art, music, physical education, and technology.

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Before and After School Programs:	The ECC provides a Breakfast club in the morning for Kindergarten students, as well as After care.
Staff and Professional Learning:	The staff receives professional development opportunities within district, have the option to seek outside professional development, participate in Professional Learning Communities, and view training modules on Safeschools.

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Student Supports and Services:	Basic skills, English as a Second language, Child Study Team, 504s, I&RS, speech, occupational therapy, and physical therapy are available to all students that meet the requirements
Student Health and Wellness:	A sensory gym within the building allows for the students to receive services, take breaks, earn rewards, and calm down.
Parent and Community Involvement:	We always promote and welcome parent and community involvement. We are constantly reaching out to the community to form partnership.

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	Facilities:	Our building consists of two floors of classrooms that each contain their own classroom bathroom.
	School Safety:	A strict security policy and procedure has been implemented for our building to ensure maximum security at all times. We participate in the appropriate safety drills and always look for ways to update and improve procedures.

NJ SCHOOL PERFORMANCE REPORT

Lindbergh Elementary School

(03-3910-070)

Grades Offered: 01-06

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School Contact Information

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Type	Contact Information
County	Bergen
District	Palisades Park School District
Principal Name	Mrs. Toni Bongard
Address	401 GLEN AVE PALISADES PARK, NJ 07650
Phone Number	201-947-3556
Email Address	tbongard@palpkschools.org
Website	https://www.palpkschools.org
Twitter	https://Twitter.com/PalPkLindbergh

Lindbergh Elementary School

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
1	147	136	138
2	145	131	135
3	151	135	130
4	127	140	142
5	114	118	155
6	110	106	124
7	0	0	0
Total	794	766	826

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.0%	48.6%	47.3%
Male	52.0%	51.4%	52.7%
Economically Disadvantaged Students	51.0%	52.6%	53.4%
Students with Disabilities	8.2%	11.1%	11.1%
English Learners	17.5%	20.0%	24.7%
Homeless Students	0.0%	0.1%	0.1%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	1.8%	1.2%	0.5%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	12.2%	10.3%	10.5%
Hispanic	42.1%	46.1%	50.1%
Black or African American	1.1%	0.9%	1.0%
Asian	42.6%	41.1%	36.8%
Native Hawaiian or Pacific Islander	0.5%	0.4%	0.2%
American Indian or Alaska Native	0.1%	0.1%	0.4%
Two or More Races	1.4%	1.0%	1.0%

Enrollment by Home Language

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

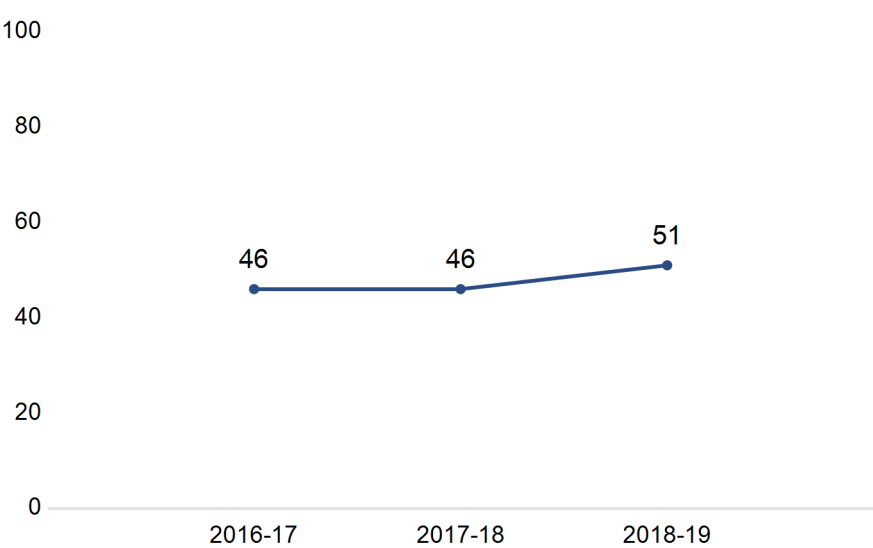| Home Language	% of Students
Spanish	38.0%
English	32.1%
Korean	23.7%
Arabic	1.5%
Turkish	1.0%
Other Languages	3.8%

NJ SCHOOL PERFORMANCE REPORT

Lindbergh Elementary School
(03-3910-070)
Grades Offered: 01-06
2018-2019

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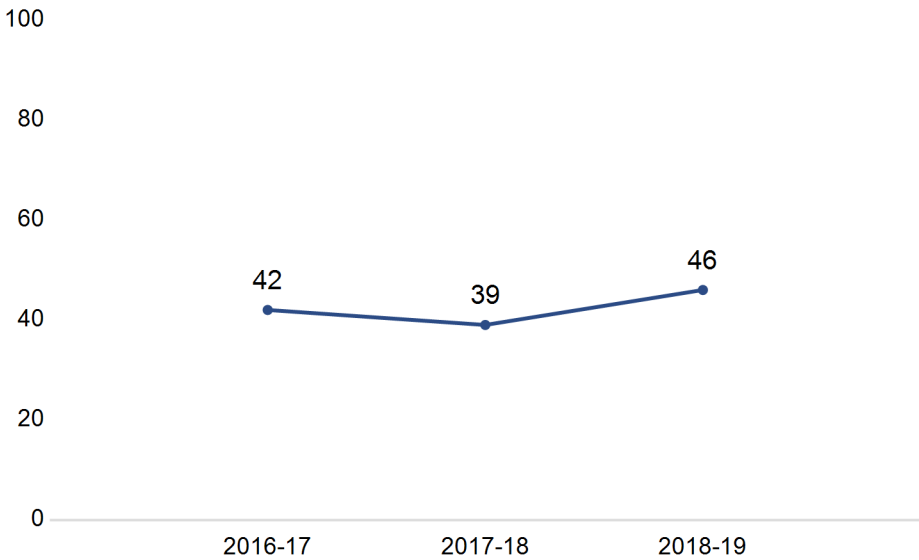
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

2016-17: 46
2017-18: 46
2018-19: 51

Math Median Student Growth Percentile

2016-17: 42
2017-18: 39
2018-19: 46

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46	46	51	42	39	46
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	51	50	50	Met Standard	46	47	50	Met Standard
White	46.5	46.5	50	Met Standard	38.5	38.5	52	Not Met
Hispanic	49	47	49	Met Standard	42	44	47	Met Standard
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	59.5	57.5	59	Met Standard	55	54	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	53	53	53	N	49	47	50	N
Male	50	48	47	N	43	46	51	N
Economically Disadvantaged Students	52	53	48	Met Standard	45	47	46	Met Standard
Students with Disabilities	49	46	43	Met Standard	46	44	45	Met Standard
English Learners	52.5	50.5	52	Met Standard	46	46	50	Met Standard
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	*	*	47	N	*	*	51	N

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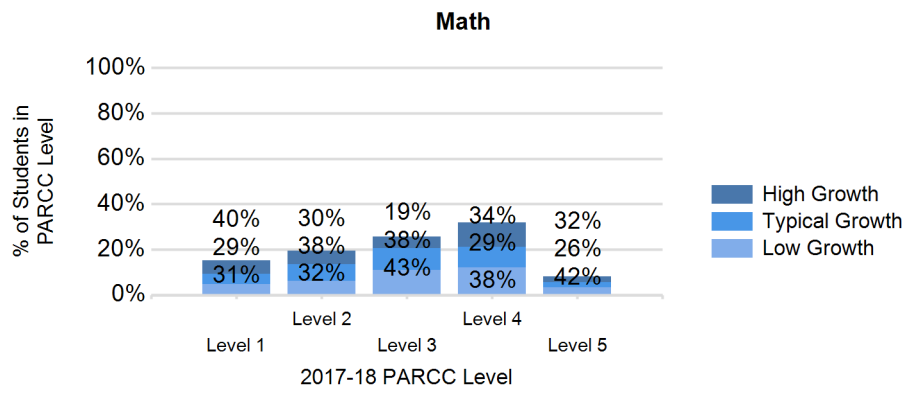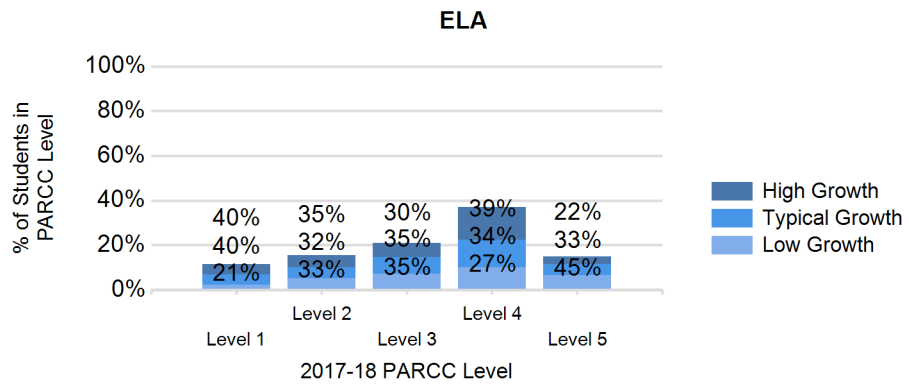† This indicates a table specific note, see note below table

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

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

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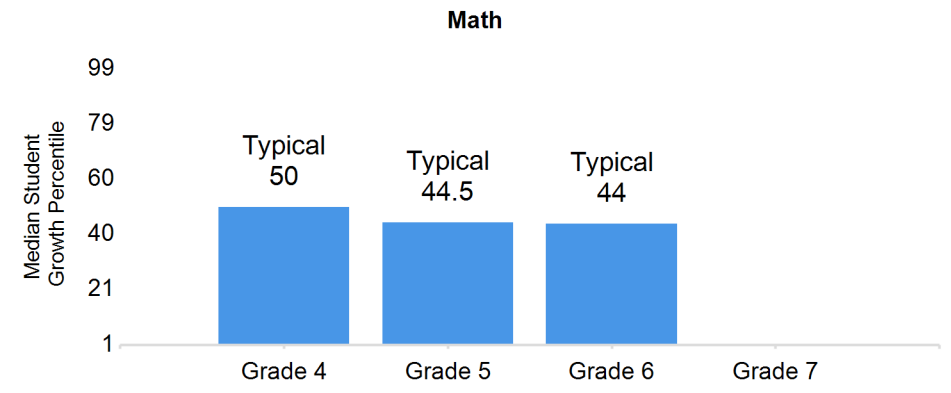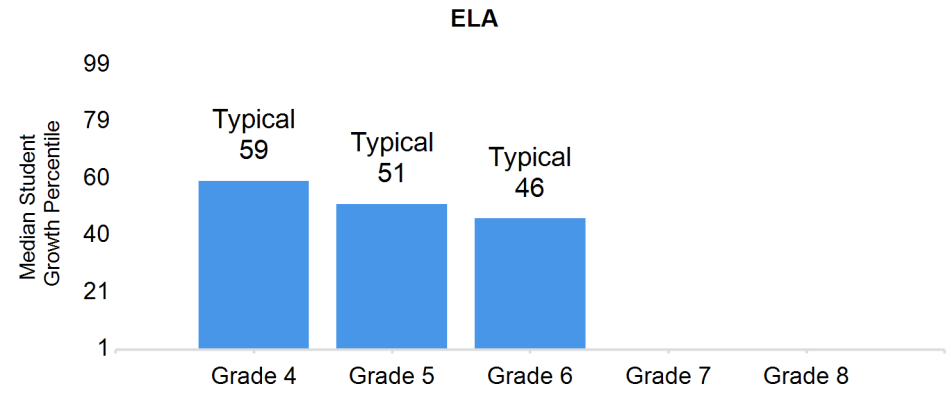
Student Growth by Performance Level

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

ELA — % of Students in PARCC Level vs 2017-18 PARCC Level
- Level 1: High Growth 40%, Typical Growth 40%, Low Growth 21%
- Level 2: High Growth 35%, Typical Growth 32%, Low Growth 33%
- Level 3: High Growth 30%, Typical Growth 35%, Low Growth 35%
- Level 4: High Growth 39%, Typical Growth 34%, Low Growth 27%
- Level 5: High Growth 22%, Typical Growth 33%, Low Growth 45%

Math — % of Students in PARCC Level vs 2017-18 PARCC Level
- Level 1: High Growth 40%, Typical Growth 29%, Low Growth 31%
- Level 2: High Growth 30%, Typical Growth 38%, Low Growth 32%
- Level 3: High Growth 19%, Typical Growth 38%, Low Growth 43%
- Level 4: High Growth 34%, Typical Growth 29%, Low Growth 38%
- Level 5: High Growth 32%, Typical Growth 26%, Low Growth 42%

Student Growth by Grade

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

ELA — Median Student Growth Percentile
- Grade 4: Typical 59
- Grade 5: Typical 51
- Grade 6: Typical 46
- Grade 7: (none)
- Grade 8: (none)

Math — Median Student Growth Percentile
- Grade 4: Typical 50
- Grade 5: Typical 44.5
- Grade 6: Typical 44
- Grade 7: (none)
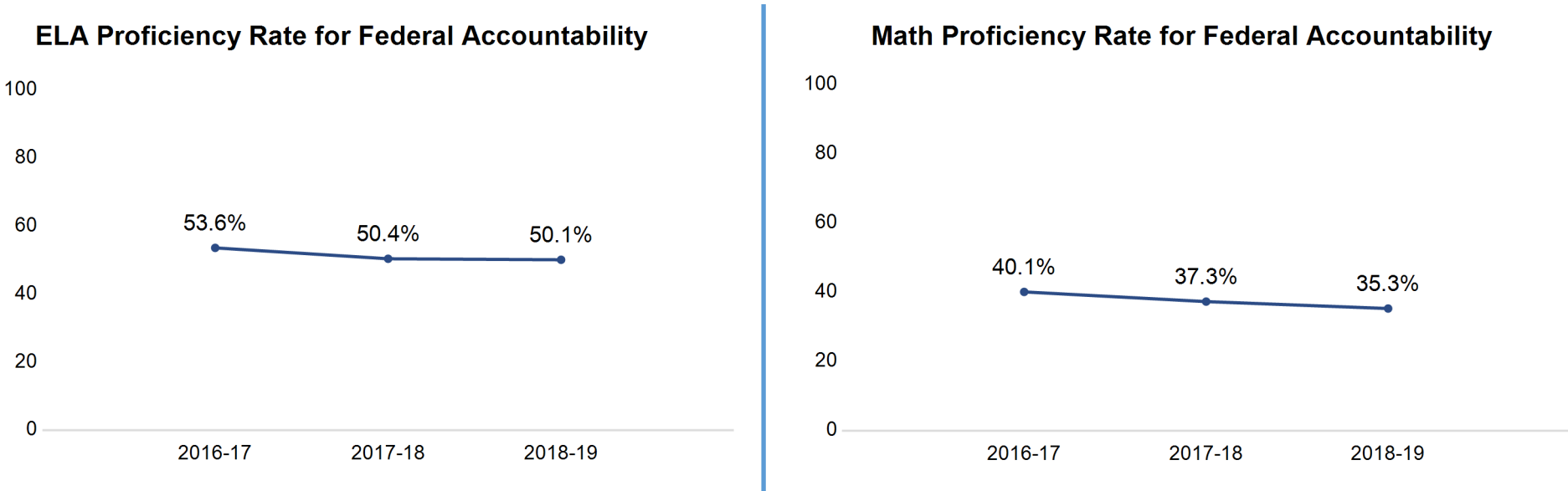
NJ SCHOOL PERFORMANCE REPORT

Lindbergh Elementary School

(03-3910-070)

Grades Offered: 01-06

2018-2019

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 53.6%
- 2017-18: 50.4%
- 2018-19: 50.1%

Math Proficiency Rate for Federal Accountability

- 2016-17: 40.1%
- 2017-18: 37.3%
- 2018-19: 35.3%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	98.5%	94.7%	98.6%	99.1%	98.0%
Proficiency Rate for Federal Accountability	53.6%	50.4%	50.1%	40.1%	37.3%	35.3%
Annual Target	57.7%	58.8%	60.0%	48.1%	49.8%	51.4%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	529	94.7	50.1	50.3	57.9	50.1	60	Not Met
White	60	92.4	43.3	48.4	66.9	43.3	67.5	Not Met
Hispanic	249	92.9	32.9	32.8	43.9	32.9	41.9	Not Met
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	203	97.1	71.9	72.6	82.9	71.9	71.1	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	10	100.0	80.0	*	64.4	80.0	**	**
Female	253	96.6	50.2	53.0	64.8	50.2		
Male	276	93.0	50.0	47.7	51.3	50.0		
Economically Disadvantaged Students	272	93.5	38.2	42.1	40.0	38.2	55	Not Met
Non-Economically Disadvantaged Students	257	95.9	62.6	59.3	67.9	62.6		
Students with Disabilities	73	97.3	16.4	14.5	22.7	16.4	20.2	Met Target†
Students without Disabilities	456	94.3	55.5	55.6	65.1	55.5		
English Learners	187	88.7	27.3	24.4	29.3	27.0	38.8	Not Met
Non-English Learners	342	98.3	62.6	61.3	60.6	62.6		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.

Lindbergh Elementary School
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English Language Arts Assessment - Performance Trends

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

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	128	741	741	748	17%	16%	24%	*	*	42%	50%
White	19	736	736	757	*	*	*	*	*	47%	60%
Hispanic	63	730	730	734	27%	17%	19%	*	*	37%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	40	761	761	773	*	*	28%	*	*	53%	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	67	739	739	753	18%	*	30%	*	*	39%	55%
Male	61	742	742	743	16%	*	18%	*	*	46%	46%
Economically Disadvantaged Students	68	730	730	731	*	*	25%	*	*	32%	33%
Non-Economically Disadvantaged Students	60	753	753	759	*	*	23%	*	*	53%	61%
Students with Disabilities	11	723	723	719	*	*	*	*	*	18%	24%
Students without Disabilities	117	742	742	754	*	*	*	*	*	44%	56%
English Learners	24	699	699	713	*	*	*	*	*	*	17%
Non-English Learners	104	750	750	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	*	*	*	727	*	*	*	*	*	*	24%

NJ SCHOOL PERFORMANCE REPORT

Lindbergh Elementary School
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Grades Offered: 01-06
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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	139	754	754	755	8%	17%	20%	35%	20%	55%	57%
White	11	727	727	763	*	*	*	*	*	27%	67%
Hispanic	68	736	736	743	*	26%	26%	*	*	35%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	57	779	779	779	0%	*	*	40%	40%	81%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	69	754	754	760	*	*	*	30%	20%	51%	62%
Male	70	754	754	750	*	*	*	39%	20%	59%	53%
Economically Disadvantaged Students	70	743	743	740	*	*	24%	*	*	43%	40%
Non-Economically Disadvantaged Students	69	765	765	765	*	*	16%	*	*	67%	69%
Students with Disabilities	15	743	743	725	*	*	*	*	*	40%	25%
Students without Disabilities	124	755	755	761	*	*	*	*	*	56%	64%
English Learners	22	704	704	720	*	*	*	*	*	*	17%
Non-English Learners	117	763	763	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	144	747	747	756	14%	12%	23%	43%	8%	51%	58%
White	16	739	739	764	*	*	*	*	*	44%	68%
Hispanic	65	730	730	743	23%	*	35%	*	*	28%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	55	767	767	781	*	*	*	58%	18%	76%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	67	750	750	761	*	*	21%	*	*	58%	64%
Male	77	745	745	750	*	*	25%	*	*	45%	52%
Economically Disadvantaged Students	78	737	737	740	*	*	24%	*	*	40%	39%
Non-Economically Disadvantaged Students	66	760	760	766	*	*	21%	*	*	65%	69%
Students with Disabilities	27	714	714	724	*	*	*	*	*	*	23%
Students without Disabilities	117	755	755	762	*	*	*	*	*	*	65%
English Learners	19	711	711	713	*	*	*	*	*	11%	11%
Non-English Learners	125	753	753	758	*	*	*	*	*	58%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

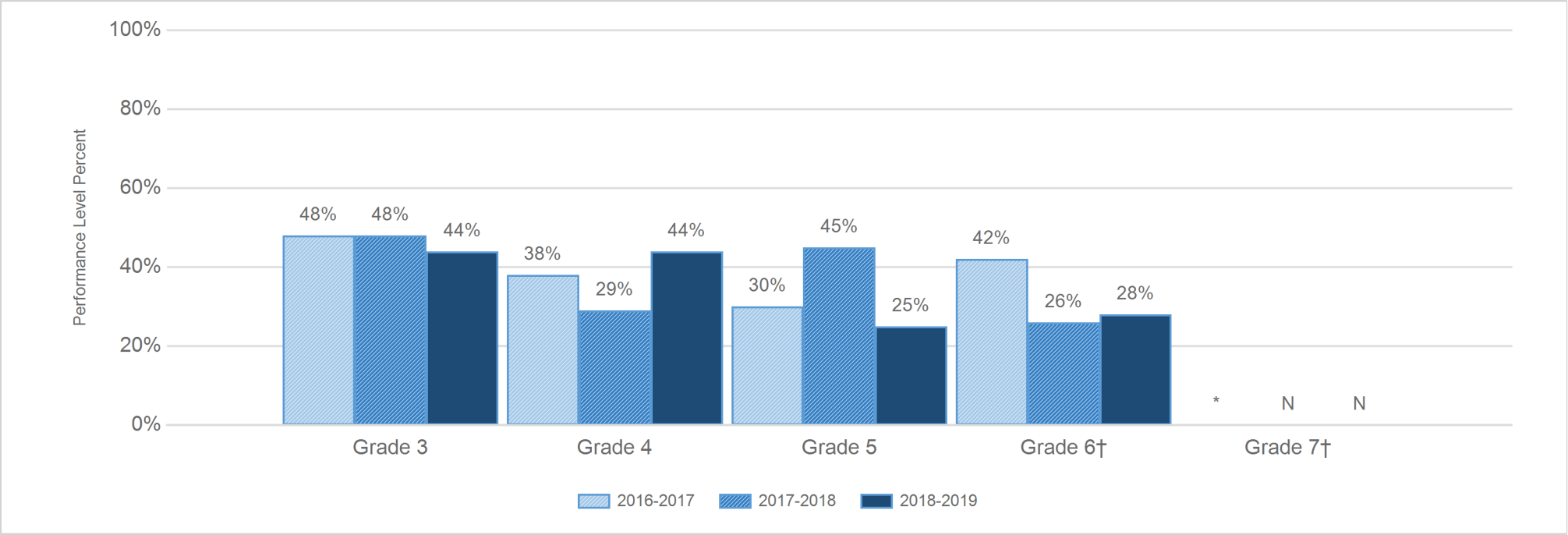| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	751	751	754	11%	9%	27%	39%	14%	53%	56%
White	14	750	750	762	0%	*	*	*	*	50%	65%
Hispanic	53	730	730	743	*	*	34%	*	*	32%	43%
Black or African American	N	N	N	738	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	49	774	774	780	*	*	*	45%	31%	76%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	52	751	751	762	*	*	29%	*	*	54%	64%
Male	64	752	752	748	*	*	25%	*	*	52%	48%
Economically Disadvantaged Students	57	736	736	740	*	*	30%	*	*	39%	39%
Non-Economically Disadvantaged Students	59	766	766	763	*	*	24%	*	*	66%	67%
Students with Disabilities	15	716	716	722	*	*	*	*	*	*	19%
Students without Disabilities	101	757	757	761	*	*	*	*	*	*	64%
English Learners	14	698	698	710	*	*	*	*	*	*	*
Non-English Learners	102	759	759	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	*	*	*	721	*	*	*	*	*	*	25%

Lindbergh Elementary School

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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	538	98.0	35.3	32.2	44.5	35.3	51.4	Not Met
White	60	95.4	30.0	26.6	54.1	30.0	48.6	Not Met
Hispanic	258	99.3	14.3	13.7	28.8	14.3	30.4	Not Met
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	203	97.1	63.1	58.2	76.5	63.1	69.6	Not Met
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	10	100.0	60.0	*	53.3	60.0	**	**
Female	256	98.5	33.2	30.1	44.9	33.2		
Male	282	97.7	37.2	34.2	44.2	37.2		
Economically Disadvantaged Students	280	99.0	23.6	22.8	26.3	23.6	44	Not Met
Non-Economically Disadvantaged Students	258	97.0	48.1	42.5	54.9	48.1		
Students with Disabilities	73	97.3	*	*	17.4	*	23.1	Not Met
Students without Disabilities	465	98.2	*	*	50.0	*		
English Learners	196	97.7	20.4	*	25.0	20.4	42.1	Not Met
Non-English Learners	342	98.3	43.9	*	46.5	43.9		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

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Mathematics Assessment – Performance Trends

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

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

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	742	742	752	11%	20%	25%	36%	8%	44%	55%
White	19	746	746	760	*	*	*	*	*	53%	66%
Hispanic	66	726	726	739	18%	32%	26%	*	*	24%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	40	766	766	778	0%	*	*	*	*	73%	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	70	737	737	751	*	*	27%	*	*	37%	54%
Male	61	748	748	752	*	*	23%	*	*	51%	56%
Economically Disadvantaged Students	71	729	729	737	*	*	24%	*	*	30%	37%
Non-Economically Disadvantaged Students	60	758	758	761	*	*	27%	*	*	60%	67%
Students with Disabilities	11	736	736	731	0%	*	*	*	*	18%	31%
Students without Disabilities	120	743	743	756	13%	*	*	*	*	46%	60%
English Learners	27	714	714	728	*	*	*	*	*	*	26%
Non-English Learners	104	749	749	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	*	*	*	728	*	*	*	*	*	*	28%

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	742	742	749	14%	18%	25%	*	*	44%	51%
White	11	731	731	757	*	*	*	*	*	18%	62%
Hispanic	71	720	720	737	25%	30%	28%	17%	0%	17%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	57	771	771	776	0%	*	*	*	*	82%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	70	740	740	749	*	19%	26%	*	*	40%	50%
Male	72	744	744	749	*	17%	24%	*	*	47%	52%
Economically Disadvantaged Students	73	730	730	734	*	*	30%	*	*	27%	32%
Non-Economically Disadvantaged Students	69	754	754	759	*	*	19%	*	*	61%	63%
Students with Disabilities	15	735	735	726	*	*	*	*	*	27%	25%
Students without Disabilities	127	743	743	754	*	*	*	*	*	46%	56%
English Learners	25	699	699	722	*	*	*	*	*	*	18%
Non-English Learners	117	751	751	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	153	731	731	747	14%	27%	34%	*	*	25%	47%
White	17	728	728	755	*	*	*	*	*	24%	58%
Hispanic	73	714	714	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	55	753	753	775	*	*	40%	*	*	47%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	69	732	732	747	14%	22%	41%	*	*	23%	47%
Male	84	730	730	747	14%	31%	29%	*	*	26%	47%
Economically Disadvantaged Students	84	723	723	732	*	33%	29%	*	*	18%	27%
Non-Economically Disadvantaged Students	69	741	741	757	*	19%	41%	*	*	33%	59%
Students with Disabilities	27	715	715	725	*	*	*	*	*	*	19%
Students without Disabilities	126	735	735	752	*	*	*	*	*	*	52%
English Learners	28	698	698	718	*	*	*	*	*	*	12%
Non-English Learners	125	739	739	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	122	732	732	741	16%	30%	27%	*	*	28%	41%
White	14	735	735	749	*	*	*	*	*	*	51%
Hispanic	59	710	710	729	*	*	*	*	*	*	24%
Black or African American	N	N	N	722	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	49	757	757	769	*	*	35%	*	*	55%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	52	731	731	742	*	29%	25%	*	*	29%	42%
Male	70	732	732	740	*	30%	29%	*	*	27%	40%
Economically Disadvantaged Students	63	719	719	726	*	33%	22%	*	*	16%	21%
Non-Economically Disadvantaged Students	59	746	746	750	*	25%	32%	*	*	41%	53%
Students with Disabilities	15	714	714	716	*	*	*	*	*	*	12%
Students without Disabilities	107	734	734	746	*	*	*	*	*	*	46%
English Learners	20	701	701	709	*	*	*	*	*	*	*
Non-English Learners	102	738	738	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	*	*	*	717	*	*	*	*	*	*	20%

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	36.4%	40.9%	Met Target†

  † Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	76	*	*
3-4	79	*	*
5 or more	25	76.0%	24.0%

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

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
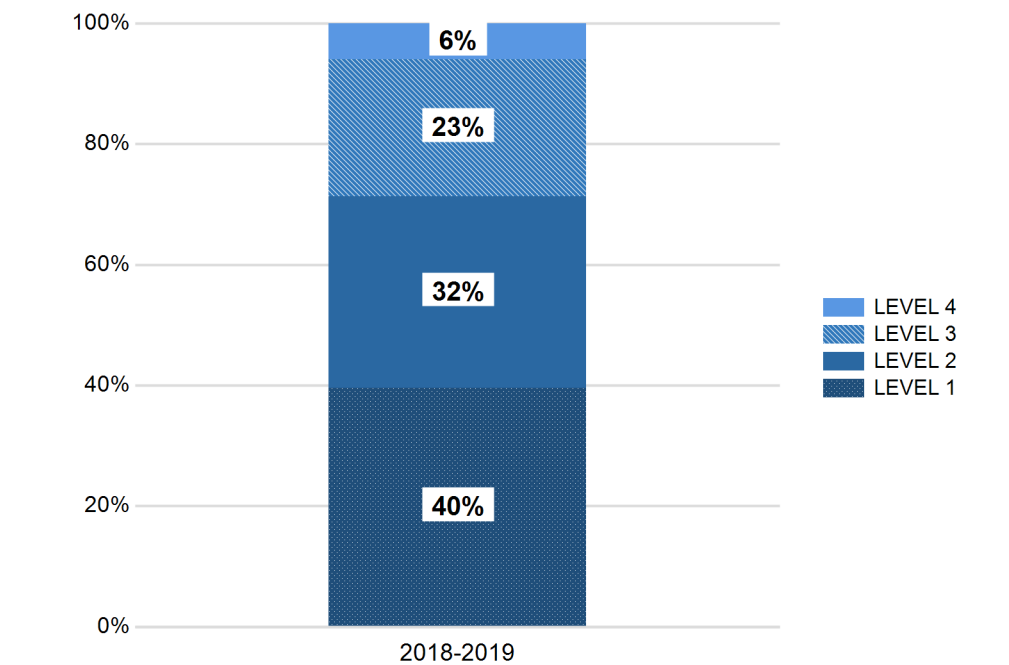
NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

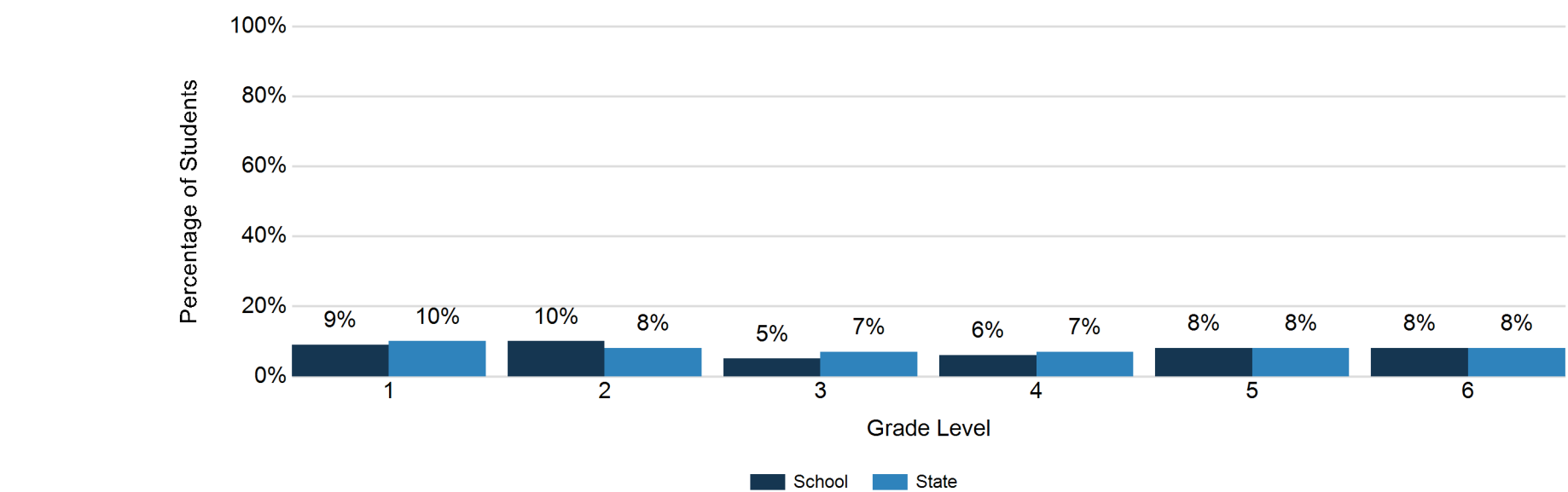| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	40	32	23	6
White	47	24	29	0
Hispanic	55	36	8	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	18	29	38	15
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	38	38	22	3
Male	41	27	24	8
Economically Disadvantaged Students	47	34	19	0
Non-Economically Disadvantaged Students	30	29	28	13
Students with Disabilities	70	27	3	0
Students without Disabilities	32	33	27	7
English Learners	79	21	0	0
Non-English Learners	30	34	28	7
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	63	7.6	8.1	Met
White	9	10.2	8.1	Not Met
Hispanic	43	10.4	8.1	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	8	2.6	8.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	31	7.9		
Male	32	7.3		
Economically Disadvantaged Students	34	7.7	8.1	Met
Students with Disabilities	13	13.3	8.1	Not Met
English Learners	14	7.0	8.1	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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

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Chronic Absenteeism by Grade

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.33

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

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

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 10 Mins
Shared Time - Instructional Time	5 Hrs. 10 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	2.1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

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

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	N	9,530
Average years experience in public schools	N	16.0
Average years experience in district	N	12.0
Percentage of Administrators with 4 or more years experience in the district	N	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	N	N
Students to Administrators	N	N
Teachers to Administrators	N	N
Students to Librarians/Media Specialists		N
Students to Nurses		N
Students to Counselors		N
Students to Child Study Team Members		N

Lindbergh Elementary School

(03-3910-070)

Grades Offered: 01-06

2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
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 † This indicates a table specific note,see note below table

Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	N	N	N	48.4%	77.1%	54.9%
Male	N	N	N	51.6%	22.9%	45.1%
White	N	N	N	42.4%	83.6%	77.4%
Hispanic	N	N	N	29.9%	7.3%	7.2%
Asian	N	N	N	10.2%	2.0%	1.1%

Lindbergh Elementary School
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2018-2019

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher   N

Admin   N/A

Master's Degree

Teacher   N

Admin   N

Doctoral Degree

Teacher   N

Admin   N

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

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

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

Faculty Attendance

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

School Year	% Days Present
2018-19	97.2%

Lindbergh Elementary School

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

Lindbergh Elementary School

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2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

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

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

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

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

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

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

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

NJ SCHOOL PERFORMANCE REPORT

Lindbergh Elementary School

(03-3910-070)

Grades Offered: 01-06

2018-2019

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	53.6%	50.4%	50.1%
Math Proficiency	40.1%	37.3%	35.3%
ELA Growth	46	46	51
Math Growth	42	39	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		66.2%	36.4%
Chronic Absenteeism	4.9%	6.4%	7.6%

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

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

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

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

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

NJ SCHOOL PERFORMANCE REPORT

Lindbergh Elementary School

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Lindbergh Elementary School
(03-3910-070)
Grades Offered: 01-06
2018-2019

School Narrative

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

Highlights:	• Some highlights of our curriculum includes My Math, ST Math, Balanced Literacy, including Reading Workshop, Writing Fundamentals, and Word Study. • Technology includes laptops, iPods, iPads, document readers, as well as interactive white boards in most classrooms. • Students enjoy a wide-array of after school classes through the 21st Century and Cultural Arts Programs.
Mission, Vision, Theme:	Lindbergh Elementary School is dedicated to providing our students with optimum learning experiences to assist them in reaching their fullest potential and enabling them to take their places in today's society. Believing that all students can succeed, administration and faculty promote high standards and expectations as well as engaging active and creative minds equipped for the 21st Century.
Awards, Recognition, Accomplishments:	Palisades Park Public Schools - Top 100 Schools in New Jersey for both 2017 and 2018.

Lindbergh Elementary School

(03-3910-070)

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2018-2019

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School Narrative

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Clubs and Activities:	Activities include Student Council, Yearbook, Band, and Chorus. G & T programs are also available through Lindbergh Enrichment Activities Program (LEAP) and G & T Art.

NJ SCHOOL PERFORMANCE REPORT

Lindbergh Elementary School

(03-3910-070)

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2018-2019

School Narrative

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Before and After School Programs:	Before School Programs include: Breakfast Club, Extra Help, Mile Club, and Fitness Wednesday. After School Programs include: After Care, Cultural Arts, Homework Club, and 21st Century Program.
Staff and Professional Learning:	Professional Development for teachers takes place through PLCs, after-school meetings, in-service opportunities, and out of district workshops.

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Student Supports and Services:	Students are supported by an ESL program, Child Study Team, Title 1, Extra Help, small group before school instruction for struggling students, and an I&RS Team.
Student Health and Wellness:	Many activities are offered to promote health and wellness. Mile Club, Fitness Wednesday, Turkey Trot, Field Day, Breakfast Club, Mindfulness Activities, Physical Education & Health Classes, and recess are some examples.
Parent and Community Involvement:	A high level of parental involvement exists through the PTA and the KPG.

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School Narrative

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School Safety:	School safety and security issues are taken very seriously at Lindbergh Elementary School. Fire and security drills are practiced on a monthly basis. The Emergency Plan is updated each year.

Lindbergh Elementary School

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	Technology and STEM:	Technology resources have increased each year at Lindbergh Elementary School. Students also enjoy many hands-on STEM activities.

NJ SCHOOL PERFORMANCE REPORT

Palisades Park Jr-Sr High School
(03-3910-050)
Grades Offered: 07-12
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

Palisades Park Jr-Sr High School

(03-3910-050)

Grades Offered: 07-12

2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Bergen
District	Palisades Park School District
Principal Name	Mr. Frank Donohue
Address	VETERANS PLAZA PALISADES PARK, NJ 07650
Phone Number	201-941-1100
Email Address	fdonohue@palpkschools.org
Website	https://www.palpakschools.org
Twitter	http://@pphstigers

NJ SCHOOL PERFORMANCE REPORT

Palisades Park Jr-Sr High School

(03-3910-050)

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

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
7	132	1	114
8	100	2	113
9	133	1	169
10	103	0	111
11	106	4	119
12	100	0	91
Total	674	8	717

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.8%	50.0%	48.3%
Male	52.2%	50.0%	51.7%
Economically Disadvantaged Students	51.0%	50.0%	55.0%
Students with Disabilities	8.6%	0.0%	8.5%
English Learners	19.1%	62.5%	25.8%
Homeless Students	0.1%	0.0%	0.0%
Students in Foster Care	0.3%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	1.6%	12.5%	1.8%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	13.4%	0.0%	13.1%
Hispanic	43.0%	62.5%	49.7%
Black or African American	1.6%	0.0%	1.3%
Asian	39.9%	37.5%	34.2%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.4%
American Indian or Alaska Native	0.1%	0.0%	0.1%
Two or More Races	1.3%	0.0%	1.3%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	674	8	717
Shared Time Students	0	0	0
Full Time Equivalent	674	8	717

Enrollment by Home Language

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

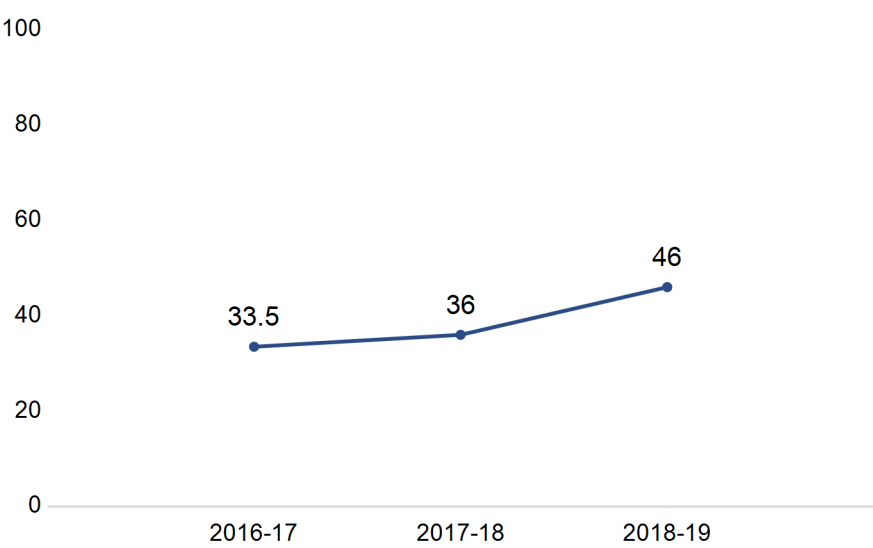| Home Language	% of Students
English	49.9%
Korean	22.9%
Spanish	21.6%
Armenian	1.3%
Other Languages	4.3%

NJ SCHOOL PERFORMANCE REPORT

Palisades Park Jr-Sr High School
(03-3910-050)
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2018-2019

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Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile
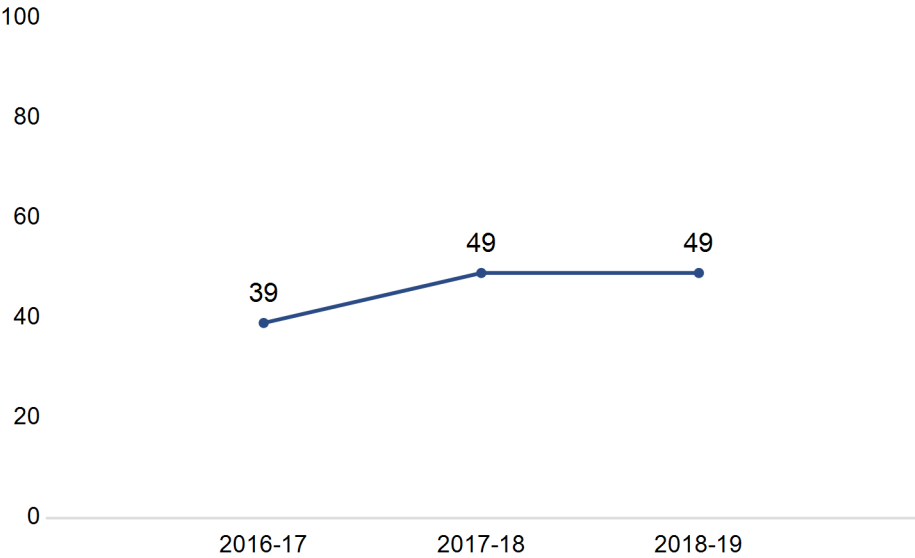
Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	33.5	36	46	39	49	49
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	46	50	50	Met Standard	49	47	50	Met Standard
White	46	46.5	50	Met Standard	*	38.5	52	**
Hispanic	45	47	49	Met Standard	49	44	47	Met Standard
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	49.5	57.5	59	Met Standard	52	54	60	Met Standard
American Indian or Alaska Native	*	*	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	N	*	52	**
Female	56	53	53	N	47	47	50	N
Male	43	48	47	N	53	46	51	N
Economically Disadvantaged Students	53	53	48	Met Standard	54.5	47	46	Met Standard
Students with Disabilities	36.5	46	43	Not Met	14.5	44	45	**
English Learners	39.5	50.5	52	Not Met	43.5	46	50	Met Standard
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	*	*	47	N	*	*	51	N

Palisades Park Jr-Sr High School

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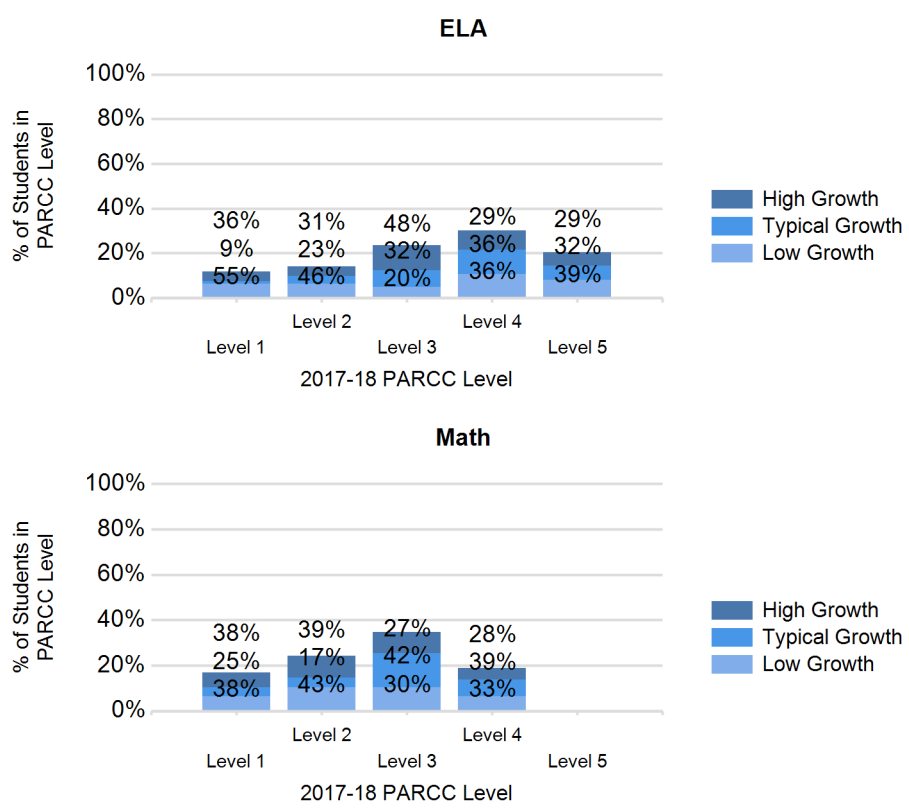† This indicates a table specific note, see note below table

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

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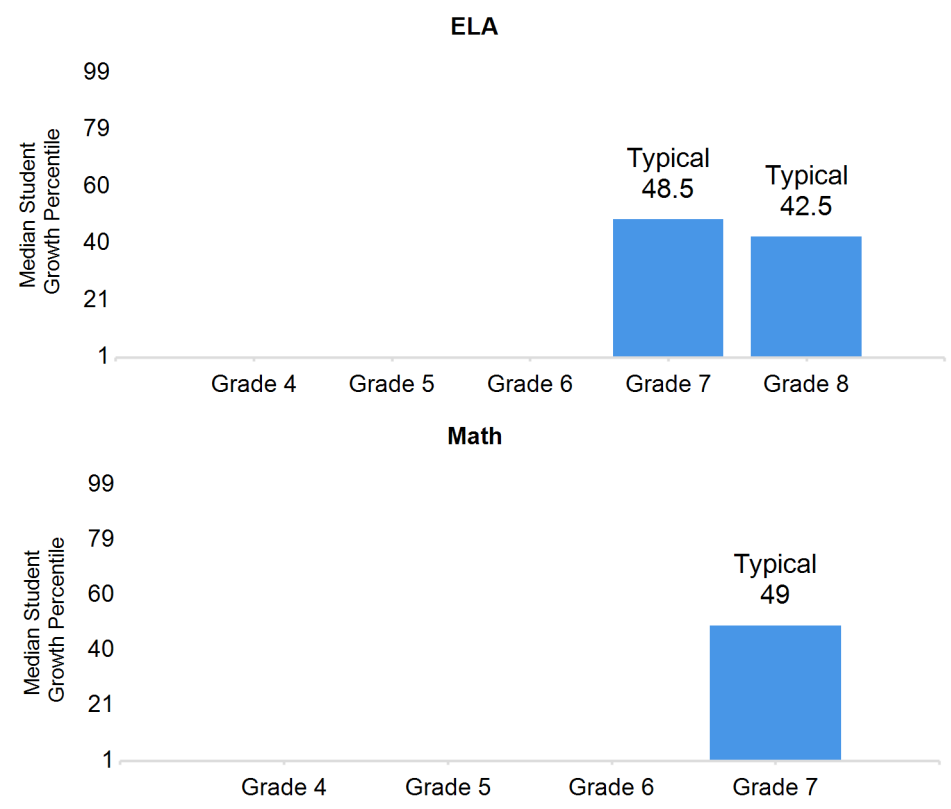
Student Growth by Performance Level

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

ELA

Math

Student Growth by Grade

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

ELA

Math

6

Palisades Park Jr-Sr High School

(03-3910-050)

Grades Offered: 07-12

2018-2019

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	42.8%	42.9%	48.4%

Math Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	26.5%	32.4%	28.2%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.0%	96.3%	84.1%	93.7%	96.2%	97.8%
Proficiency Rate for Federal Accountability	42.8%	42.9%	48.4%	26.5%	32.4%	28.2%
Annual Target	48.7%	50.4%	52.0%	31.6%	34.2%	36.7%
Met Annual Target?	Not Met	Not Met	Met Target†	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

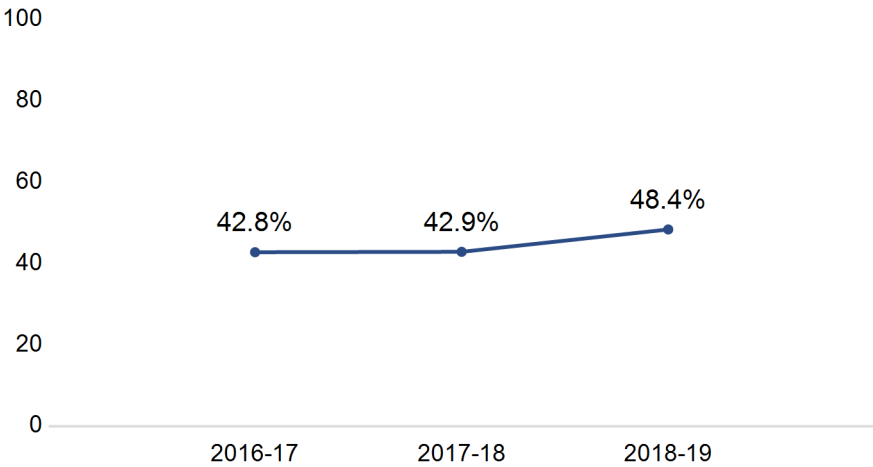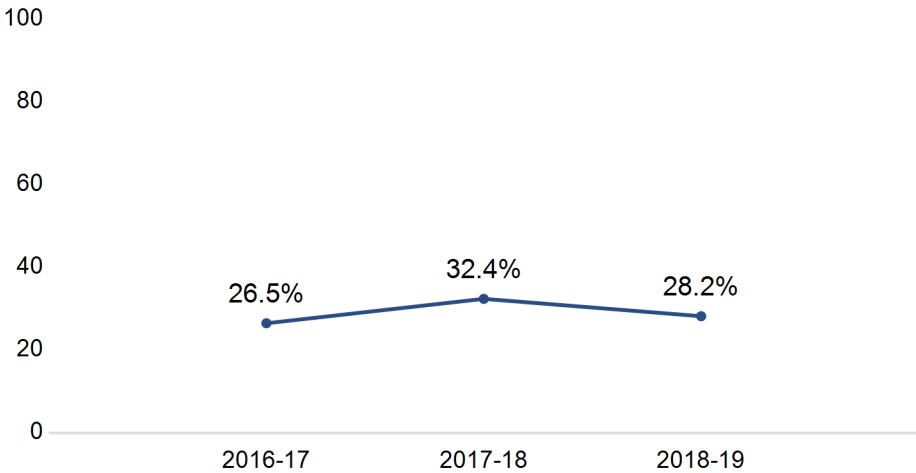† Target was met within a confidence interval.

Palisades Park Jr-Sr High School

(03-3910-050)

Grades Offered: 07-12

2018-2019

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

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	432	84.1	50.5	50.3	57.9	48.4	52	Met Target†
White	62	91.3	53.2	48.4	66.9	51.8	44.1	Met Target
Hispanic	199	75.1	32.7	32.8	43.9	29.7	29.6	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	158	95.8	73.4	72.6	82.9	73.4	73.8	Met Target†
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	217	86.6	56.2	53.0	64.8	54.9		
Male	215	81.8	44.7	47.7	51.3	42.1		
Economically Disadvantaged Students	234	83.3	46.6	42.1	40.0	*	40	Met Target
Non-Economically Disadvantaged Students	198	85.1	55.1	59.3	67.9	*		
Students with Disabilities	51	98.1	11.8	14.5	22.7	11.8	17.8	Met Target†
Students without Disabilities	381	82.6	55.6	55.6	65.1	52.9		
English Learners	100	57.5	19.0	24.4	29.3	14.9	16.2	Met Target†
Non-English Learners	332	97.7	59.9	61.3	60.6	59.9		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Palisades Park Jr-Sr High School
(03-3910-050)
Grades Offered: 07-12
2018-2019

English Language Arts Assessment - Performance Trends

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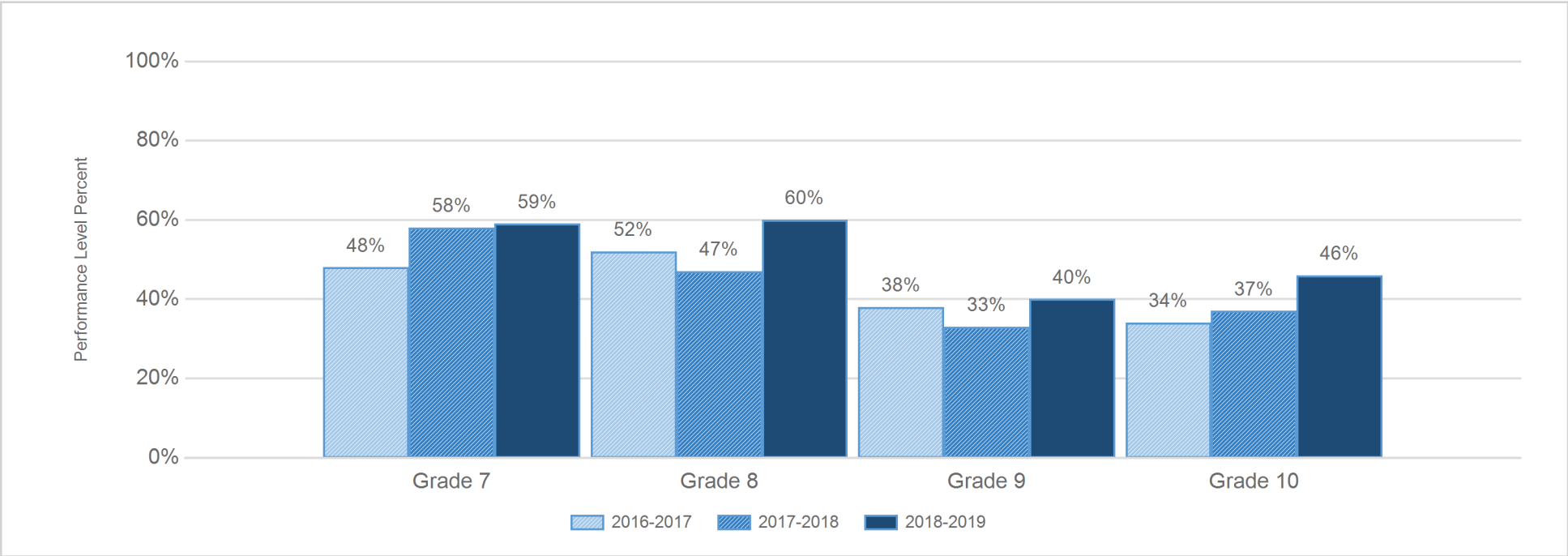
Palisades Park Jr-Sr High School

(03-3910-050)

Grades Offered: 07-12

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	752	752	761	10%	13%	18%	37%	22%	59%	63%
White	*	*	*	769	*	*	*	*	*	*	72%
Hispanic	46	740	740	747	*	*	22%	*	*	48%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	43	769	769	790	0%	*	*	40%	37%	77%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	54	763	763	769	*	*	*	*	*	72%	71%
Male	51	741	741	753	*	*	*	*	*	45%	55%
Economically Disadvantaged Students	65	751	751	743	*	*	*	42%	20%	62%	45%
Non-Economically Disadvantaged Students	40	753	753	771	*	*	*	30%	25%	55%	73%
Students with Disabilities	19	715	715	720	*	*	*	*	*	21%	22%
Students without Disabilities	86	760	760	769	*	*	*	*	*	67%	71%
English Learners	10	695	695	706	*	*	*	*	*	*	12%
Non-English Learners	95	758	758	763	*	*	*	*	*	*	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	*	*	*	728	*	*	*	*	*	*	31%

NJ SCHOOL PERFORMANCE REPORT

Palisades Park Jr-Sr High School
(03-3910-050)
Grades Offered: 07-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	758	758	762	*	*	17%	33%	26%	60%	63%
White	14	766	766	770	*	0%	*	*	*	64%	72%
Hispanic	43	722	722	747	33%	*	*	*	*	35%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	39	795	795	794	*	0%	*	33%	54%	87%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	49	763	763	771	*	*	*	33%	29%	61%	71%
Male	50	753	753	753	*	*	*	34%	24%	58%	55%
Economically Disadvantaged Students	48	743	743	743	*	*	*	*	*	48%	45%
Non-Economically Disadvantaged Students	51	772	772	772	*	*	*	*	*	71%	72%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	770	*	*	*	*	*	*	71%
English Learners	12	677	677	708	*	*	*	*	*	*	12%
Non-English Learners	87	769	769	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	*	*	*	718	*	*	*	*	*	*	27%

NJ SCHOOL PERFORMANCE REPORT

Palisades Park Jr-Sr High School
(03-3910-050)
Grades Offered: 07-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	125	736	736	753	26%	14%	20%	23%	17%	40%	56%
White	17	740	740	762	*	*	*	*	*	41%	65%
Hispanic	62	716	716	737	42%	*	18%	*	*	27%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	42	759	759	783	*	*	*	26%	31%	57%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	62	747	747	760	*	*	19%	*	*	48%	63%
Male	63	724	724	746	*	*	21%	*	*	32%	49%
Economically Disadvantaged Students	69	724	724	734	*	*	*	*	*	30%	36%
Non-Economically Disadvantaged Students	56	750	750	762	*	*	*	*	*	52%	65%
Students with Disabilities	10	686	686	717	*	*	*	*	*	*	17%
Students without Disabilities	115	740	740	760	*	*	*	*	*	*	63%
English Learners	24	673	673	693	*	*	*	*	*	*	*
Non-English Learners	101	750	750	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

NJ SCHOOL PERFORMANCE REPORT

Palisades Park Jr-Sr High School
(03-3910-050)
Grades Offered: 07-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

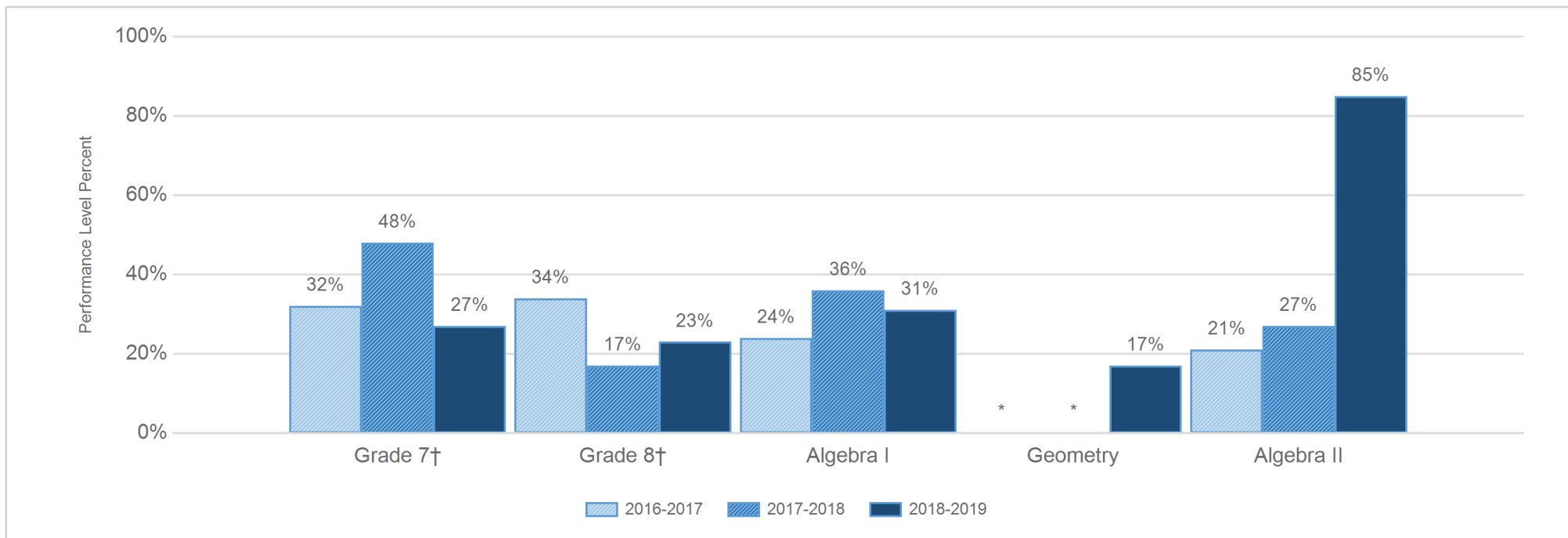| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	735	735	757	32%	*	*	30%	16%	46%	58%
White	19	743	743	767	*	*	*	*	*	58%	67%
Hispanic	47	711	711	738	45%	*	21%	*	*	23%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	36	764	764	792	*	0%	*	36%	36%	72%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	53	736	736	766	28%	*	*	*	*	45%	66%
Male	52	733	733	749	37%	*	*	*	*	46%	51%
Economically Disadvantaged Students	53	734	734	735	38%	*	*	*	*	47%	40%
Non-Economically Disadvantaged Students	52	736	736	767	27%	*	*	*	*	44%	67%
Students with Disabilities	13	689	689	711	*	*	*	*	*	15%	19%
Students without Disabilities	92	741	741	765	*	*	*	*	*	50%	65%
English Learners	14	658	658	687	*	*	*	*	*	*	*
Non-English Learners	91	747	747	760	*	*	*	*	*	*	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

Palisades Park Jr-Sr High School

(03-3910-050)

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2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	422	97.8	28.2	32.2	44.5	28.2	36.7	Not Met
White	64	97.1	23.4	26.6	54.1	23.4	28.1	Met Target†
Hispanic	196	98.2	12.8	13.7	28.8	12.8	18.1	Not Met
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	149	97.4	51.7	58.2	76.5	51.7	57	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	216	98.3	26.4	30.1	44.9	26.4		
Male	206	97.4	30.1	34.2	44.2	30.1		
Economically Disadvantaged Students	224	99.6	21.9	22.8	26.3	21.9	26.6	Not Met
Non-Economically Disadvantaged Students	198	95.9	35.4	42.5	54.9	35.4		
Students with Disabilities	51	100.0	*	*	17.4	*	12.9	Not Met
Students without Disabilities	371	97.5	*	*	50.0	*		
English Learners	101	97.6	*	*	25.0	*	20.2	Not Met
Non-English Learners	321	97.9	*	*	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

Palisades Park Jr-Sr High School
(03-3910-050)
Grades Offered: 07-12
2018-2019

Mathematics Assessment – Performance Trends

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

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

NJ SCHOOL PERFORMANCE REPORT

Palisades Park Jr-Sr High School

(03-3910-050)

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	731	731	744	14%	24%	34%	*	*	27%	42%
White	*	*	*	751	*	*	*	*	*	*	53%
Hispanic	53	718	718	733	23%	32%	32%	*	*	13%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	42	750	750	768	*	*	38%	*	*	48%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	57	734	734	744	*	21%	39%	*	*	26%	42%
Male	54	728	728	743	*	28%	30%	*	*	28%	42%
Economically Disadvantaged Students	70	731	731	731	*	23%	39%	*	*	26%	24%
Non-Economically Disadvantaged Students	41	731	731	751	*	27%	27%	*	*	29%	53%
Students with Disabilities	19	703	703	718	*	*	*	*	*	*	13%
Students without Disabilities	92	737	737	749	*	*	*	*	*	*	48%
English Learners	17	698	698	716	*	*	*	*	*	*	10%
Non-English Learners	94	737	737	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	*	*	*	717	*	*	*	*	*	*	12%

Palisades Park Jr-Sr High School

(03-3910-050)

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	720	720	728	38%	13%	26%	23%	0%	23%	29%
White	13	728	728	737	*	*	*	*	*	23%	38%
Hispanic	52	709	709	722	52%	*	19%	*	*	15%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	18	746	746	747	*	*	*	*	*	50%	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	39	722	722	731	36%	*	*	*	*	28%	31%
Male	48	718	718	726	40%	*	*	*	*	19%	27%
Economically Disadvantaged Students	51	714	714	719	*	*	*	*	*	18%	20%
Non-Economically Disadvantaged Students	36	727	727	735	*	*	*	*	*	31%	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	35%
English Learners	25	686	686	706	*	*	*	*	*	*	10%
Non-English Learners	62	733	733	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	*	*	*	701	*	*	*	*	*	*	16%

NJ SCHOOL PERFORMANCE REPORT

Palisades Park Jr-Sr High School

(03-3910-050)

Grades Offered: 07-12

2018-2019

Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	147	734	734	744	16%	35%	18%	22%	8%	31%	42%
White	18	728	728	752	*	*	*	*	*	11%	53%
Hispanic	65	713	713	728	29%	43%	17%	*	*	11%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	59	761	761	775	*	22%	*	41%	19%	59%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	75	730	730	745	19%	36%	20%	*	*	25%	44%
Male	72	738	738	743	14%	33%	17%	*	*	36%	41%
Economically Disadvantaged Students	68	721	721	727	*	41%	19%	*	*	18%	23%
Non-Economically Disadvantaged Students	79	745	745	752	*	29%	18%	*	*	42%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	30	700	700	710	*	*	*	*	*	*	*
Non-English Learners	117	743	743	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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Report Key:
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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	728	728	737	*	33%	41%	*	*	17%	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	43	718	718	724	*	*	*	*	*	*	17%
Black or African American	N	N	N	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	24	736	736	762	0%	*	*	*	*	29%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	43	724	724	738	*	37%	42%	*	*	12%	36%
Male	45	731	731	736	*	29%	40%	*	*	22%	34%
Economically Disadvantaged Students	46	725	725	722	*	37%	37%	*	*	15%	16%
Non-Economically Disadvantaged Students	42	731	731	743	*	29%	45%	*	*	19%	43%
Students with Disabilities	13	715	715	712	*	*	*	*	*	*	*
Students without Disabilities	75	730	730	741	*	*	*	*	*	*	*
English Learners	12	705	705	708	*	*	*	*	*	*	*
Non-English Learners	76	731	731	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	13	775	775	755	0%	0%	*	*	*	85%	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	N	N	N	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	*	*	*	752	*	*	*	*	*	*	55%
Male	*	*	*	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	13	775	775	756	0%	0%	*	*	*	85%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	13	775	775	755	0%	0%	*	*	*	85%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	13.0%	40.9%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	88	*	*
3-4	57	*	*
5 or more	20	*	*

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

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
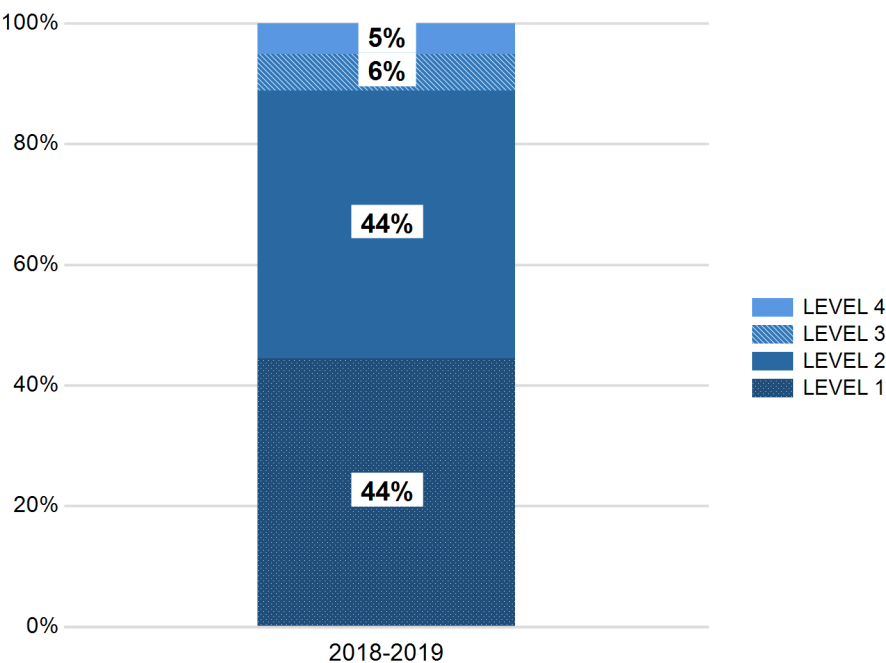
NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	44	44	6	5
White	27	60	7	7
Hispanic	72	28	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	15	59	15	12
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	44	46	4	6
Male	44	43	8	5
Economically Disadvantaged Students	56	44	0	0
Non-Economically Disadvantaged Students	32	45	13	11
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*

Palisades Park Jr-Sr High School

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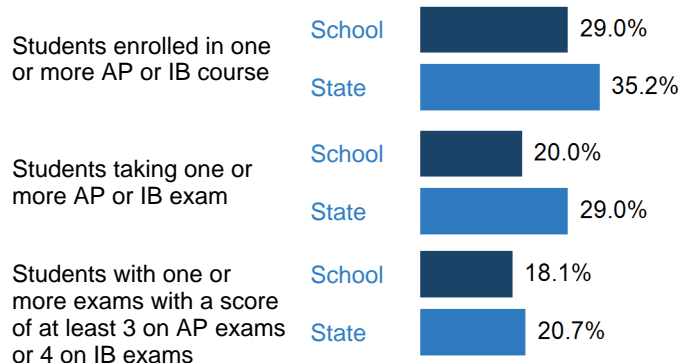
Grades Offered: 07-12

2018-2019

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NJSLA Science Assessment: Grade 11 Summary

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

2018-2019

LEVEL 4 — 7%
LEVEL 3 — 16%
LEVEL 2 — 20%
LEVEL 1 — 57%
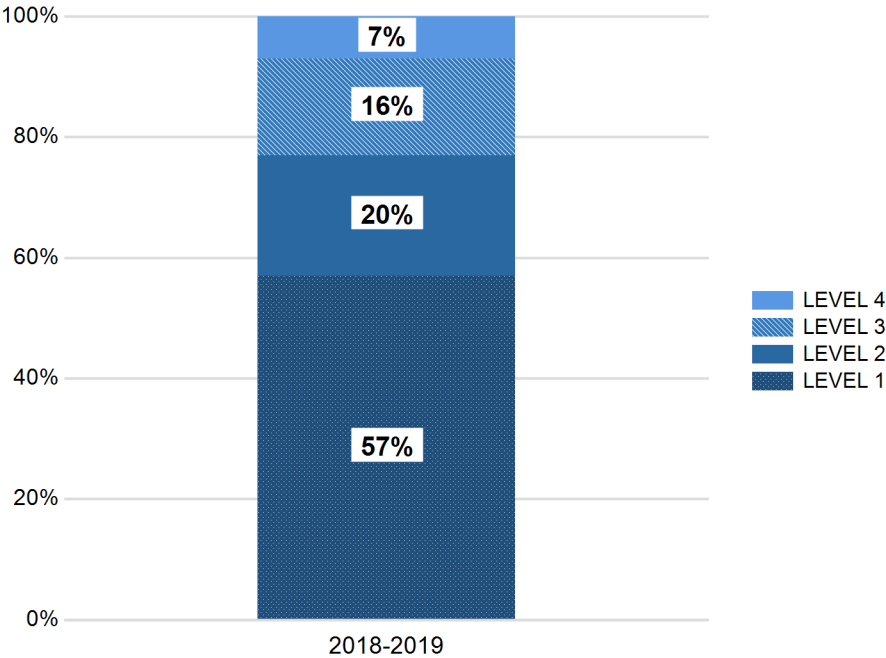
NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	57	20	16	7
White	53	32	11	5
Hispanic	83	15	2	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	28	23	35	14
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	47	21	25	7
Male	66	19	8	6
Economically Disadvantaged Students	74	13	10	3
Non-Economically Disadvantaged Students	40	28	22	10
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	99.6%	84.5%
12th graders taking SAT in 2018-19 or prior years	68.1%	72.1%
12th graders taking ACT in 2018-19 or prior years	13.2%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	459	476	Grade 10: 430 Grade 11: 460	56%	61%
PSAT 10/NMSQT - Math	460	477	Grade 10: 480 Grade 11: 510	33%	43%
SAT - Reading and Writing	523	539	480	66%	70%
SAT - Math	540	541	530	48%	53%
ACT - Reading	24	25	22	50%	66%
ACT - English	24	24	18	92%	81%
ACT - Math	23	24	22	50%	65%
ACT - Science	23	24	23	42%	57%

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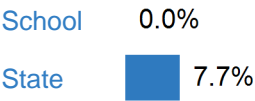Grades Offered: 07-12

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

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.

Students enrolled in one or more AP or IB course
- School 29.0%
- State 35.2%

Students taking one or more AP or IB exam
- School 20.0%
- State 29.0%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
- School 18.1%
- State 20.7%

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.

Students enrolled in one or more dual enrollment course
- School 0.0%
- State 19.0%
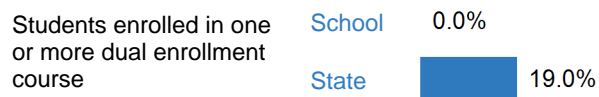
AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	16	6
AP Calculus AB	16	10
AP Calculus BC	5	5
AP Chemistry	7	1
AP Computer Science A	5	0
AP English Literature and Composition	9	4
AP Environmental Science	10	5
AP Italian Language and Culture	5	5
AP Physics B	6	0
AP Psychology	10	10
AP Spanish Language	4	3
AP Statistics	6	4
AP Studio Art—Drawing Portfolio	13	1
AP Studio Art—Two-Demensional	0	4
AP U.S. Government and Politics	5	5
AP U.S. History	9	5

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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		68
Exams with scores of at least 3 on AP exams or 4 on IB exams		56

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

Career and Technical Education Participation

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

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

School   0.0%

State   7.7%

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

School   0.0%

State   10.3%
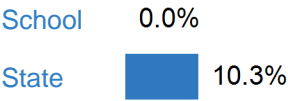
Structured Learning Experiences Participation

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

Structured Learning Experiences

School   *

State   3.3%

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

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

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School   0.0%

State | 0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
7	1	0	0	0	0	0	110
8	25	0	0	0	0	0	87
9	111	17	7	0	0	0	62
10	11	82	5	12	0	0	43
11	0	21	68	17	11	0	37
12	0	5	15	12	17	6	46
Total	148	125	95	41	28	6	385
Enrolled in AP/IB Course					21	6	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	15	0	140	33	1	46
10	77	14	13	25	3	34
11	32	61	5	9	15	27
12	5	10	4	11	7	15
Total	129	85	162	78	26	122
Enrolled in AP/IB Course	16	7		10	6	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Grades Offered: 07-12

2018-2019

Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	148	9	20	10	0	25
10	12	98	20	14	0	19
11	1	114	20	16	0	18
12	5	32	11	9	0	55
Total	166	253	71	49	0	117
Enrolled in AP/IB Course	0	9	0	10		5
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	45	0	35	0	0	0	20
8	32	0	38	0	0	0	26
9	34	0	14	0	0	0	37
10	38	0	15	0	0	0	26
11	30	0	23	0	0	0	25
12	18	0	12	0	0	0	14
Total	197	0	137	0	0	0	148
Enrolled in AP/IB Course	4	0	5	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	16	0	18	0	0	0	28

Palisades Park Jr-Sr High School
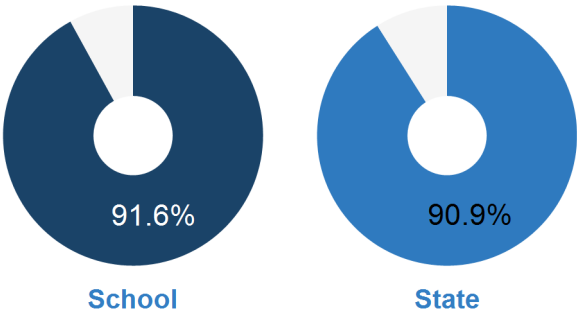(03-3910-050)
Grades Offered: 07-12
2018-2019

Report Key:
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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

## Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
7	N	N	N	N	N	N
8	N	N	N	N	N	N
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	5	0	0	0	0	0
Total	5	0	0	0	0	0
Enrolled in AP/IB Course	5		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Italian	*
Spanish	*
Total	*

NJ SCHOOL PERFORMANCE REPORT

Palisades Park Jr-Sr High School
(03-3910-050)
Grades Offered: 07-12
2018-2019

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Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

School: 91.6%
State: 90.9%

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes
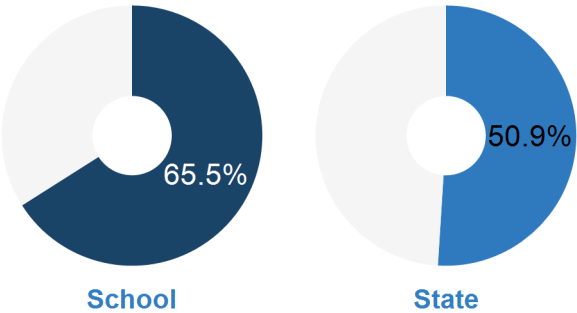
School: 65.5%
State: 50.9%

Students enrolled in one or more classes by discipline:

		Grades 6-8
MUSIC	School	63.0%
	State	65.1%
DANCE	School	27.3%
	State	2.2%
DRAMA	School	20.7%
	State	7.1%
VISUAL ARTS	School	56.4%
	State	70.0%

Students enrolled in one or more classes by discipline:

		Grades 9-12
MUSIC	School	27.3%
	State	17.6%
DANCE	School	0.0%
	State	2.3%
DRAMA	School	6.7%
	State	3.9%
VISUAL ARTS	School	45.5%
	State	32.9%

Palisades Park Jr-Sr High School

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

Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends
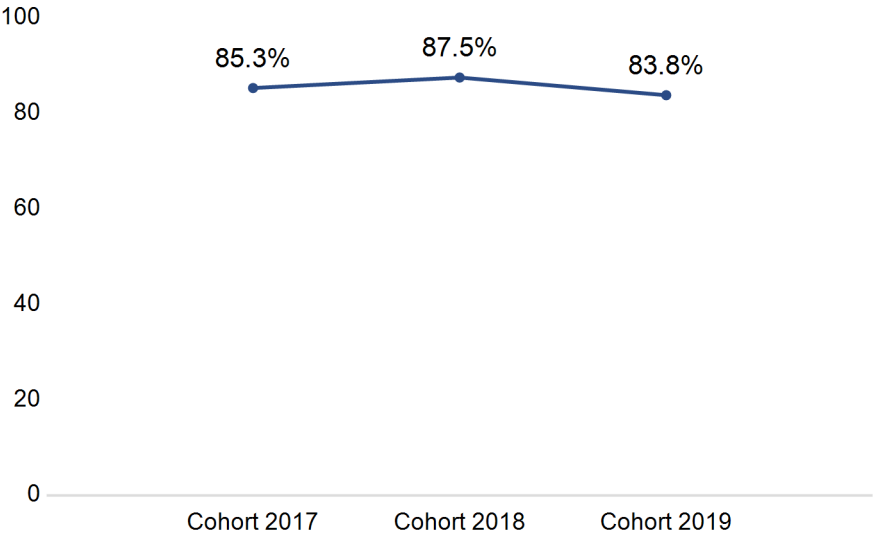
5-Year Graduation Rate Trends
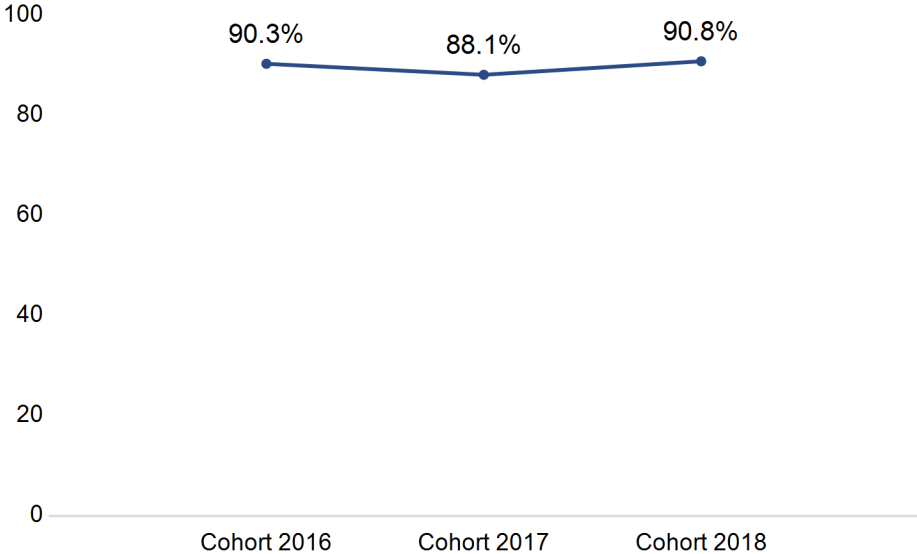
| Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	85.3%	87.5%	83.8%	90.3%	88.1%	90.8%
Annual Target	90.3%	90.6%		91.0%	91.3%	
Met Annual Target?	Not Met	Not Met		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	83.8%	90.6%	90.8%	92.5%	87.5%	90.6%	Not Met	88.1%	91.3%	Not Met
White	92.3%	94.9%	*	95.9%	*	**	**	100.0%	**	**
Hispanic	78.0%	84.5%	89.2%	87.3%	86.8%	85.8%	Met Target	84.3%	89.7%	Not Met
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	89.7%	96.9%	96.3%	97.8%	91.1%	93.3%	Not Met	92.5%	92.9%	Not Met
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	N	94.2%	N	N	N	*	**	**
Female	84.4%	92.8%	92.0%	94.4%	90.2%			89.5%		
Male	83.3%	88.5%	89.8%	90.8%	85.2%			86.5%		
Economically Disadvantaged Students	74.1%	84.0%	86.1%	87.3%	78.9%	88.3%	Not Met	92.9%	85.2%	Met Target
Students with Disabilities	*	79.2%	64.3%	83.8%	64.3%	**	**	90.0%	**	**
English Learners	72.7%	75.4%	93.3%	80.1%	82.4%	**	**	90.0%	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			*		
Migrant Students	*	83.3%	N	85.0%	N			*		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	44.3%	40.9%
Substitute Competency Test	53.4%	58.0%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	2.3%	1.1%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.0%	1.2%
2017-2018	*	1.2%
2016-2017	1.1%	1.1%

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

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation

Any Institution = 80.0%

- 2-Year Institution: 34.0%
- 4-Year Institution: 46.0%
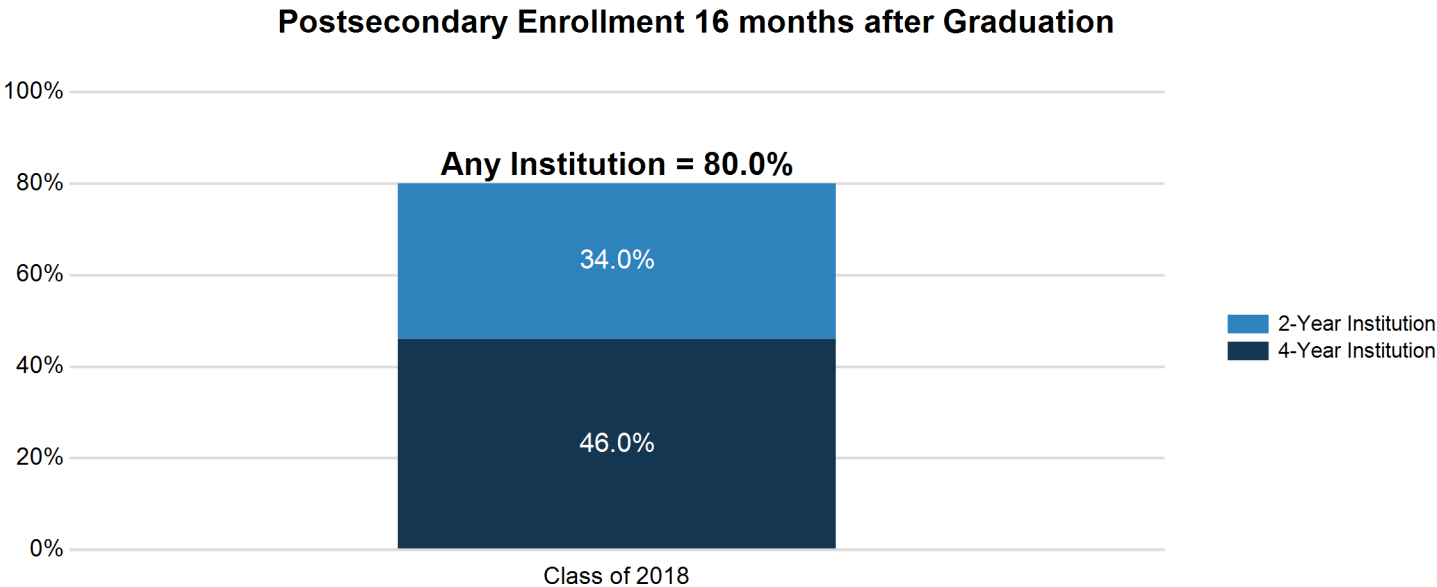
Class of 2018

Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	34.0%
% Enrolled in 4-Year Institution	46.0%
% Enrolled in Any Postsecondary Institution	80.0%

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.
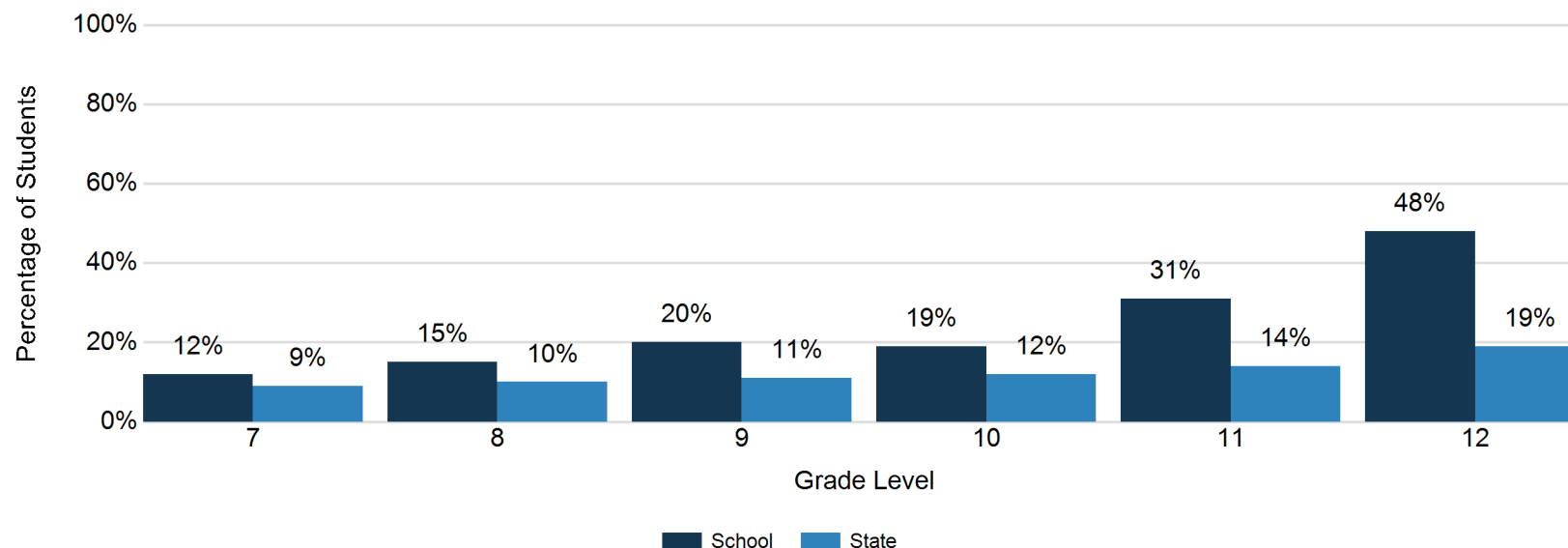
Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	62.9%	32.1%	67.9%
White	75%	33.3%	66.7%
Hispanic	46.2%	50%	50%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	75%	22.2%	77.8%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	60.8%	41.9%	58.1%
Students with Disabilities	*	*	*
English Learners	21.4%	83.3%	16.7%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	80%	42.5%	57.5%	78.8%	21.3%	78.8%	21.3%
White	*	*	*	*	*	*	*
Hispanic	55.9%	57.9%	42.1%	73.7%	26.3%	84.2%	15.8%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	96.2%	34%	66%	82%	18%	78%	22%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	73.3%	36.4%	63.6%	78.8%	21.2%	75.8%	24.2%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	18.2%	100%	0%	100%	0%	100%	0%

Palisades Park Jr-Sr High School

(03-3910-050)

Grades Offered: 07-12

2018-2019

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	170	23.7	12.6	Not Met
White	33	32.0	12.6	Not Met
Hispanic	97	28.0	12.6	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	36	14.5	12.6	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	75	21.7		
Male	95	25.6		
Economically Disadvantaged Students	98	25.2	12.6	Not Met
Students with Disabilities	15	21.7	12.6	Not Met
English Learners	64	36.8	12.6	Not Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	2	15.4		

Days Absent

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

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Chronic Absenteeism by Grade

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	0.98

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	2
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

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

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	14	2.0%
Any Suspension	14	2.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
53

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 48 Mins
Shared Time - Instructional Time	5 Hrs. 48 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	2.1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

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

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	N	9,530
Average years experience in public schools	N	16.0
Average years experience in district	N	12.0
Percentage of Administrators with 4 or more years experience in the district	N	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	N	N
Students to Administrators	N	N
Teachers to Administrators	N	N
Students to Librarians/Media Specialists		N
Students to Nurses		N
Students to Counselors		N
Students to Child Study Team Members		N

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	N	N	N	48.4%	77.1%	54.9%
Male	N	N	N	51.6%	22.9%	45.1%
White	N	N	N	42.4%	83.6%	77.4%
Hispanic	N	N	N	29.9%	7.3%	7.2%
Asian	N	N	N	10.2%	2.0%	1.1%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher   N

Admin   N/A

Master's Degree

Teacher   N

Admin   N

Doctoral Degree

Teacher   N

Admin   N

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

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

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

Faculty Attendance

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

School Year	% Days Present
2018-19	96.1%

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

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

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

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

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

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2022
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	Low Performing Student Group (ATSI)
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	Low Performing Student Group (ATSI)

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

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2018-2019

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	42.8%	42.9%	48.4%
Math Proficiency	26.5%	32.4%	28.2%
ELA Growth	34	36	46
Math Growth	39	49	49
4-Year Graduation Rate†	85.3%	87.5%	83.8%
5-Year Graduation Rate†	90.3%	88.1%	90.8%
Progress toward English Language Proficiency		20.6%	13.0%
Chronic Absenteeism	11.5%	19.2%	23.7%

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

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

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

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Not Met	Not Met	Met Standard	Met Standard	Not Met	Not Met	No
White	Met Target	Met Target†	**	**	Met Standard	**	n/a	Not Met	No
Hispanic	Met Target	Not Met	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Not Met	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	**	**	Not Met	**	n/a	Not Met	No
English Learners	Met Target†	Not Met	**	**	Not Met	Met Standard	Met Standard	Not Met	No

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

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School Narrative

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

Highlights:	• The 2017-18 school year was the 2nd year for the 7th grade students to be housed in the Junior/Senior High School building. They continue to acclimate well in a short period of time. • As evidenced by multiple college acceptances, Palisades Park students continue to excel in the classroom.
Mission, Vision, Theme:	All students, by virtue of the education they receive at the Palisades Park Junior/Senior High School, will have attained the requisite knowledge to succeed at whatever endeavor they pursue in life.
Awards, Recognition, Accomplishments:	Ms. Rachel Morgese was the teacher of the Year at Palisades park Junior/Senior High School. Our students won monetary awards in poetry and writing contests.

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Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Football (Boys), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys) Palisades Park Junior/Senior High School offers a wide range of interscholastic sports for students in grades 9-12. Each program has varsity as well as sub-varsity teams with well skilled coaches imparting their knowledge to the student-athletes. In addition, the Middle School grades 7-8, also get a chance to compete in the sports of tennis, cross country, basketball, wrestling, and spring track.
Clubs and Activities:	A large number of clubs are available to students. They include the yearbook, school newspaper, literary magazine, Academic Decathlon, Environmental Club, the Dramatic Arts Society etc.

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Student Health and Wellness:	Our superintendent helped us launch the Wellness Center in our school building, where any student can receive immediate counseling services.
Parent and Community Involvement:	Through much volunteer work, organizing activities like the Fashion Show, Project Graduation, and many other events, the PTSA is a vital part of the school community.