

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

In particular, the School Performance Reports seek to:

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

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

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

**DEMOGRAPHIC INFORMATION**

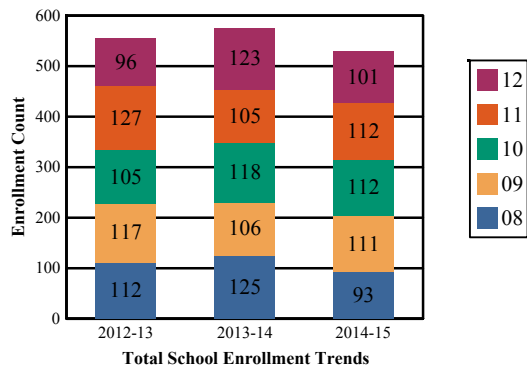
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GRADE SPAN 08-12

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PALISADES PARK JR-SR HIGH SCHOOL  
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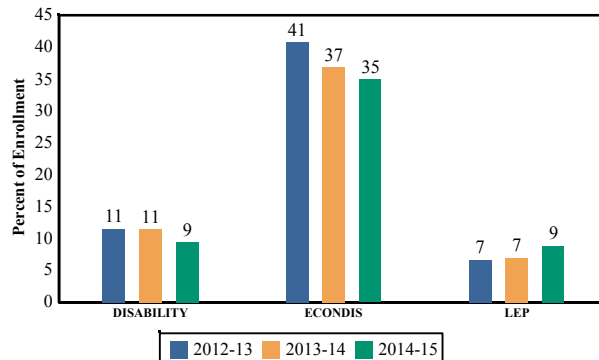
**Enrollment by Grade**

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



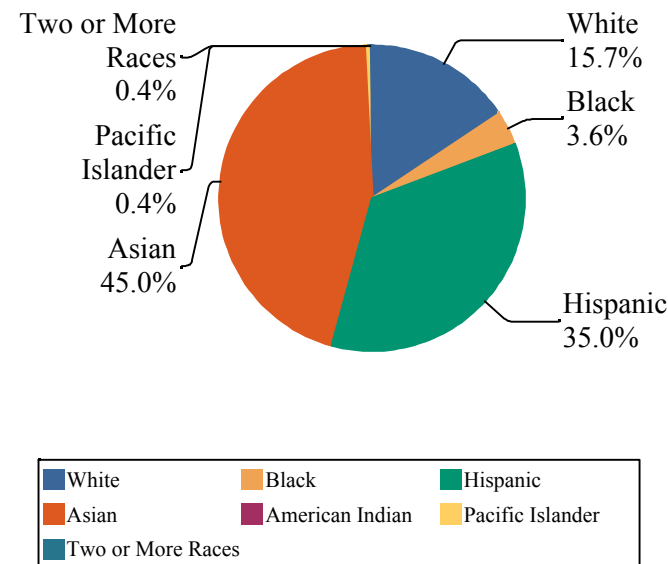
**Enrollment Trends by Program Participation**

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



**Enrollment by Ethnic/Racial Subgroup**

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



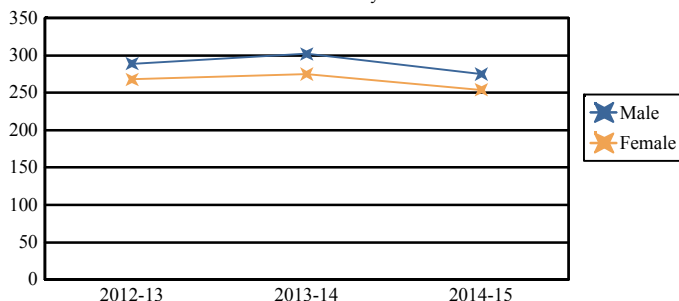
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

**Total School Enrollment**

2012-13	557
2013-14	577
2014-15	529

**Enrollment by Gender**

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



**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	50	9%
Economically Disadvantaged Students	185	35.0%
English Language Learners	47	8.9%

**Language Diversity**

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

2014-15	Percent
English	39.6%
Korean	30.1%
Spanish	21.9%
Chinese	2.2%
Russian	1.3%
Arabic	0.7%
Other	4.2%

	Male	Female
2012-13	289	268
2013-14	302	275
2014-15	275	254

**ACADEMIC ACHIEVEMENT**

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

<b>Academic Achievement</b>	<b>Schoolwide Performance</b>	<b>Peer Percentile</b>	<b>State Percentile</b>
HS English Language Arts/Literacy Met or Exceeded Expectation	<b>37%</b>	<b>48</b>	<b>49</b>
HS Math Met or Exceeded Expectation	<b>26%</b>		

**ESEA Waiver - English Language Arts/Literacy**

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

<b>Subgroups</b>	<b>Valid Scores</b>	<b>% Meeting Standards</b>	<b>Participation Goal</b>	<b>Participation Rate</b>	<b>Met Participation?</b>
Schoolwide	298	44.6%	95%	91.6%	YES*
White	35	45.7%	95%	76.1%	NO
African American	-	-	--	--	--
Hispanic	109	26.6%	95%	87.9%	YES*
American Indian	-	-	--	--	--
Asian	141	59.6%	95%	99.3%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	119	37.8%	95%	88.1%	NO

**YES\* = Met Participation Rate (Participation Averaging applied)**

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

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**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	299	28.4%	95%	91.2%	YES*
White	32	28.1%	95%	76.2%	NO
African American	-	-	--	--	--
Hispanic	117	10.3%	95%	87.4%	NO
American Indian	-	-	--	--	--
Asian	137	46.7%	95%	98.6%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	122	21.3%	95%	89.7%	NO

**YES\* = Met Participation Rate (Participation Averaging applied)**

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

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**Proficiency Outcomes - Biology**

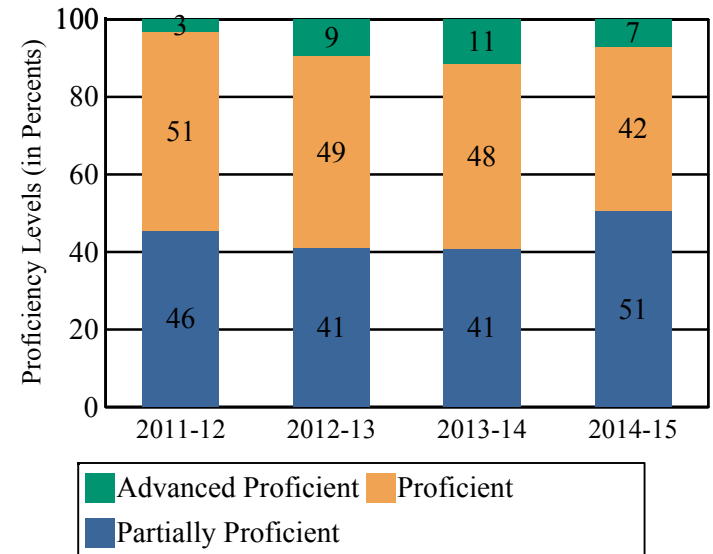
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	7%	42%	51%
White	-	-	-
African American	-	-	-
Hispanic	3%	33%	64%
American Indian	-	-	-
Asian	11%	58%	31%
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	9%	38%	53%

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

**Proficiency Trends - Biology**

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



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**PARCC Performance Level**

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

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

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

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**GRADE SPAN 08-12**

**PARCC ELA Performance Distribution - Grade - 08**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	77	765	750	5%	8%	21%	43%	23%	66%	53%
White	11	759	757	0%	0%	36%	64%	0%	64%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	17	736	735	12%	18%	35%	35%	0%	35%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	46	779	778	2%	7%	11%	41%	39%	80%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	21	765	732	5%	5%	24%	48%	19%	67%	34%

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**GRADE SPAN 08-12**

**PARCC ELA Performance Distribution - Grade - 09**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	109	739	739	21%	14%	23%	33%	9%	42%	41%
White	12	732	746	17%	25%	33%	25%	0%	25%	47%
African American	-	-	723	-	-	-	-	-	-	23%
Hispanic	43	718	725	37%	14%	26%	21%	2%	23%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	51	757	765	10%	10%	20%	45%	16%	61%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	14	723	706	29%	36%	14%	21%	0%	21%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	44	735	724	25%	16%	20%	30%	9%	39%	24%

**ACADEMIC ACHIEVEMENT**

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**GRADE SPAN 08-12**

**PARCC ELA Performance Distribution - Grade - 10**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	111	734	735	22%	15%	32%	21%	11%	32%	38%
White	12	753	741	25%	0%	25%	17%	33%	50%	43%
African American	-	-	717	-	-	-	-	-	-	22%
Hispanic	48	730	720	23%	17%	35%	17%	8%	25%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	44	736	763	20%	14%	30%	27%	9%	36%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	53	725	718	26%	21%	28%	15%	9%	25%	23%

**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 11**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	106	758	741	8%	7%	24%	41%	21%	61%	42%
White	15	780	745	0%	0%	0%	73%	27%	100%	46%
African American	-	-	727	-	-	-	-	-	-	27%
Hispanic	38	747	731	11%	8%	32%	42%	8%	50%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	50	763	765	8%	6%	26%	32%	28%	60%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	12	721	712	25%	25%	17%	33%	0%	33%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	42	755	730	10%	5%	36%	33%	17%	50%	30%

**ACADEMIC ACHIEVEMENT**

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**PARCC MATH - Performance Distribution - Grade - 08**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	60	730	726	20%	22%	32%	23%	3%	27%	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	25	710	721	40%	28%	20%	8%	4%	12%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	23	751	744	4%	13%	39%	39%	4%	43%	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	21	724	719	24%	29%	29%	14%	5%	19%	17%

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**PARCC ALGEBRA I - Performance Distribution**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	132	734	740	15%	30%	20%	31%	3%	34%	40%
White	14	729	746	14%	29%	21%	36%	0%	36%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	54	714	725	28%	43%	19%	11%	0%	11%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	59	754	769	5%	17%	20%	51%	7%	58%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	19	708	710	37%	37%	16%	11%	0%	11%	7%
Economically Disadvantaged Students	52	726	725	19%	37%	19%	23%	2%	25%	21%

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**PARCC GEOMETRY - Performance Distribution**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	83	722	728	17%	34%	36%	12%	1%	13%	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	35	733	751	6%	29%	43%	20%	3%	23%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	42	719	718	26%	24%	38%	12%	0%	12%	8%

**ACADEMIC ACHIEVEMENT**

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**PARCC ALGEBRA II - Performance Distribution**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	106	722	721	26%	25%	24%	25%	0%	25%	24%
White	-	-	725	-	-	-	-	-	-	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	56	738	751	11%	23%	25%	41%	0%	41%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	40	716	705	33%	28%	20%	20%	0%	20%	9%

**ACADEMIC ACHIEVEMENT**

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**NJASK Results - Science Grade Level - 08**

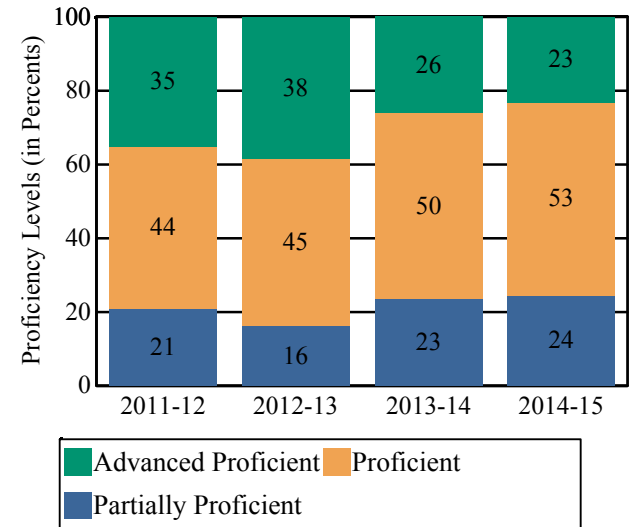
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	23%	53%	24%
White	18%	64%	18%
African American	-	-	-
Hispanic	6%	61%	33%
American Indian	-	-	-
Asian	34%	54%	12%
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	14%	62%	24%

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

**NJASK Proficiency Trends - Science - Grade Level - 08**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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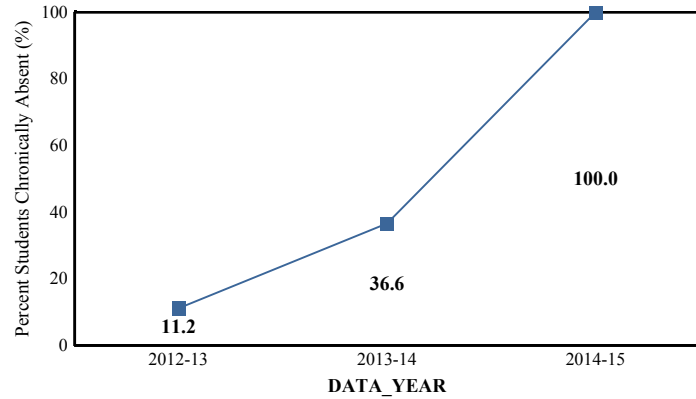
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**Chronic Absenteeism Trend**

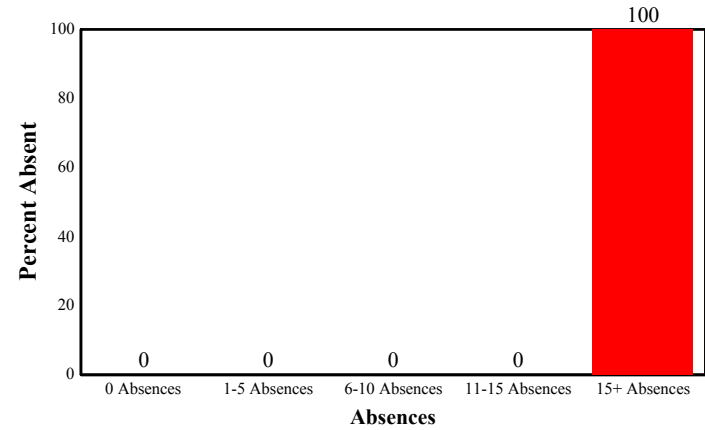
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>100.00%</b>
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**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



0 Absences	1-5 Absences	6-10 Absences
11-15 Absences	15+ Absences	

**COLLEGE AND CAREER READINESS**

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**PALISADES PARK**

**GRADE SPAN 08-12**

**PALISADES PARK JR-SR HIGH SCHOOL**

**VETERANS PLAZA**

**PALISADES PARK, NJ 07650**

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

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

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	85%	77	53	80%	YES
Percent of Students Participating in PSAT or PLAN	94%	68	65	60%	YES
Percent of Students Scoring Above 1550 on SAT	42%	74	55	40%	YES
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	23%	77	53	35%	NO
Percent of AP Tests >= 3 or IB Test >= 4 in English, Math, Social Studies or Science	75%	77	65	75%	YES
<b>Summary</b>		<b>75</b>	<b>58</b>		<b>80%</b>

**College Readiness Test Participation**

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

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	85.1%	73.6%	79.1%
Participating in ACT	9.9%		25.2%
Participating in PSAT or PLAN	94.2%	68.9%	79.6%
Participating in Dual Enrollment	0.0%		14.9%

**AP/IB Participation - 'Unique' Students**

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

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	35.2%	29.5%	36.3%
One or More Test	34.7%	24.8%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	22.5%	19.4%	25.3%

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

**COLLEGE AND CAREER READINESS**

**BERGEN  
PALISADES PARK**

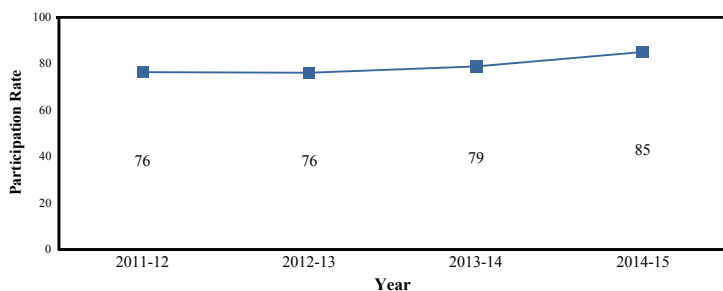
**PALISADES PARK JR-SR HIGH SCHOOL  
VETERANS PLAZA  
PALISADES PARK, NJ 07650**

**GRADE SPAN 08-12**

**Participation Trends - SAT Testing**

**Participation Trends - SAT Testing**

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



**Scholastic Assessment Test (SAT) Results**

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

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	41.9%	31.1%	43.8%

**Composite SAT Score**

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

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,491	1,432	1,508
Critical Reading	483	469	496
Mathematics	524	494	518
Writing	484	469	494

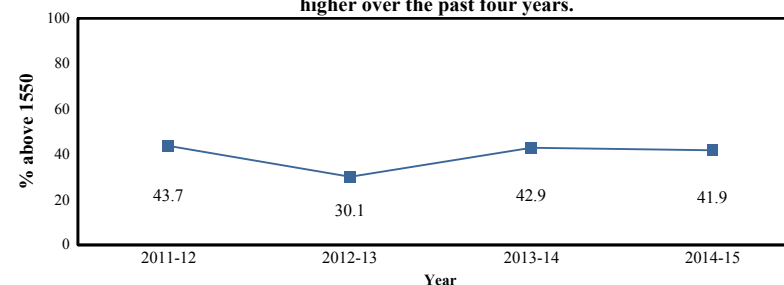
**AP /IB Test Results**

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

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$	70.3%	60.3%	72.4%
Percent of Scores in AP $\geq 3$ or IB $\geq 4$ in English, Math, Social Studies or Science	75.0%	58.0%	69.7%

**SAT Benchmark Trends**

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



**Composite SAT Score**

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

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	540	618	538
50th Percentile	480	520	480
25th Percentile	420	453	423

**COLLEGE AND CAREER READINESS**

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PALISADES PARK

GRADE SPAN 08-12

PALISADES PARK JR-SR HIGH SCHOOL  
VETERANS PLAZA  
PALISADES PARK, NJ 07650

**AP/IB Courses Offered**

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

AP/IB Course Name	Students Enrolled	Students Tested
AP English Literature and Composition	13	13
AP Biology	13	11
AP Environmental Science	12	12
AP Calculus AB	12	12
AP U.S. History	11	12
AP Statistics	10	10
AP Chemistry	9	9
AP Psychology	9	9
AP Studio Art/Drawing Portfolio	9	3
AP Calculus BC	8	8
AP Computer Science A	8	5
AP Physics B	8	
AP Spanish Language	6	6
AP U.S. Government and Politics	5	5
AP Italian Language and Culture		7
AP Physics 1		5
AP Studio Art/Two-Dimensional		4

**Visual and Performing Arts**

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

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	N/R	3.8%
Music	43.6%	17.8%
Visual Arts	45.9%	31.7%
<b>Total: All Visual and Performing Arts</b>	73.2%	49.9%

N/R - Data Not Reported

**Participation in Career Readiness**

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

Percent of Students Enrolled	School	State
Participating in CTE	N/R	18.3%
Structured Learning Experience	3.3%	7.0%

N/R - Data Not Reported

**STUDENT GROWTH**

**BERGEN**

**PALISADES PARK**

**GRADE SPAN 08-12**

**PALISADES PARK JR-SR HIGH SCHOOL**

**VETERANS PLAZA**

**PALISADES PARK, NJ 07650**

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here:

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

The below chart consist of three columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

Student Growth Indicators	Schoolwide Performance
Student Growth on Language Arts	68
Student Growth on Math	N/A

**GRADUATION AND POSTSECONDARY**

**BERGEN**

**PALISADES PARK**

**GRADE SPAN 08-12**

**PALISADES PARK JR-SR HIGH SCHOOL**

**VETERANS PLAZA**

**PALISADES PARK, NJ 07650**

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

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

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
<b>Overall Graduation Rate</b>	<b>90%</b>	<b>39</b>	<b>32</b>	<b>78%</b>	<b>YES</b>
<b>Dropout Rate</b>	<b>1.9%</b>	<b>10</b>	<b>16</b>	<b>2%</b>	<b>YES</b>
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		<b>25</b>	<b>24</b>		<b>100%</b>

**Graduation Rate by Subgroup**

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

	School	State Target
<b>Schoolwide</b>	90%	78%
White	-	
African American	-	
Hispanic	84%	
American Indian	-	
Asian	93%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	-	
English Language Learners	-	
Economically Disadvantaged Students	87%	

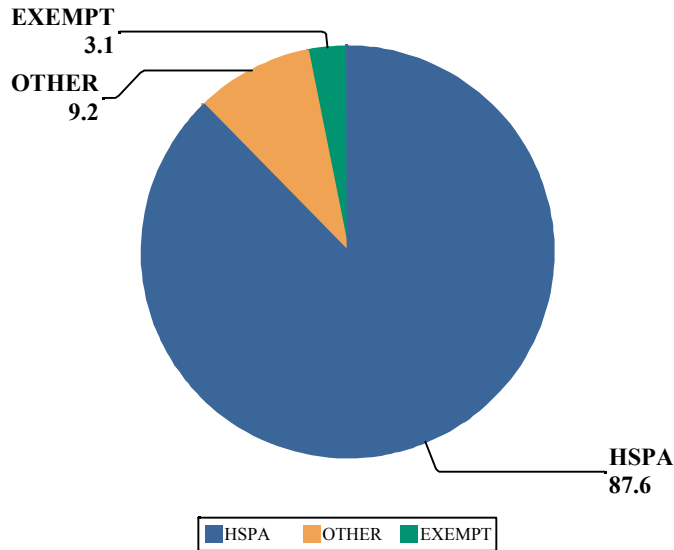
**Dropout Rate by Subgroup**

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

	School	State Target
<b>Schoolwide</b>	1.9%	2%
White	2.4%	
African American	-	
Hispanic	2.2%	
American Indian	-	
Asian	1.7%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	0%	
English Language Learners	8.5%	
Economically Disadvantaged Students	2.2%	

**Graduation Pathway Rates**

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



**Extended Year Graduation Rate**

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

Class of	4-year Rate	5-year Rate
2012	92%	91%
2013	90%	93%
2014	88%	90%
2015	90%	

**Postsecondary Enrollment Rates**

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

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

	<b>Percent Enrolled</b>	<b>Percent in 2 Year</b>	<b>Percent in 4 Year</b>
<b>Statewide</b>	<b>78.5%</b>	<b>34.3%</b>	<b>64.7%</b>
<b>Schoolwide</b>	80%	28.1%	71.9%
White	-	-	-
African American	-	-	-
Hispanic	83.8%	38.7%	61.3%
Asian	76.6%	16.7%	83.3%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	83.6%	32.6%	67.4%

**WITHIN SCHOOL ACHIEVEMENT GAP**

**BERGEN  
PALISADES PARK**

**GRADE SPAN 08-12**

**PALISADES PARK JR-SR HIGH SCHOOL  
VETERANS PLAZA  
PALISADES PARK, NJ 07650**

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

**Grade Level - 08**

**PARCC Language Arts 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	792	777
50th	772	751
25th	741	723
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	54

**Grade Level - 08**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	817	850
75th	753	748
50th	731	726
25th	709	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	44

**WITHIN SCHOOL ACHIEVEMENT GAP**

**BERGEN  
PALISADES PARK**

**PALISADES PARK JR-SR HIGH SCHOOL  
VETERANS PLAZA  
PALISADES PARK, NJ 07650**

**GRADE SPAN 08-12**

**Grade Level - 09**

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

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

Percentile	School Scale Score	State Scale Score
99th	816	850
75th	768	766
50th	744	739
25th	713	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	55	56

**Grade Level - 10**

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

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

Percentile	School Scale Score	State Scale Score
99th	833	850
75th	759	766
50th	738	733
25th	704	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	55	67

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

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

Percentile	School Scale Score	State Scale Score
99th	813	821
75th	759	762
50th	727	735
25th	713	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	51

**PARCC GEO 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	776	793
75th	734	747
50th	723	726
25th	709	710
0th	657	650

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

BERGEN  
PALISADES PARK

PALISADES PARK JR-SR HIGH SCHOOL  
VETERANS PLAZA  
PALISADES PARK, NJ 07650

GRADE SPAN 08-12

**Grade Level - 11**

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

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

Percentile	School Scale Score	State Scale Score
99th	840	850
75th	786	768
50th	764	740
25th	735	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	57

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

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

Percentile	School Scale Score	State Scale Score
99th	793	813
75th	747	748
50th	723	718
25th	699	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	56

**SCHOOL CLIMATE**

BERGEN

PALISADES PARK

PALISADES PARK JR-SR HIGH SCHOOL

VETERANS PLAZA

PALISADES PARK, NJ 07650

GRADE SPAN 08-12

**Length of School Day**

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

	School
2014-15	6 Hrs. 22 Mins.

**Student Suspension Rate**

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

	School
2014-15	4.4%

**Instructional Time**

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

2014-15	School
Full Time	5 Hrs. 52 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	10
Administrators	265

**SCHOOL PEER GROUP**

**BERGEN  
PALISADES PARK**

**GRADE SPAN 08-12**

**PALISADES PARK JR-SR HIGH SCHOOL  
VETERANS PLAZA  
PALISADES PARK, NJ 07650**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	HAMMONTON TOWN	HAMMONTON HIGH SCHOOL	01-1960-050	09-12	32.3%	1.7%	17.2%
BERGEN	BERGENFIELD BORO	BERGENFIELD HIGH SCHOOL	03-0300-020	09-12	33.8%	1.5%	11.8%
BERGEN	BOGOTA BORO	BOGOTA JR./SR. HIGH SCHOOL	03-0440-020	07-12	48.5%	4.2%	15.9%
BERGEN	CARLSTADT-EAST RUTHERFORD	HENRY P. BECTON REGIONAL HIGH SCHOOL	03-0745-050	09-12	33.5%	2.2%	10.7%
BERGEN	ENGLEWOOD CITY	DWIGHT MORROW HIGH SCHOOL/ACADEMIES@ENGLEWOOD	03-1370-040	09-12	36.4%	5.4%	9.1%
BERGEN	HACKENSACK CITY	HACKENSACK HIGH SCHOOL	03-1860-050	09-12	52%	6%	13.2%
<b>BERGEN</b>	<b>PALISADES PARK</b>	<b>PALISADES PARK JR-SR HIGH SCHOOL</b>	<b>03-3910-050</b>	<b>08-12</b>	<b>35%</b>	<b>8.9%</b>	<b>9.4%</b>
BERGEN	RIDGEFIELD PARK TWP	RIDGEFIELD PARK JR SR HIGH SCHOOL	03-4380-050	07-12	39.6%	3.3%	11.7%
BERGEN	WALLINGTON BORO	WALLINGTON JUNIOR SENIOR HIGH SCHOOL	03-5430-050	07-12	31.9%	3.9%	10.4%
CAMDEN	LINDENWOLD BORO	LINDENWOLD HIGH SCHOOL	07-2670-005	09-12	66.2%	7.9%	12.7%
ESSEX	BELLEVILLE TOWN	BELLEVILLE HIGH SCHOOL	13-0250-020	09-12	53.5%	5.7%	11.8%
ESSEX	WEST ORANGE TOWN	WEST ORANGE HIGH SCHOOL	13-5680-050	09-12	48%	4.6%	18.4%
HUDSON	KEARNY TOWN	KEARNY HIGH SCHOOL	17-2410-050	09-12	50.1%	5%	14%
HUDSON	SECAUCUS TOWN	SECAUCUS HIGH SCHOOL	17-4730-050	09-12	31.1%	2%	14.4%
HUDSON	WEEHAWKEN TWP	WEEHAWKEN HIGH SCHOOL	17-5580-050	07-12	59.4%	6.2%	12.9%
MERCER	EAST WINDSOR REGIONAL	HIGHTSTOWN HIGH SCHOOL	21-1245-050	09-12	35.2%	5.1%	12%
MERCER	HAMILTON TWP	HAMILTON WEST-WATSON	21-1950-060	09-12	41.8%	2.7%	14.4%
MERCER	TRENTON CITY	DAYLIGHT/TWILIGHT HIGH SCHOOL	21-5210-030	09-12	67.8%	17.7%	17.1%
MIDDLESEX	EDISON TWP	EDISON HIGH SCHOOL	23-1290-050	09-12	34.6%	1.8%	13%
MIDDLESEX	NORTH BRUNSWICK TWP	NORTH BRUNSWICK TOWNSHIP HIGH SCHOOL	23-3620-040	09-12	39.5%	2.6%	12%
MIDDLESEX	PISCATAWAY TWP	PISCATAWAY TOWNSHIP HIGH SCHOOL	23-4130-050	09-12	34.2%	3.4%	14.1%
MIDDLESEX	SOUTH RIVER BORO	SOUTH RIVER HIGH SCHOOL	23-4920-050	09-12	39.4%	3%	12.9%

**SCHOOL PEER GROUP**

**BERGEN**

**PALISADES PARK**

**PALISADES PARK JR-SR HIGH SCHOOL**

**VETERANS PLAZA**

**PALISADES PARK, NJ 07650**

**GRADE SPAN 08-12**

MIDDLESEX	WOODBIDGE TWP	<b>COLONIA HIGH SCHOOL</b>	23-5850-020	09-12	32.2%	2.4%	10.2%
MIDDLESEX	WOODBIDGE TWP	<b>JOHN F. KENNEDY HIGH SCHOOL</b>	23-5850-040	09-12	40.3%	3%	9.4%
OCEAN	BRICK TWP	<b>BRICK TOWNSHIP HIGH SCHOOL</b>	29-0530-020	09-12	30.5%	1.8%	17.3%
SOMERSET	BOUND BROOK BORO	<b>BOUND BROOK HIGH SCHOOL</b>	35-0490-020	09-12	63.3%	7.1%	13.1%
SOMERSET	FRANKLIN TWP	<b>FRANKLIN HIGH SCHOOL</b>	35-1610-050	08-12	40.1%	5.3%	13.8%
SOMERSET	MANVILLE BORO	<b>MANVILLE HIGH SCHOOL</b>	35-3000-050	09-12	46%	3.7%	17.7%
SOMERSET	NORTH PLAINFIELD BORO	<b>NORTH PLAINFIELD HIGH SCHOOL</b>	35-3670-050	07-12	67%	9%	15.7%
UNION	ROSELLE PARK BORO	<b>ROSELLE PARK HIGH SCHOOL</b>	39-4550-050	09-12	42%	4%	11.5%
UNION	UNION TWP	<b>UNION SENIOR HIGH</b>	39-5290-050	09-12	39.7%	2.6%	13.4%

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

In particular, the School Performance Reports seek to:

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

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

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

**DEMOGRAPHIC INFORMATION**

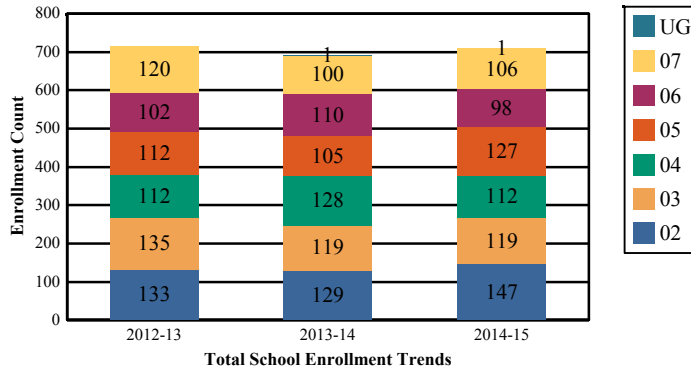
BERGEN  
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**Enrollment by Grade**

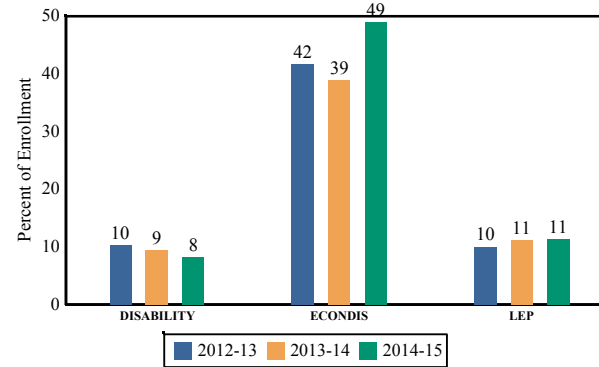
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

**Enrollment Trends by Program Participation**

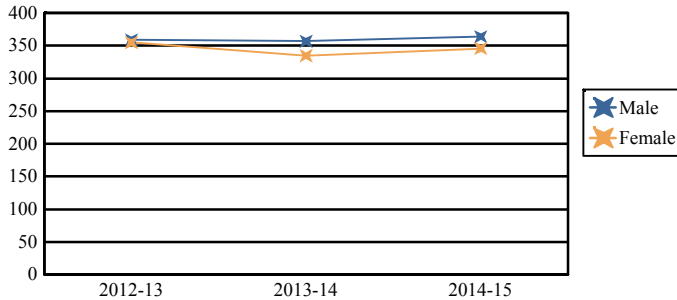
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	714
2013-14	692
2014-15	710

**Enrollment by Gender**

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

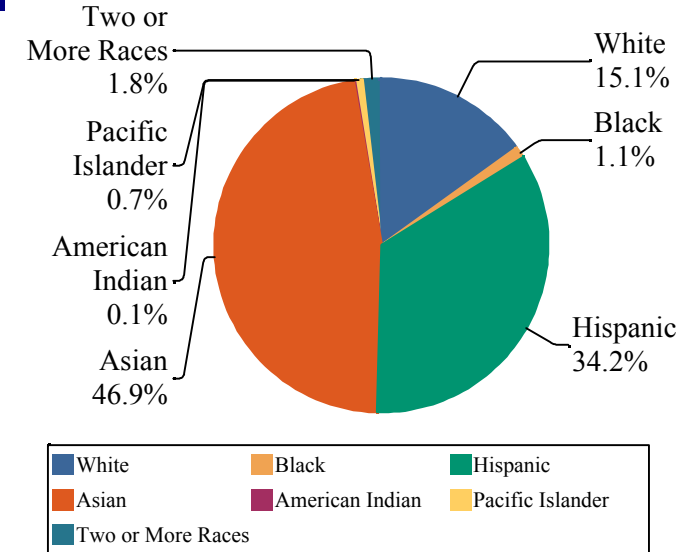


	Male	Female
2012-13	359	355
2013-14	357	335
2014-15	364	346

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	58	8%
Economically Disadvantaged Students	348	49.0%
English Language Learners	81	11.4%

**Enrollment by Ethnic/Racial Subgroup**

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



**Language Diversity**

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

2014-15	Percent
Korean	34.9%
English	34.2%
Spanish	22.2%
Chinese	2.0%
Arabic	1.0%
Portuguese	0.8%
Other	4.9%

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**GRADE SPAN 02-07**

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	52%	91	48
Math Met or Exceeded Expectation	44%		

**ESEA Waiver - English Language Arts/Literacy**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	536	52.4%	95%	95.8%	YES
White	82	51.2%	95%	91.2%	YES*
African American	-	-	--	--	--
Hispanic	178	34.2%	95%	94.3%	YES*
American Indian	-	-	--	--	--
Asian	257	66.2%	95%	98.9%	YES
Two or More Races	-	-	--	--	--
Students with Disability	50	12%	95%	94.4%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	271	43.5%	95%	95.1%	YES

YES\* = Met Participation Rate (Participation Averaging applied)

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

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GRADE SPAN 02-07

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**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	541	44%	95%	95.3%	YES
White	82	34.2%	95%	91.2%	YES*
African American	-	-	--	--	--
Hispanic	183	20.8%	95%	93.6%	YES*
American Indian	-	-	--	--	--
Asian	257	64.2%	95%	98.5%	YES
Two or More Races	-	-	--	--	--
Students with Disability	50	10%	95%	92.7%	YES*
English Learner Students	39	20.5%	95%	98%	YES
Economically Disadvantaged Students	275	35.3%	95%	95.3%	YES

**YES\* = Met Participation Rate (Participation Averaging applied)**

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

**PARCC Performance Level**

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

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

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

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	113	749	744	6%	14%	35%	42%	3%	44%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	42	740	727	7%	17%	43%	33%	0%	33%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	59	757	769	5%	12%	29%	49%	5%	54%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	51	742	724	6%	10%	51%	31%	2%	33%	24%

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**PARCC ELA Performance Distribution - Grade - 04**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	107	753	751	4%	19%	23%	39%	15%	54%	52%
White	19	763	758	5%	5%	21%	53%	16%	68%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	38	733	737	8%	29%	32%	29%	3%	32%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	45	769	773	0%	11%	18%	44%	27%	71%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	57	741	734	7%	25%	26%	33%	9%	42%	31%

**PARCC ELA Performance Distribution - Grade - 05**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	120	751	751	7%	13%	28%	47%	6%	53%	53%
White	20	750	757	0%	15%	35%	50%	0%	50%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	39	739	737	15%	15%	33%	33%	3%	36%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	58	757	771	3%	10%	22%	55%	9%	64%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	13	730	723	31%	8%	31%	31%	0%	31%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	65	745	734	11%	17%	28%	40%	5%	45%	31%

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**PARCC ELA Performance Distribution - Grade - 06**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	92	748	749	10%	13%	26%	43%	8%	51%	50%
White	17	752	755	0%	0%	53%	41%	6%	47%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	27	733	736	22%	15%	30%	26%	7%	33%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	45	755	770	7%	16%	13%	56%	9%	64%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	55	743	733	15%	16%	20%	44%	5%	49%	30%

**ACADEMIC ACHIEVEMENT**

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**GRADE SPAN 02-07**

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**PARCC ELA Performance Distribution - Grade - 07**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	104	757	750	7%	10%	23%	38%	22%	61%	53%
White	16	745	757	6%	6%	44%	38%	6%	44%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	32	736	736	19%	13%	31%	28%	9%	38%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	50	773	777	0%	8%	12%	46%	34%	80%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	43	746	733	9%	14%	28%	33%	16%	49%	33%

**PARCC MATH - Performance Distribution - Grade - 03**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	113	751	746	4%	13%	28%	46%	9%	55%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	42	741	733	2%	29%	31%	33%	5%	38%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	59	761	772	3%	3%	24%	58%	12%	69%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	51	747	730	4%	18%	29%	45%	4%	49%	26%

PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	109	746	744	6%	22%	29%	35%	7%	42%	42%
White	19	748	749	5%	16%	32%	42%	5%	47%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	40	727	732	13%	35%	35%	18%	0%	18%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	45	764	769	2%	7%	27%	49%	16%	64%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	59	734	730	12%	27%	31%	31%	0%	31%	23%

**ACADEMIC ACHIEVEMENT**

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**PARCC MATH - Performance Distribution - Grade - 05**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	122	746	744	7%	16%	34%	39%	5%	44%	42%
White	20	738	749	5%	20%	45%	30%	0%	30%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	41	732	733	15%	20%	44%	22%	0%	22%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	58	757	768	2%	12%	22%	53%	10%	64%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	13	727	724	15%	23%	46%	15%	0%	15%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	66	738	731	11%	18%	36%	32%	3%	35%	23%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
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**GRADE SPAN 02-07**

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**PARCC MATH - Performance Distribution - Grade - 06**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	92	745	743	10%	13%	34%	36%	8%	43%	42%
White	17	746	749	0%	12%	53%	29%	6%	35%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	27	722	731	22%	30%	37%	11%	0%	11%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	45	757	768	7%	4%	22%	53%	13%	67%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	11	716	718	36%	18%	27%	18%	0%	18%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	55	737	729	16%	16%	29%	36%	2%	38%	23%

**ACADEMIC ACHIEVEMENT**

**BERGEN  
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**GRADE SPAN 02-07**

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**PARCC MATH - Performance Distribution - Grade - 07**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	105	741	740	6%	17%	43%	31%	3%	34%	38%
White	16	733	745	6%	13%	69%	6%	6%	13%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	-	-	730	-	-	-	-	-	-	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	50	753	760	2%	4%	38%	52%	4%	56%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	44	732	728	7%	27%	43%	23%	0%	23%	21%

**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

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

**Proficiency Percentages**

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
<b>Reading</b>	<b>Grade 4</b>	State (NJ)	25	33	31	12
	<b>Grade 4</b>	Nation	31	33	27	9
	<b>Grade 8</b>	State (NJ)	20	39	35	6
	<b>Grade 8</b>	Nation	24	42	31	4
<b>Math</b>	<b>Grade 4</b>	State (NJ)	14	39	38	9
	<b>Grade 4</b>	Nation	18	42	33	7
	<b>Grade 8</b>	State (NJ)	21	32	30	16
	<b>Grade 8</b>	Nation	29	38	25	8

**ACADEMIC ACHIEVEMENT**

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**NJASK Results - Science Grade Level - 04**

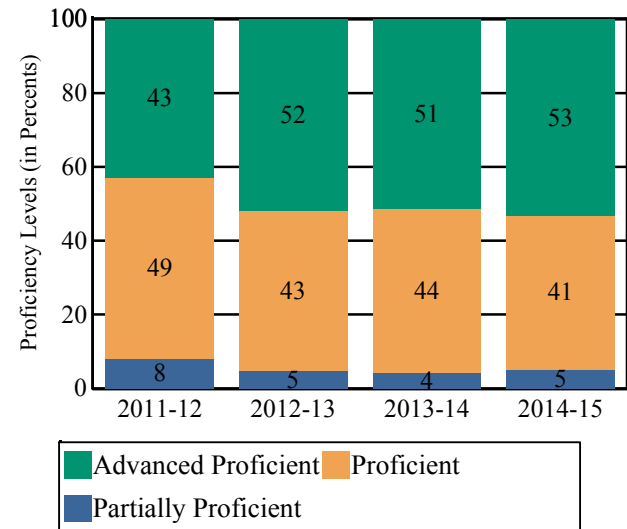
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	53%	41%	5%
White	67%	27%	7%
African American	-	-	-
Hispanic	20%	73%	7%
American Indian	-	-	-
Asian	79%	21%	0%
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	45%	47%	9%

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

**NJASK Proficiency Trends - Science - Grade Level - 04**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

**BERGEN  
PALISADES PARK**

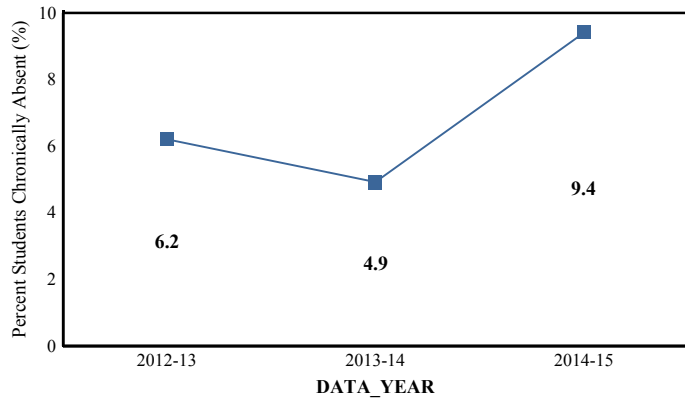
**GRADE SPAN 02-07**

**LINDBERGH ELEMENTARY SCHOOL  
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

**Chronic Absenteeism Trend**

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

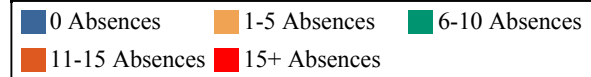
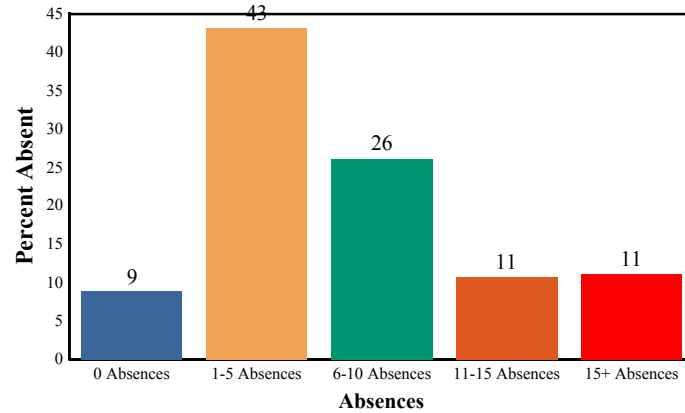


**Chronic Absenteeism for 2014-15**

**9.42%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being ‘not present’ and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



**STUDENT GROWTH**

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**GRADE SPAN 02-07**

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	62	94	82	35	YES
Student Growth on Math	49	45	42	35	YES
		70	62		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	1%	0%
Partially Met	7%	4%	2%
Approached	8%	10%	8%
Met	3%	14%	25%
Exceeded	0%	1%	11%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	1%	0%
Partially Met	10%	5%	2%
Approached	11%	16%	9%
Met	7%	13%	16%
Exceeded	0%	1%	4%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

**BERGEN  
PALISADES PARK**

**GRADE SPAN 02-07**

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

**Grade Level - 03**

**PARCC Language Arts 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	815	850
75th	774	770
50th	746	743
25th	728	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	55

**Grade Level - 03**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	807	850
75th	770	767
50th	752	745
25th	732	722
0th	660	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	45

**WITHIN SCHOOL ACHIEVEMENT GAP**

**BERGEN  
PALISADES PARK**

**LINDBERGH ELEMENTARY SCHOOL  
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**GRADE SPAN 02-07**

**Grade Level - 04**

**PARCC Language Arts 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	832	850
75th	777	773
50th	751	750
25th	726	728
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	45

**Grade Level - 05**

**PARCC Language Arts 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	821	850
75th	767	773
50th	750	751
25th	731	728
0th	680	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	45

**Grade Level - 04**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	813	850
75th	764	764
50th	743	742
25th	722	721
0th	674	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	43

**Grade Level - 05**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	763	763
50th	744	743
25th	725	723
0th	674	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	40

**WITHIN SCHOOL ACHIEVEMENT GAP**

**BERGEN  
PALISADES PARK**

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**GRADE SPAN 02-07**

**Grade Level - 06**

**PARCC Language Arts 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	818	850
75th	773	770
50th	750	749
25th	727	726
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	44

**Grade Level - 07**

**PARCC Language Arts 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	835	850
75th	783	776
50th	758	751
25th	731	724
0th	660	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	52

**Grade Level - 06**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	800	850
75th	765	763
50th	746	742
25th	728	721
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	42

**Grade Level - 07**

**PARCC MATH 25th %ile vs 75th%ile**

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

Percentile	School Scale Score	State Scale Score
99th	789	850
75th	759	759
50th	738	740
25th	728	720
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	39

### Length of School Day

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

	School
2014-15	6 Hrs. 20 Mins.

### Student Suspension Rate

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

	School
2014-15	3.0%

### Instructional Time

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

2014-15	School
Full Time	5 Hrs. 40 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student Expulsions

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

	School
2014-15	0

### Student to Staff Ratio

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

2014-15	School
Faculty	12
Administrators	355

**SCHOOL PEER GROUP**

**BERGEN  
PALISADES PARK**

**GRADE SPAN 02-07**

**LINDBERGH ELEMENTARY SCHOOL  
401 GLEN AVE  
PALISADES PARK, NJ 07650**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	ABSECON CITY	H ASHTON MARSH	01-0010-060	KG-04	46.8%	8.9%	9.8%
BERGEN	ELMWOOD PARK	SIXTEENTH AVENUE SCHOOL	03-1345-090	PK-05	45.3%	4.3%	14.6%
BERGEN	ENGLEWOOD CITY	DR. JOHN GRIECO ELEMENTARY SCHOOL	03-1370-086	01-03	69%	20.9%	12.3%
BERGEN	PALISADES PARK	LINDBERGH ELEMENTARY SCHOOL	03-3910-070	02-07	49%	11.4%	8.2%
BURLINGTON	DELANCO TWP	M. JOAN PEARSON ELEMENTARY SCHOOL	05-1030-030	KG-05	39.9%	1.9%	13.8%
BURLINGTON	MAPLE SHADE TWP	MAUDE M. WILKINS ELEMENTARY SCHOOL	05-3010-080	PK-04	46.8%	1.2%	21.9%
BURLINGTON	PALMYRA BORO	CHARLES STREET SCHOOL	05-3920-060	PK-06	43.2%	1.6%	16.9%
CAMDEN	RUNNEMEDE BORO	GRADE DOWNING ELEMENTARY SCHOOL	07-4590-030	KG-03	38%	2.5%	10.1%
CHARTERS	KINGDOM CS OF LEADERSHIP	THE KINGDOM CHARTER SCHOOL OF LEADERSHIP	80-6067-949	KG-06	31.3%	3%	4%
CHARTERS	THE ETHICAL COMMUNITY CHARTER SCHOO	THE ETHICAL COMMUNITY CHARTER SCHOO	80-6030-912	KG-06	37.5%	0%	11.7%
GLOUCESTER	ELK TWP	AURA ELEMENTARY SCHOOL	15-1330-010	PK-06	38.2%	0.8%	12.8%
GLOUCESTER	GLASSBORO	THOMAS E. BOWE SCHOOL	15-1730-090	04-06	44.2%	1.6%	18%
HUDSON	KEARNY TOWN	ROOSEVELT	17-2410-100	PK-06	37.5%	0%	13.7%
MERCER	EWING TWP	WL ANTHEIL ELEMENTARY SCHOOL	21-1430-140	PK-05	44.3%	4%	14.5%
MERCER	HAMILTON TWP	MCGALLIARD ELEMENTARY SCHOOL	21-1950-200	PK-05	38.2%	1.5%	11.1%
MIDDLESEX	JAMESBURG BORO	JOHN F. KENNEDY ELEMENTARY SCHOOL	23-2370-080	PK-05	48.6%	9.6%	9.5%
MIDDLESEX	OLD BRIDGE TWP	LEROY GORDON COOPER ELEMENTARY SCHOOL	23-3845-113	KG-05	40.6%	3.4%	13.4%
MIDDLESEX	SOUTH AMBOY CITY	SOUTH AMBOY ELEMENTARY	23-4830-060	PK-05	46.5%	1.6%	21.5%
MIDDLESEX	WOODBRIIDGE TWP	LAFAYETTE ESTATES ELEMENTARY SCHOOL	23-5850-200	KG-05	38.9%	8.3%	3.8%
MIDDLESEX	WOODBRIIDGE TWP	PORT READING SCHOOL	23-5850-275	PK-05	35.9%	0%	12.7%
OCEAN	BRICK TWP	VETERANS MEMORIAL ELEMENTARY SCHOOL	29-0530-080	KG-05	41.5%	0%	19.1%

**SCHOOL PEER GROUP**

**BERGEN  
PALISADES PARK**

**LINDBERGH ELEMENTARY SCHOOL  
401 GLEN AVE  
PALISADES PARK, NJ 07650**

**GRADE SPAN 02-07**

OCEAN	TOMS RIVER REGIONAL	<b>EAST DOVER ELEMENTARY SCHOOL</b>	29-5190-070	KG-05	36.6%	0.2%	14.4%
OCEAN	TOMS RIVER REGIONAL	<b>WASHINGTON STREET ELEMENTARY SCHOOL</b>	29-5190-110	KG-05	36.2%	0%	12.9%
PASSAIC	CLIFTON CITY	<b>SCHOOL #8</b>	31-0900-140	KG-05	37.3%	2.3%	10%
PASSAIC	HAWTHORNE BORO	<b>WASHINGTON ELEMENTARY SCHOOL</b>	31-2100-100	KG-05	44.8%	5%	14.6%
SOMERSET	FRANKLIN TWP	<b>ELIZABETH AVENUE SCHOOL</b>	35-1610-070	PK-04	51.1%	13.2%	5.4%
SOMERSET	FRANKLIN TWP	<b>SAMPSON G. SMITH SCHOOL</b>	35-1610-150	05-06	48.8%	5.5%	18%
SOMERSET	MANVILLE BORO	<b>ROOSEVELT SCHOOL</b>	35-3000-080	PK-05	48.2%	1.3%	23.2%
UNION	RAHWAY CITY	<b>MADISON ELEMENTARY</b>	39-4290-110	PK-06	49.4%	9.6%	9.2%
UNION	RAHWAY CITY	<b>ROOSEVELT ELEMENTARY SCHOOL</b>	39-4290-120	PK-06	53.3%	8%	17.8%
UNION	UNION TWP	<b>HANNAH CALDWELL ELEM SCH</b>	39-5290-083	PK-04	37.5%	4.1%	6.8%

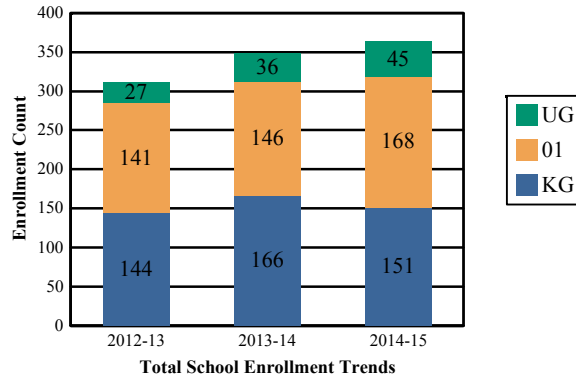
## DEMOGRAPHIC INFORMATION

BERGEN  
PALISADES PARK

GRADE SPAN KG-01

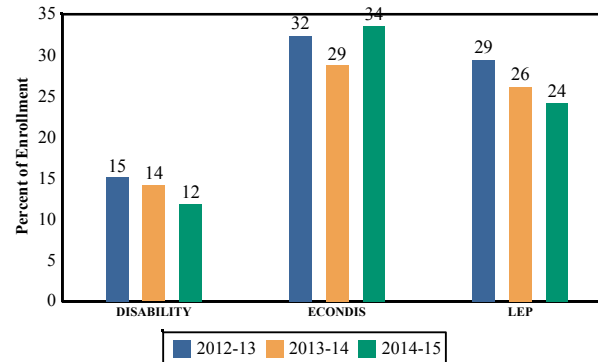
### Enrollment by Grade

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



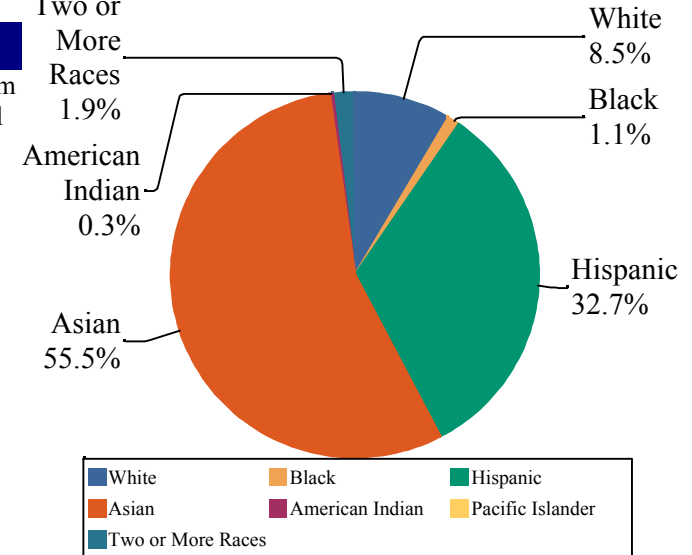
### Enrollment Trends by Program Participation

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



### Enrollment by Ethnic/Racial Subgroup

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



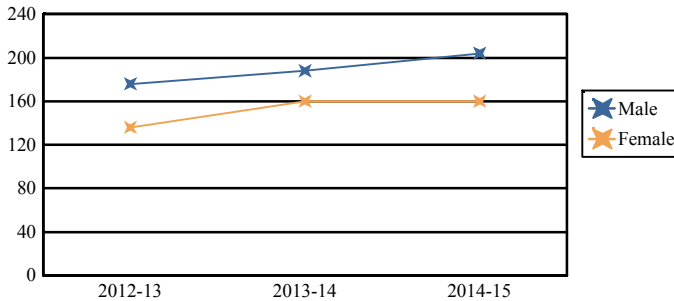
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

### Total School Enrollment

2012-13	312
2013-14	348
2014-15	364

### Enrollment by Gender

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



	Male	Female
2012-13	176	136
2013-14	188	160
2014-15	204	160

### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	43	12%
Economically Disadvantaged Students	122	33.5%
English Language Learners	88	24.2%

### Language Diversity

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

2014-15	Percent
Korean	38.3%
English	35.6%
Spanish	22.3%
Turkish	1.1%
Chinese	1.1%
Arabic	0.5%
Other	1.1%

### Length of School Day

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

	School
2014-15	Hrs. Mins.

### Student Suspension Rate

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

	School
2014-15	

### Instructional Time

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

2014-15	School
Full Time	Hrs. Mins.
Shared Time	Hrs. Mins.

### Student Expulsions

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

	School
2014-15	

### Student to Staff Ratio

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

2014-15	School
Faculty	13
Administrators	364