




School #3
2016-2017
Grade Span 01-06

03-0890-050
BERGEN
CLIFFSIDE PARK BORO
397 PALISADE AVENUE
CLIFFSIDE PARK, NJ 07010

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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	58	0	0
1	46	49	48
2	39	41	47
3	52	38	40
4	53	48	41
5	51	51	45
6	48	50	55
Ungraded	0	6	11
Total	347	283	287

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	50%	51%
Male	52%	51%	50%
Economically Disadvantaged Students	81%	80%	82%
Students with Disabilities	8%	13%	16%
English Learners	10%	12%	15%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	65.2%
White	29.3%
Black or African American	3.1%
Asian	2.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.3%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	57	0	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. All other students are included in Other Languages.

Home Language	% of Students
Spanish	50.9%
English	34.1%
Portuguese	4.5%
Arabic	4.2%
Turkish	2.4%
Other	3.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	166	98.3	85.60	56.70	54.90	85.6	75.2	Met Goal
White	55	100.0	90.90	63.10	63.90	90.9	77.3	Met Goal
Hispanic	105	98.2	82.00	49.80	39.80	82	72.2	Met Goal
Black or African American	N	N	*	40.70	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	84.60	80.70	*	**	**
American Indian or Alaska Native	N	N	*	50.00	53.70	*	**	**
Two or More Races	*	*	*	80.00	54.90	*	**	**
Female	78	97.7	87.20	64.80	62.20	87.2		
Male	88	98.9	84.10	48.40	48.10	84.1		
Economically Disadvantaged Students	136	98.6	83.10	52.90	36.20	83.1	73	Met Goal
Non-Economically Disadvantaged Students	30	97.0	96.70	61.20	65.80	96.7		
Students with Disabilities	33	100.0	66.70	27.20	20.50	66.7	42	Met Target
Students without Disabilities	133	97.9	90.20	63.00	61.90	90.2		
English Learners	41	97.7	73.20	*	25.20	73.2	55.7	Met Target
Non-English Learners	125	98.5	89.60	*	57.40	89.6		
Homeless Students	N	N	*	33.30	26.40	*		
Students In Foster Care	N	N	*	60.00	24.80	*		
Military-Connected Students	N	N	*	0.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	760	762	749	*	*	*	52%	*	63%	50%
White	20	769	*	759	*	*	*	60%	*	75%	61%
Hispanic	27	755	759	734	*	*	*	48%	*	56%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	750	N	N	N	N	N	N	52%
Female	16	760	767	753	*	*	*	*	*	63%	55%
Male	32	760	758	744	*	*	*	*	*	63%	46%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	63%
Students with Disabilities	12	728	726	720	*	*	*	*	*	17%	24%
Students without Disabilities	36	770	770	754	*	*	*	*	*	78%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	733	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	35	773	761	753	0%	0%	*	71%	*	89%	56%
White	12	777	769	762	*	*	*	83%	*	100%	67%
Hispanic	20	770	*	740	0%	0%	*	65%	*	80%	40%
Black or African American	*	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	17	776	767	758	0%	0%	*	65%	*	88%	61%
Male	18	770	756	748	0%	0%	*	78%	*	89%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	710	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	771	760	755	0%	0%	*	77%	*	89%	59%
White	11	782	*	763	0%	0%	0%	*	*	100%	69%
Hispanic	30	767	*	743	0%	0%	*	83%	*	87%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	756	N	N	N	N	N	N	60%
Female	22	774	*	761	0%	0%	*	82%	*	91%	66%
Male	22	768	*	749	0%	0%	*	73%	*	86%	53%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	756	*	*	*	*	*	*	60%
Homeless Students	N	N	N	732	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	730	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	781	765	751	*	*	*	53%	41%	94%	54%
White	12	776	767	758	0%	0%	0%	*	*	100%	63%
Hispanic	35	782	762	740	*	*	*	49%	46%	94%	38%
Black or African American	*	*	*	735	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	29	782	773	758	*	*	*	48%	*	93%	61%
Male	22	780	756	745	*	*	*	59%	*	96%	46%
Economically Disadvantaged Students	37	781	*	737	*	*	*	46%	*	92%	34%
Non-Economically Disadvantaged Students	14	782	*	760	*	*	*	71%	*	100%	65%
Students with Disabilities	11	766	735	722	*	*	*	*	*	100%	17%
Students without Disabilities	40	785	773	757	*	*	*	*	*	93%	61%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	55%
Migrant Students	N	N	N	721	N	N	N	N	N	N	20%

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

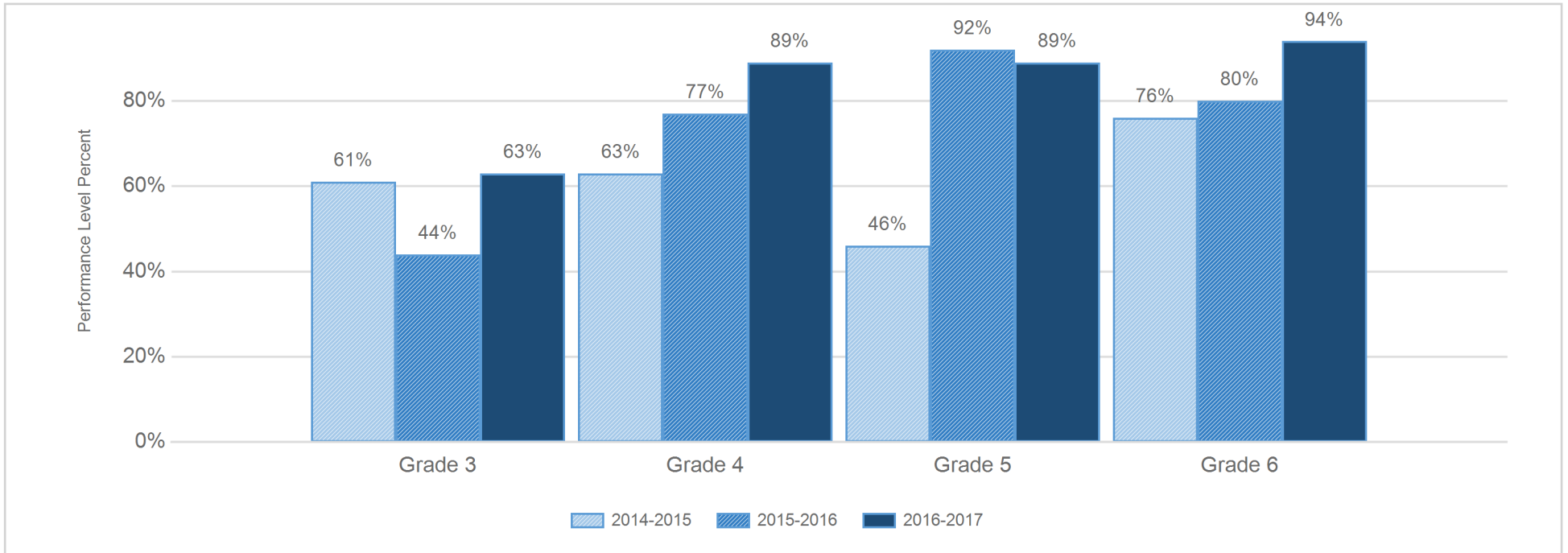


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	166	97.8	67.40	37.20	43.50	67.4	54.4	Met Target
White	55	100.0	67.30	41.70	52.40	67.3	59.2	Met Target
Hispanic	105	96.6	65.70	30.50	27.60	65.7	51.5	Met Target
Black or African American	N	N	*	18.70	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	73.00	75.60	*	**	**
American Indian or Alaska Native	N	N	*	50.00	42.50	*	**	**
Two or More Races	*	*	*	80.00	44.90	*	**	**
Female	78	96.6	68.00	37.10	44.10	68		
Male	88	99.0	67.00	37.20	42.90	67		
Economically Disadvantaged Students	136	97.4	65.50	33.60	25.10	65.5	52.2	Met Target
Non-Economically Disadvantaged Students	30	100.0	76.60	41.60	54.30	76.6		
Students with Disabilities	33	100.0	36.40	14.90	16.50	36.4	45.8	Met Target†
Students without Disabilities	133	97.4	75.20	42.10	48.80	75.2		
English Learners	41	94.0	63.40	*	23.30	63.4	44	Met Target
Non-English Learners	125	99.3	68.80	*	45.20	68.8		
Homeless Students	N	N	*	25.00	16.40	*		
Students In Foster Care	N	N	*	20.00	15.10	*		
Military-Connected Students	N	N	*	0.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	765	755	750	0%	*	*	41%	27%	67%	53%
White	20	771	*	758	0%	*	*	60%	*	80%	63%
Hispanic	28	761	749	738	0%	*	*	*	*	61%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	778	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	750	N	N	N	N	N	N	53%
Female	17	765	754	751	0%	*	*	*	*	71%	52%
Male	32	765	757	750	0%	*	*	*	*	66%	53%
Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	12	732	727	728	*	*	*	*	*	17%	29%
Students without Disabilities	37	775	761	754	*	*	*	*	*	84%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	725	N	N	N	N	N	N	35%



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2016-2017

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	747	746	746	*	*	43%	43%	0%	43%	47%
White	13	742	751	754	0%	*	*	*	0%	39%	59%
Hispanic	21	747	740	734	*	*	48%	*	0%	43%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	17	746	747	746	*	*	*	*	0%	47%	47%
Male	20	747	746	746	*	*	*	*	0%	40%	48%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	49%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



School #3
2016-2017

Grade Span 01-06

03-0890-050
BERGEN
CLIFFSIDE PARK BORO
397 PALISADE AVENUE
CLIFFSIDE PARK, NJ 07010

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	760	747	746	0%	*	*	68%	*	75%	46%
White	11	774	*	754	0%	0%	*	*	*	91%	57%
Hispanic	30	754	*	734	0%	*	*	70%	0%	70%	30%
Black or African American	*	*	*	728	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	746	N	N	N	N	N	N	47%
Female	22	760	*	747	0%	*	*	77%	*	82%	47%
Male	22	760	*	746	0%	*	*	59%	*	68%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	715	N	N	N	N	N	N	18%



School #3
2016-2017

Grade Span 01-06

03-0890-050
BERGEN
CLIFFSIDE PARK BORO
397 PALISADE AVENUE
CLIFFSIDE PARK, NJ 07010

Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	758	746	743	*	*	27%	54%	*	64%	44%
White	12	752	747	750	0%	*	*	*	0%	50%	54%
Hispanic	36	760	743	730	*	*	*	53%	*	67%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	770	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	744	*	*	*	*	*	*	46%
Female	29	752	748	744	*	*	*	52%	*	55%	45%
Male	23	765	744	742	*	*	*	57%	*	74%	43%
Economically Disadvantaged Students	38	757	*	728	*	*	*	*	*	61%	24%
Non-Economically Disadvantaged Students	14	761	*	752	*	*	*	*	*	71%	56%
Students with Disabilities	11	755	723	716	*	*	*	*	*	46%	13%
Students without Disabilities	41	759	752	748	*	*	*	*	*	68%	50%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	744	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

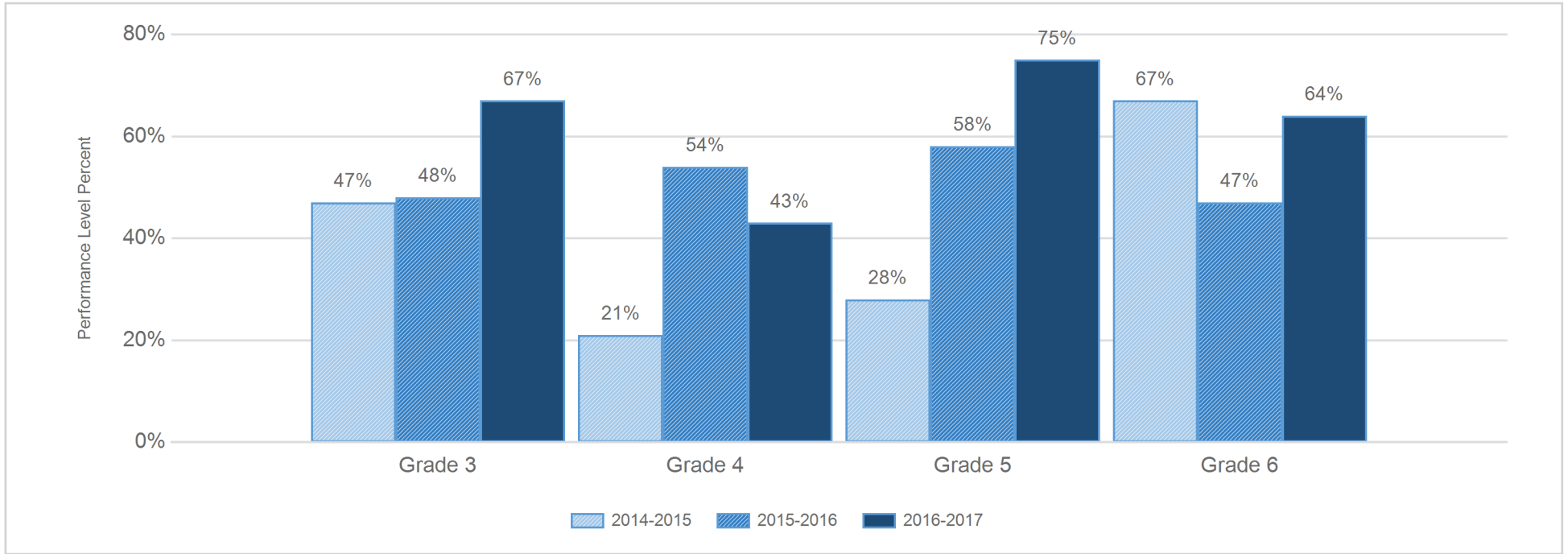


School #3
2016-2017
Grade Span 01-06

03-0890-050
BERGEN
CLIFFSIDE PARK BORO
397 PALISADE AVENUE
CLIFFSIDE PARK, NJ 07010

Mathematics Assessment – Performance Trends

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



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



School #3
2016-2017
Grade Span 01-06

03-0890-050
BERGEN
CLIFFSIDE PARK BORO
397 PALISADE AVENUE
CLIFFSIDE PARK, NJ 07010

Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	16	*	*
2	10	30%	70%
3	*	*	*
4	*	*	*
5+	N	N	N



School #3
2016-2017
Grade Span 01-06

03-0890-050
BERGEN
CLIFFSIDE PARK BORO
397 PALISADE AVENUE
CLIFFSIDE PARK, NJ 07010

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

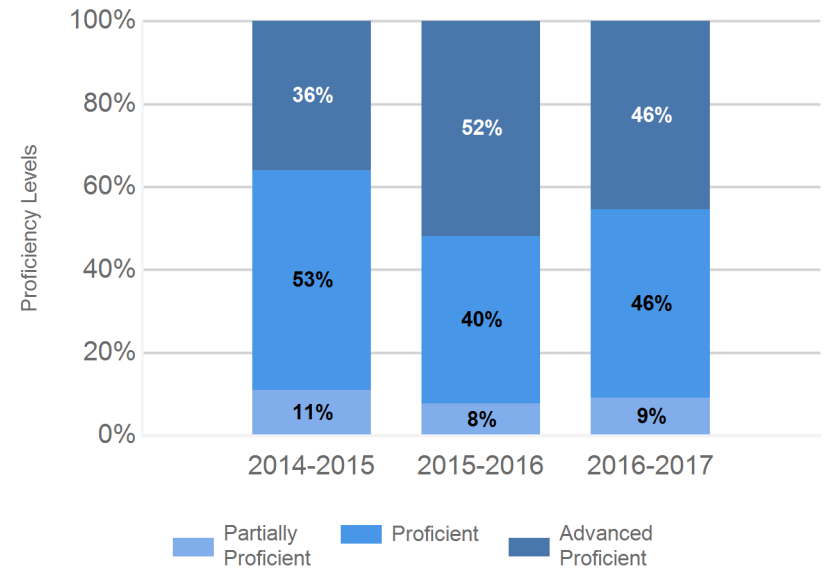
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	46%	46%	9%
White	62%	*	N
Hispanic	37%	52%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	46%	49%	6%
Students with Disabilities	17%	50%	33%
English Learners	*	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





School #3
2016-2017
Grade Span 01-06

03-0890-050
BERGEN
CLIFFSIDE PARK BORO
397 PALISADE AVENUE
CLIFFSIDE PARK, NJ 07010

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	72	48	50	Exceeds Target	69	47	50	Exceeds Target
White	70	50	50	Exceeds Target	54	44	52	Met Target
Hispanic	75	47	49	Exceeds Target	75	49	47	Exceeds Target
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	47	60	**	*	47	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	75.5	51	47	Exceeds Target	68	46	46	Exceeds Target
Students with Disabilities	73	*	41	Exceeds Target	72	*	43	Exceeds Target
English Learners	82	51	53	Exceeds Target	67.5	48	51	Exceeds Target

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



School #3
2016-2017
Grade Span 01-06

03-0890-050
 BERGEN
 CLIFFSIDE PARK BORO
 397 PALISADE AVENUE
 CLIFFSIDE PARK, NJ 07010

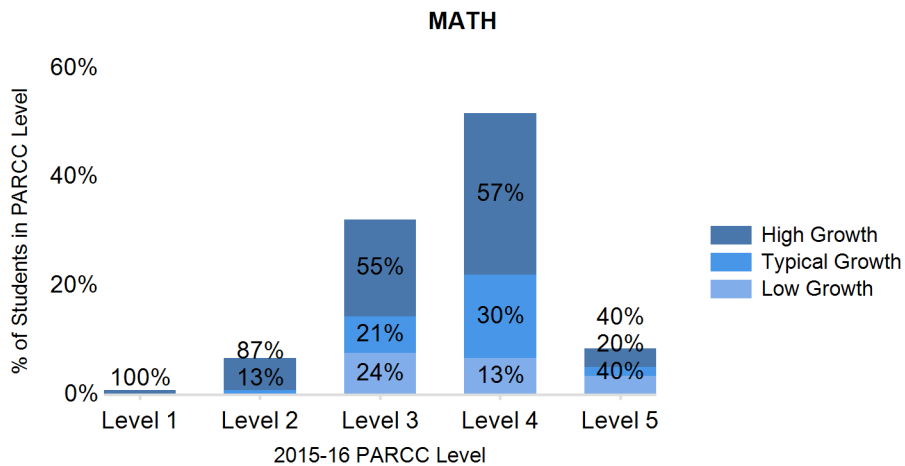
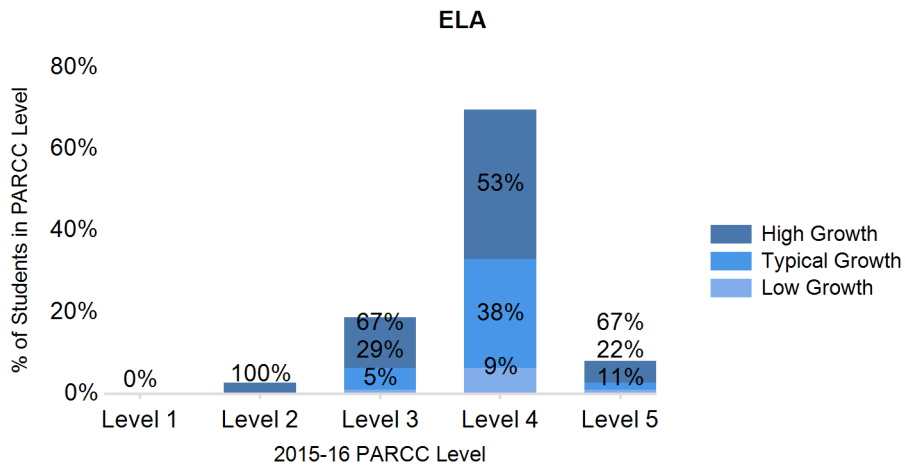
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

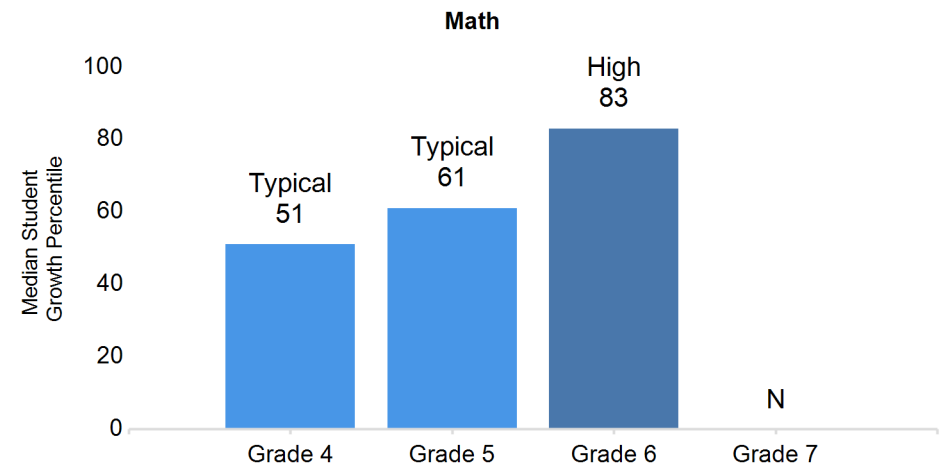
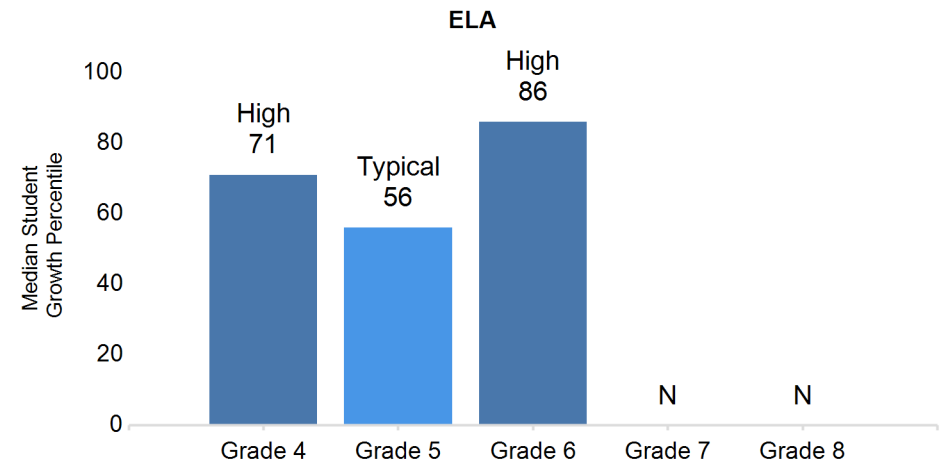
Student Growth by Performance Level

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



Student Growth by Grade

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





School #3
2016-2017
Grade Span 01-06

03-0890-050
BERGEN
CLIFFSIDE PARK BORO
397 PALISADE AVENUE
CLIFFSIDE PARK, NJ 07010

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

Chronic Absenteeism

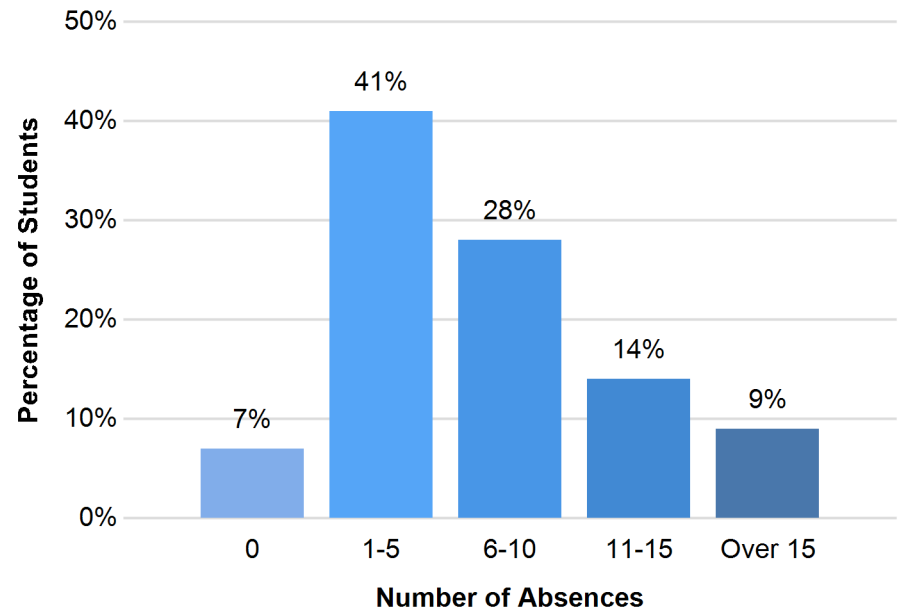
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.30	7.70	Met Target
White	4.70	7.70	Met Target
Hispanic	6.00	7.70	Met Target
Black or African American	0	**	**
Asian, Native Hawaiian, or Pacific Islander	0	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	6.00	7.70	Met Target
Students with Disabilities	4.20	7.70	Met Target
English Learners	10.70	7.70	Not Met

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

Days Absent

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



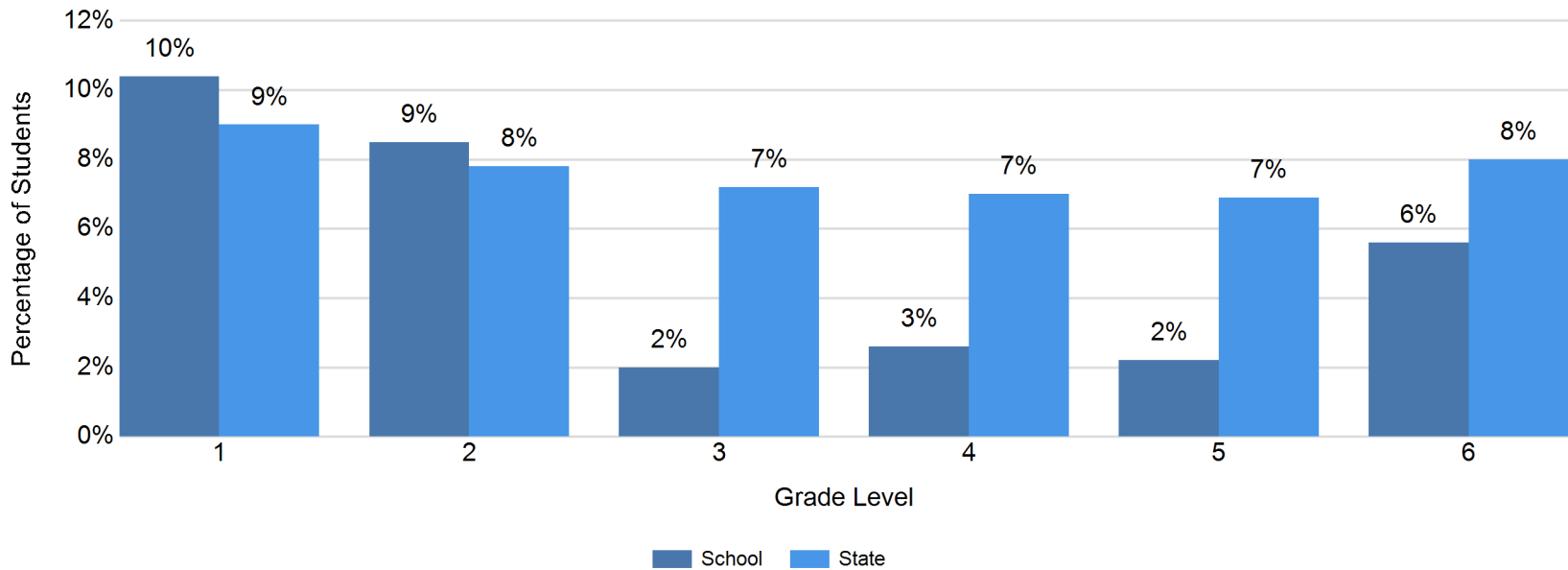


School #3
2016-2017
Grade Span 01-06

03-0890-050
BERGEN
CLIFFSIDE PARK BORO
397 PALISADE AVENUE
CLIFFSIDE PARK, NJ 07010

Chronic Absenteeism by Grade

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





School #3
2016-2017
Grade Span 01-06

03-0890-050
 BERGEN
 CLIFFSIDE PARK BORO
 397 PALISADE AVENUE
 CLIFFSIDE PARK, NJ 07010

School Day

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

Category	School
Typical Start Time	8:30AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs. 25 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



School #3
2016-2017
Grade Span 01-06

03-0890-050
 BERGEN
 CLIFFSIDE PARK BORO
 397 PALISADE AVENUE
 CLIFFSIDE PARK, NJ 07010

Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1.0	32.4 kbps	100 kbps	No	N	Fiber	No

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$697	\$12,557	\$13,254



School #3
2016-2017
Grade Span 01-06

03-0890-050
 BERGEN
 CLIFFSIDE PARK BORO
 397 PALISADE AVENUE
 CLIFFSIDE PARK, NJ 07010

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

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

Teachers: All classroom teachers

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

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

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	29	121,048
Average years experience in public schools	7.7	11.8
Average years experience in district	7.7	10.5
Teachers in district for 4 or more years	69%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,533
Average years experience in public schools	14.2	15.9
Average years experience in district	14.2	11.6
Administrators in district for 4 or more years	91%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	13:1
Administrators	287:1	281:1
Librarian/Media Specialists		1545:1
Nurses		515:1
Counselors		515:1
Child Study Team		386:1



School #3
2016-2017
Grade Span 01-06

03-0890-050
BERGEN
CLIFFSIDE PARK BORO
397 PALISADE AVENUE
CLIFFSIDE PARK, NJ 07010

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

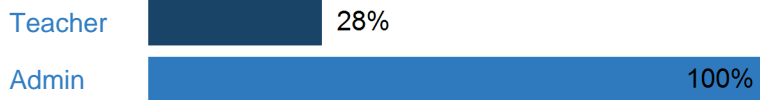
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



School #3
2016-2017
Grade Span 01-06

03-0890-050
BERGEN
CLIFFSIDE PARK BORO
397 PALISADE AVENUE
CLIFFSIDE PARK, NJ 07010

Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	99	17.5%
Mathematics Proficiency	92	17.5%
English Language Arts Growth	98	25%
Mathematics Growth	95	25%
Chronic Absenteeism	68	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		91.9
Summative Rating: Percentile rank of Summative Score		99 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



School #3
2016-2017
Grade Span 01-06

03-0890-050
 BERGEN
 CLIFFSIDE PARK BORO
 397 PALISADE AVENUE
 CLIFFSIDE PARK, NJ 07010

Accountability Summary by Student Group

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

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	No	Met Goal	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	78	No	Met Goal	Met Target	Met Target	Exceeds Target	Met Target	No
Hispanic	94	No	Met Goal	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Black or African American	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	96	No	Met Goal	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Students with Disabilities	96	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
English Learners	84	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No

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

† Target was met within a confidence interval.



School #3
2016-2017
Grade Span 01-06




03-0890-050
 BERGEN
 CLIFFSIDE PARK BORO
 397 PALISADE AVENUE
 CLIFFSIDE PARK, NJ 07010

School General Info

Principal:	Mrs. Calabrese	Email Address:	dbc calabrese@cliffsidepark.edu
Address:	397 PALISADE AVENUE CLIFFSIDE PARK, NJ 07010	Website:	www.cliffsidepark.edu
Phone:	(201)313-2330	Facebook:	https://www.facebook.com/cliffsideschool3pto/
		Twitter:	N/A

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • CP3 partnered with Rutgers afterschool literacy program for at risk readers. Children are taught twice a week for 45 min • CP3 won a 3 yr grant which enabled us to prepare our students for the NGSS. Science lessons were created & aligned • Our Classic Car Show event enabled us to raise enough funds to host assemblies on character education and anti-bullying
 <p>Mission, Vision, Theme:</p>	<p>Cliffside Park School Three, in partnership with its children, families, community and the BOE, guarantees each child a superior education by providing quality instruction and challenging learning experiences in a safe and orderly environment. It would not take one long to realize that Cliffside Park School #3 is a diverse, pluralistic and multicultural entity. The diversity of the families that entrust their children to us is one of the school's greatest assets.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>PS#3 is proud to share our staff and student accomplishments with you. We are happy to be the proud home to many NJ Governor Recognized Teachers of the Year. Each month a student from each class is recognized as Student of the Month and Citizen of the Month. We also incorporated an Attend and Achieve award for those students whose families make an effort to attend school on a daily basis. Programs like these recognize accomplished educators and students who strive to be the very BEST.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Our academic program includes a balanced literacy approach that engages our students in Reader’s and Writer’s Workshop. Our elementary teachers are well-versed in using daily objectives that support the NJSLs. Mathematics foundations and guided are also stressed, aligning lessons to the NJSLs. We are extremely excited about Foss Science. It is extremely hands on and our students love the investigations. Other content areas are enriched through literature and our 1:1 technology.</p>
 <p>Clubs and Activities:</p>	<p>School Three offers our children breakfast each and every morning. Our Early Risers program is for students who are in need of extra help in reading and math. Girl Scouts is offered at lunch time 2x a month and Safety Patrol is a yearlong program that our 6th graders volunteer for every year. Accelerated 5th Grade Math students met every Friday morning to challenge their minds.</p>
 <p>Before and After School Programs:</p>	<p>Every morning our students are able to meet early to eat school breakfast and complete unfinished homework in a supervised setting. Afterschool our students (Gr. 1-6) attend the aftercare for one hour of enrichment and one hour of homework assistance. There is also extended care for working parents. This program is run by certified teachers and teacher aides from our local district in conjunction with the CPBOE.</p>







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 <p>Staff and Professional Learning:</p>	<p>The faculty at School #3 is comprised of both tenured, veteran teachers and non-tenured teachers...all whom have entered the field of education to make a difference in the lives of children. A majority of our teachers hold advanced degrees in education, and mentor and exchange teaching styles and techniques. Teachers collaborate during lunch and learn book clubs or afterschool PLC's. We have a FUNdations facilitator, several reading specialists as well as many interventionists.</p>
 <p>Student Supports and Services:</p>	<p>Our Intervention and Referral Services Committee works with parents, teachers and Child Study Team professionals, who offer assistance to students who exhibit academic and/or behavioral difficulties. Our 504 team meets the needs of our students who are in need of accommodations without special needs. Our school nurse makes sure that our students have IHP if necessary. Our ELL teacher assists our second language students and their families with academic and non-academic issues.</p>
 <p>Student Health and Wellness:</p>	<p>School Three united with Pomptonian Food Services to create a Wellness Day. Our committee had students create posters that promoted positive healthy habits and hung them throughout the school. Our Phys. Ed teacher & teachers promoted walking at lunch time—walking Wednesdays. (March-June) Our lunch staff promoted jumping rope during recess. Our committee had activities every day for our students: Yoga, Karate, Dance, Tumbling, Healthy Cooking, etc...</p>
 <p>Parent and Community Involvement:</p>	<p>School Three has a very active PTO. Our PTO hosts events throughout the year that enable us to share ideas and discuss school related matters. Our district also offers parent workshops for Title 1 service, Literacy, Math, ELL, PARCC & Technology. Our Director of Special Services hosts events for SPED parents. We support the local food drives, pajama drive, book drive. We send care packages to our soldiers overseas. We write to war veterans and every year we do a SOUPer BOWL drive.</p>



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Facilities:

School #3 was built in 1907. It is a neighborhood elementary school that is located in southeastern Bergen County. The three floor building is home to 300 students spanning first through sixth grades. Our school sits atop newly sodded green grass with a sprinkler system and a relatively new roof and pavers. We have 15 classrooms, 5 small group instruction rooms, a Media Center, and an All Purpose Room. It is here (APR) that our students receive their special subjects and eat lunch.