

**Bartle Elementary School**

(23-2150-085)

Grades Offered: 02-05

2018-2019

Report Key:

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- ** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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(23-2150-085)
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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Highland Park Boro School District
Principal Name	Ms. Jennifer Knapp
Address	435 MANSFIELD STREET HIGHLAND PARK, NJ 08904
Phone Number	732-572-4100
Email Address	jknapp@hpschools.net
Website	http://bartle.hpschools.net/
Twitter	https://twitter.com/BartleSchoolHP



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
2	123	107	118
3	108	121	108
4	126	123	122
5	121	122	122
Total	478	473	470

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.8%	49.9%	49.8%
Male	50.2%	50.1%	50.2%
Economically Disadvantaged Students	41.2%	38.7%	36.6%
Students with Disabilities	12.8%	13.7%	16.6%
English Learners	9.8%	8.0%	8.7%
Homeless Students	0.4%	1.1%	0.6%
Students in Foster Care	0.8%	0.8%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	35.8%	35.7%	38.5%
Hispanic	21.8%	20.7%	22.3%
Black or African American	10.5%	12.7%	10.9%
Asian	26.2%	24.5%	22.8%
Native Hawaiian or Pacific Islander	0.2%	0.4%	0.0%
American Indian or Alaska Native	0.4%	0.4%	0.4%
Two or More Races	5.2%	5.5%	5.1%

Enrollment by Home Language

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

Home Language	% of Students
English	67.4%
Spanish	11.1%
Chinese	7.9%
Arabic	2.3%
Russian	1.5%
Other Languages	9.8%



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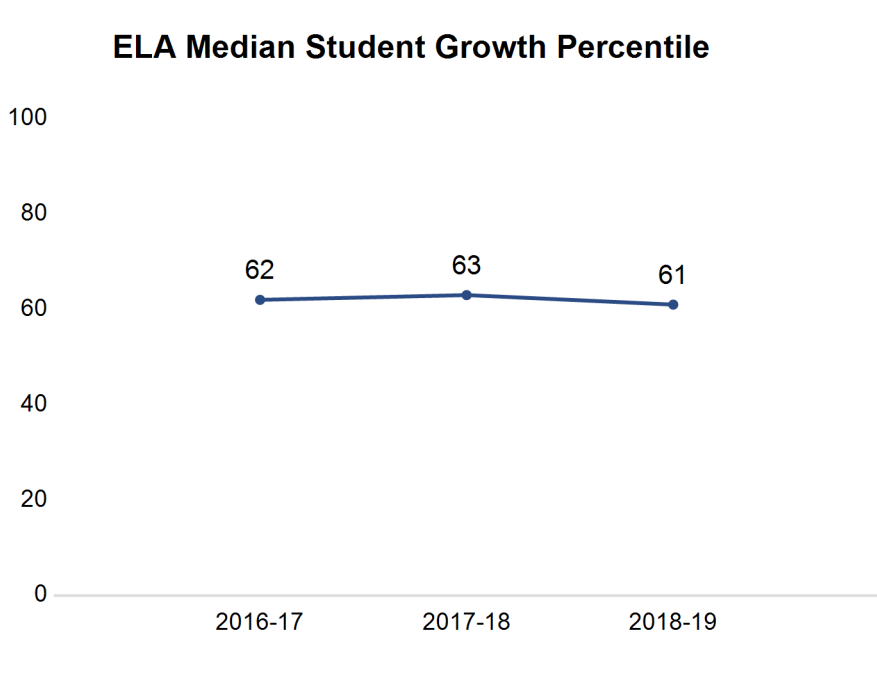
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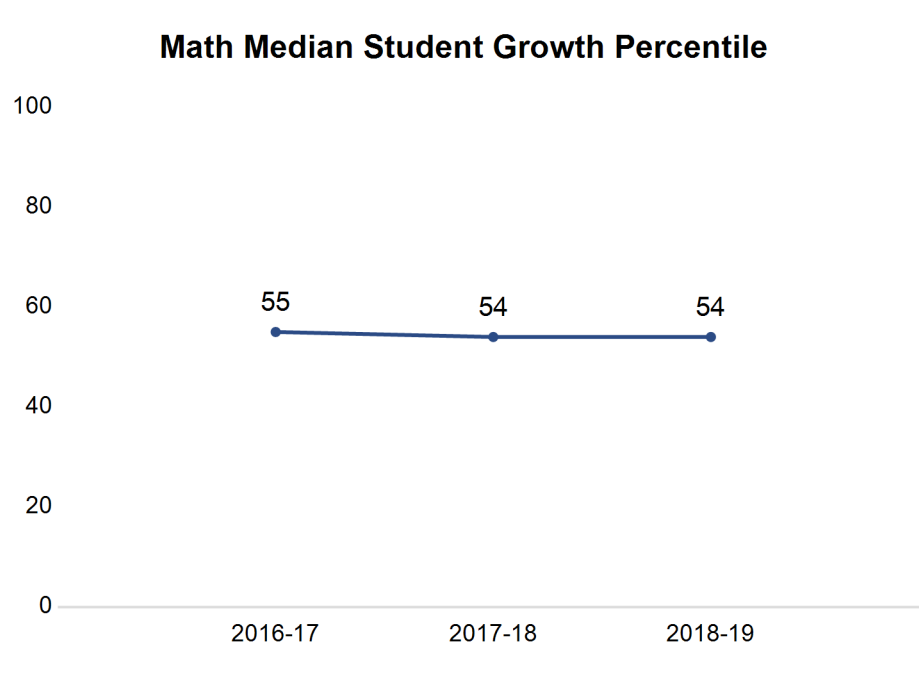
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	62	63	61	55	54	54
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	61	46	50	Exceeds Standard	54	54	50	Met Standard
White	65	43	50	Exceeds Standard	60	53	52	Exceeds Standard
Hispanic	55	45	49	Met Standard	46.5	48	47	Met Standard
Black or African American	45	45.5	45	Met Standard	55	45.5	43	**
Asian, Native Hawaiian, or Pacific Islander	71.5	54	59	Exceeds Standard	61	62	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	47	49	**	*	54	52	**
Female	64	51.5	53	N	50	51.5	50	N
Male	54	42	47	N	59.5	56	51	N
Economically Disadvantaged Students	54	44	48	Met Standard	52	49	46	Met Standard
Students with Disabilities	52.5	43	43	Met Standard	53.5	48	45	Met Standard
English Learners	54	54	52	**	56.5	60	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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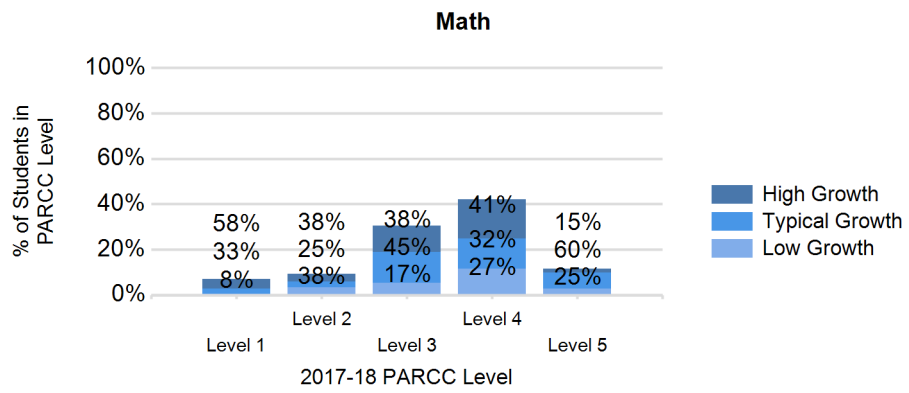
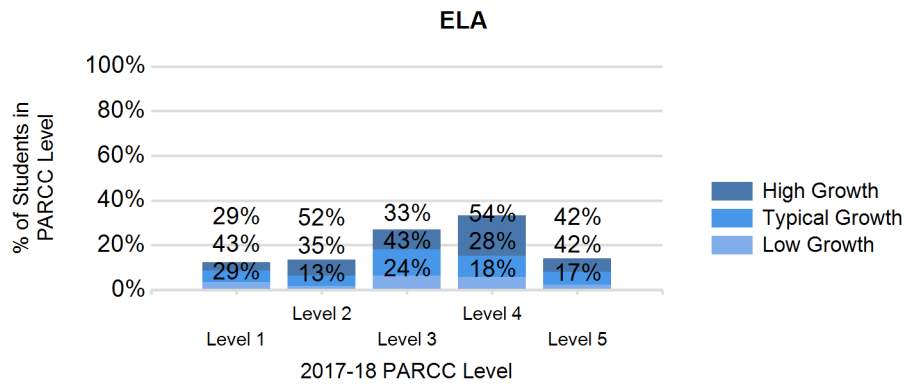
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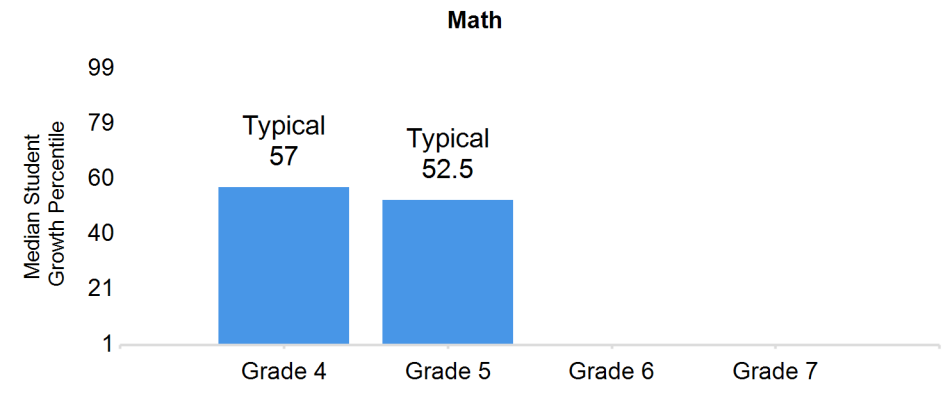
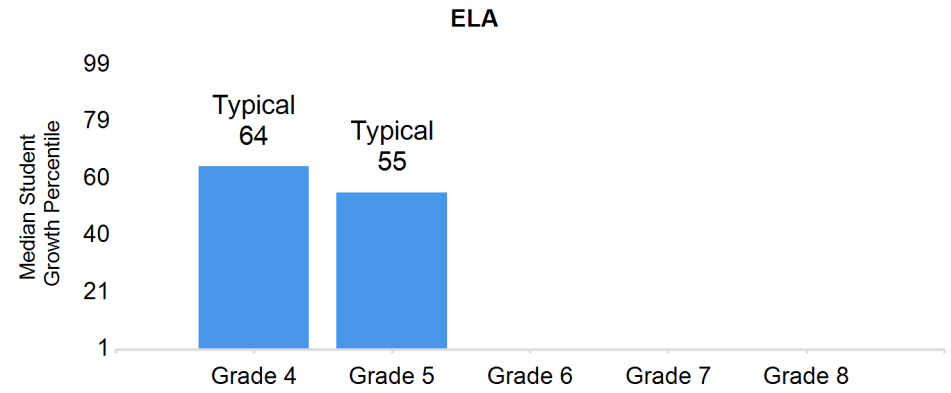
Student Growth by Performance Level

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



Student Growth by Grade

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





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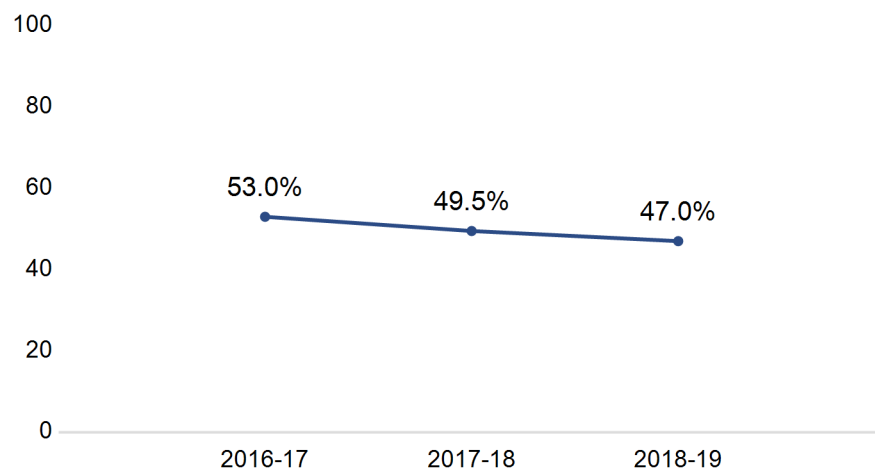
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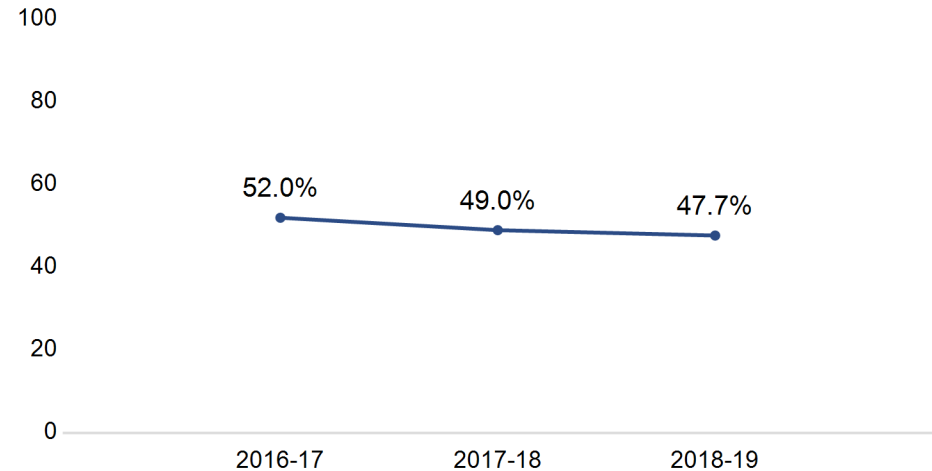
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	82.6%	86.7%	84.8%	82.9%	88.1%	83.1%
Proficiency Rate for Federal Accountability	53.0%	49.5%	47.0%	52.0%	49.0%	47.7%
Annual Target	56.1%	57.3%	58.6%	59.4%	60.5%	61.6%
Met Annual Target?	Met Target†	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	273	84.8	53.1	58.1	57.9	47.0	58.6	Not Met
White	102	83.3	57.8	66.0	66.9	50.1	71.2	Not Met
Hispanic	62	84.4	40.3	39.7	43.9	35.6	36.3	Met Target†
Black or African American	29	83.3	10.3	23.8	38.5	*	31.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	63	86.8	74.6	78.3	82.9	67.7	68.7	Met Target†
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	61.7	**	**
Female	145	86.4	57.2	63.5	64.8	51.7		
Male	128	82.9	48.4	52.8	51.3	41.8		
Economically Disadvantaged Students	82	79.5	23.2	32.4	40.0	*	39.2	Not Met
Non-Economically Disadvantaged Students	191	87.3	66.0	67.9	67.9	*		
Students with Disabilities	44	85.2	18.2	*	22.7	16.2	26.5	Not Met
Students without Disabilities	229	84.7	59.8	*	65.1	52.8		
English Learners	28	73.2	28.6	*	29.3	21.6	53.8	Not Met
Non-English Learners	245	86.3	55.9	*	60.6	50.4		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



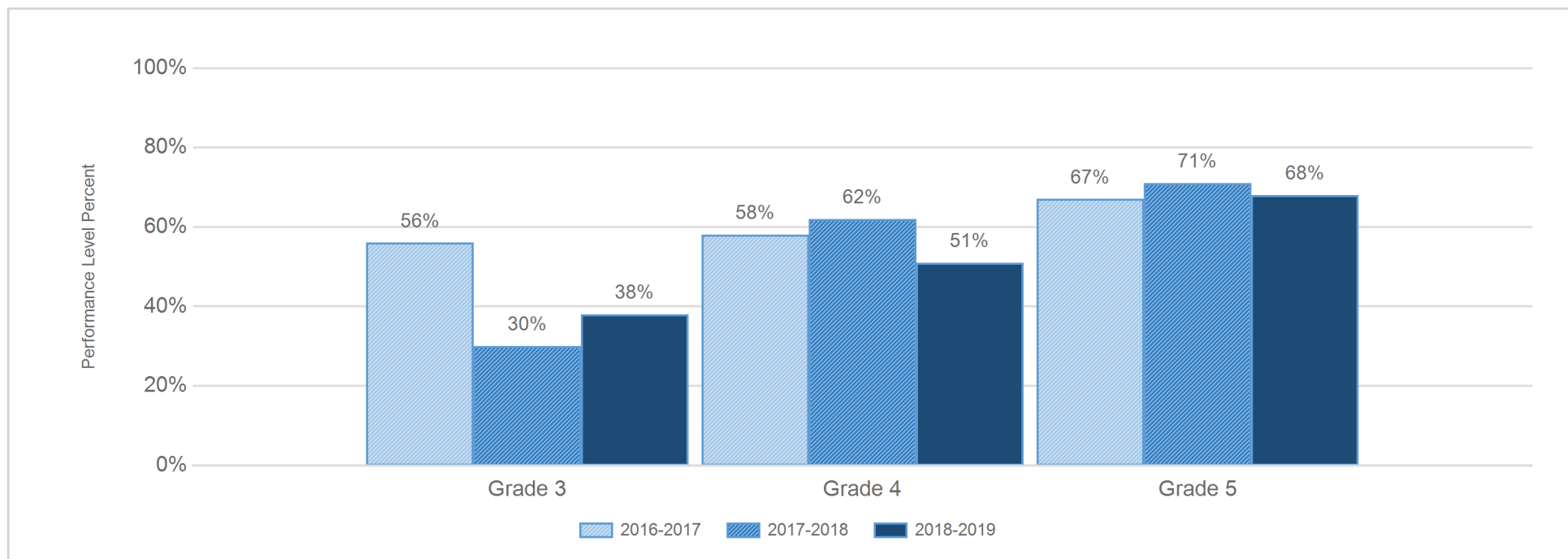
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	736	736	748	14%	21%	27%	*	*	38%	50%
White	35	733	733	757	*	*	43%	*	*	26%	60%
Hispanic	22	723	723	734	*	*	*	*	*	36%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	24	756	756	773	0%	*	*	*	*	63%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	49	740	740	753	*	*	27%	*	*	45%	55%
Male	46	731	731	743	*	*	28%	*	*	30%	46%
Economically Disadvantaged Students	26	720	720	731	*	*	38%	*	*	19%	33%
Non-Economically Disadvantaged Students	69	741	741	759	*	*	23%	*	*	45%	61%
Students with Disabilities	13	692	692	719	*	*	*	*	*	*	24%
Students without Disabilities	82	742	742	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	755	755	755	11%	10%	29%	30%	21%	51%	57%
White	34	769	769	763	*	*	*	35%	32%	68%	67%
Hispanic	21	742	742	743	*	*	48%	*	*	24%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	29	771	771	779	*	*	*	*	*	72%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	55	757	757	760	*	*	27%	*	*	53%	62%
Male	49	754	754	750	*	*	31%	*	*	49%	53%
Economically Disadvantaged Students	38	731	731	740	*	*	37%	*	*	21%	40%
Non-Economically Disadvantaged Students	66	769	769	765	*	*	24%	*	*	68%	69%
Students with Disabilities	19	721	721	725	*	*	*	*	*	26%	25%
Students without Disabilities	85	763	763	761	*	*	*	*	*	56%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	770	770	756	*	*	24%	41%	26%	68%	58%
White	40	776	776	764	*	*	*	43%	30%	73%	68%
Hispanic	21	759	759	743	*	*	*	*	*	52%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	13	784	784	781	*	0%	0%	*	*	92%	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	48	779	779	761	*	*	23%	*	*	73%	64%
Male	39	759	759	750	*	*	26%	*	*	62%	52%
Economically Disadvantaged Students	24	747	747	740	*	*	46%	*	*	33%	39%
Non-Economically Disadvantaged Students	63	779	779	766	*	*	16%	*	*	81%	69%
Students with Disabilities	11	729	729	724	*	*	*	*	*	18%	23%
Students without Disabilities	76	776	776	762	*	*	*	*	*	75%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	280	83.1	55.0	44.5	44.5	47.7	61.6	Not Met
White	103	83.5	58.3	51.8	54.1	50.5	65.8	Not Met
Hispanic	61	80.5	29.5	*	28.8	25.0	40.1	Not Met
Black or African American	28	74.4	21.4	*	23.0	16.6	33.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	71	87.0	81.7	72.7	76.5	74.5	79.5	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	52.6	53.3	*	**	**
Female	147	85.1	52.4	44.9	44.9	46.6		
Male	133	80.9	57.9	44.2	44.2	48.9		
Economically Disadvantaged Students	87	74.6	33.3	22.9	26.3	*	40.1	Not Met
Non-Economically Disadvantaged Students	193	87.7	64.8	53.2	54.9	*		
Students with Disabilities	44	85.2	18.2	*	17.4	16.1	30.7	Not Met
Students without Disabilities	236	82.7	61.9	*	50.0	53.4		
English Learners	36	69.7	50.0	*	25.0	35.1	59.3	Not Met
Non-English Learners	244	86.0	55.7	*	46.5	50.0		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



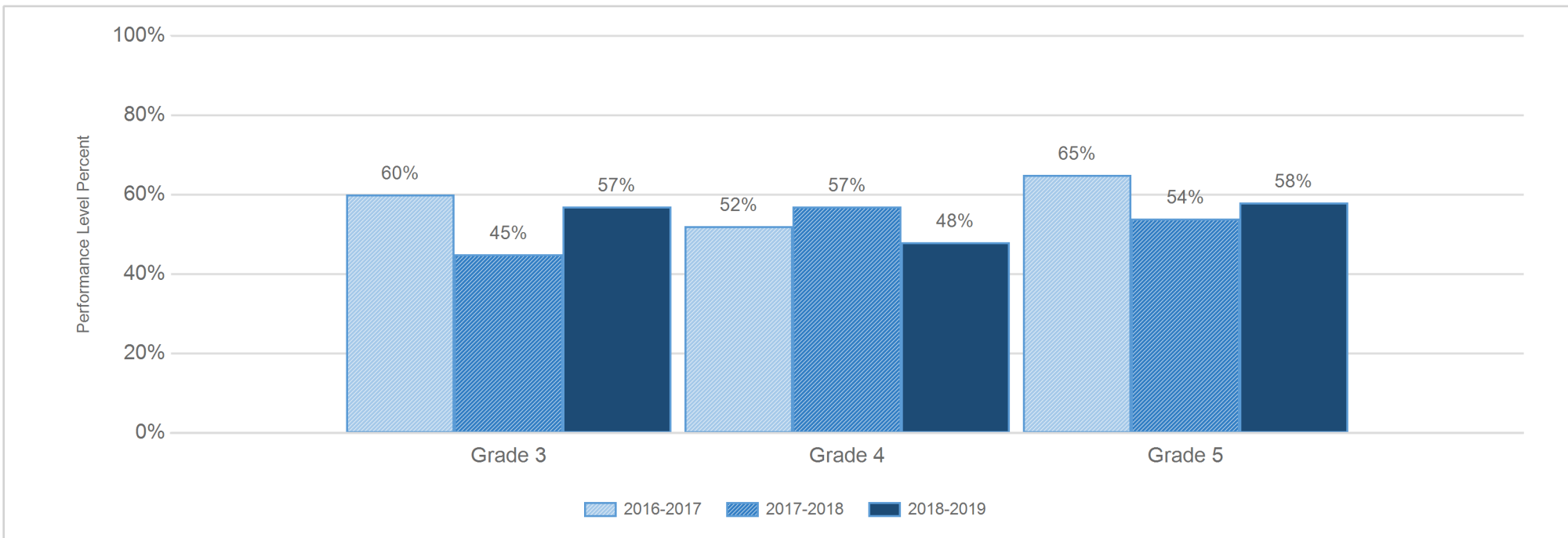
Bartle Elementary School
(23-2150-085)
Grades Offered: 02-05
2018-2019

Report Key:

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	752	752	752	*	*	23%	*	*	57%	55%
White	35	751	751	760	*	*	31%	*	*	51%	66%
Hispanic	21	728	728	739	*	*	*	*	*	29%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	29	775	775	778	0%	0%	*	*	*	83%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	48	754	754	751	*	*	25%	*	*	56%	54%
Male	51	751	751	752	*	*	22%	*	*	57%	56%
Economically Disadvantaged Students	29	739	739	737	*	*	*	*	*	41%	37%
Non-Economically Disadvantaged Students	70	758	758	761	*	*	*	*	*	63%	67%
Students with Disabilities	13	703	703	731	*	*	*	*	*	15%	31%
Students without Disabilities	86	760	760	756	*	*	*	*	*	63%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	748	748	749	*	17%	29%	*	*	48%	51%
White	35	760	760	757	*	0%	34%	*	*	63%	62%
Hispanic	22	730	730	737	*	*	45%	*	*	14%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	35	761	761	776	0%	*	*	*	*	66%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	62	747	747	749	*	*	27%	*	*	47%	50%
Male	50	750	750	749	*	*	30%	*	*	50%	52%
Economically Disadvantaged Students	41	729	729	734	*	*	34%	*	*	22%	32%
Non-Economically Disadvantaged Students	71	760	760	759	*	*	25%	*	*	63%	63%
Students with Disabilities	19	724	724	726	*	*	*	*	*	11%	25%
Students without Disabilities	93	753	753	754	*	*	*	*	*	56%	56%
English Learners	11	745	745	722	*	*	*	*	*	36%	18%
Non-English Learners	101	749	749	751	*	*	*	*	*	50%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	761	761	747	*	*	33%	39%	19%	58%	47%
White	40	763	763	755	0%	*	35%	*	*	60%	58%
Hispanic	22	744	744	735	*	*	*	*	*	36%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	16	782	782	775	0%	0%	*	*	*	94%	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	49	757	757	747	*	*	39%	*	*	53%	47%
Male	41	765	765	747	*	*	27%	*	*	63%	47%
Economically Disadvantaged Students	26	745	745	732	*	*	*	*	*	42%	27%
Non-Economically Disadvantaged Students	64	767	767	757	*	*	*	*	*	64%	59%
Students with Disabilities	11	741	741	725	*	*	*	*	*	27%	19%
Students without Disabilities	79	763	763	752	*	*	*	*	*	62%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	78.9%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	32	78.1%	21.9%
3-4	*	*	*
5 or more	N	N	N



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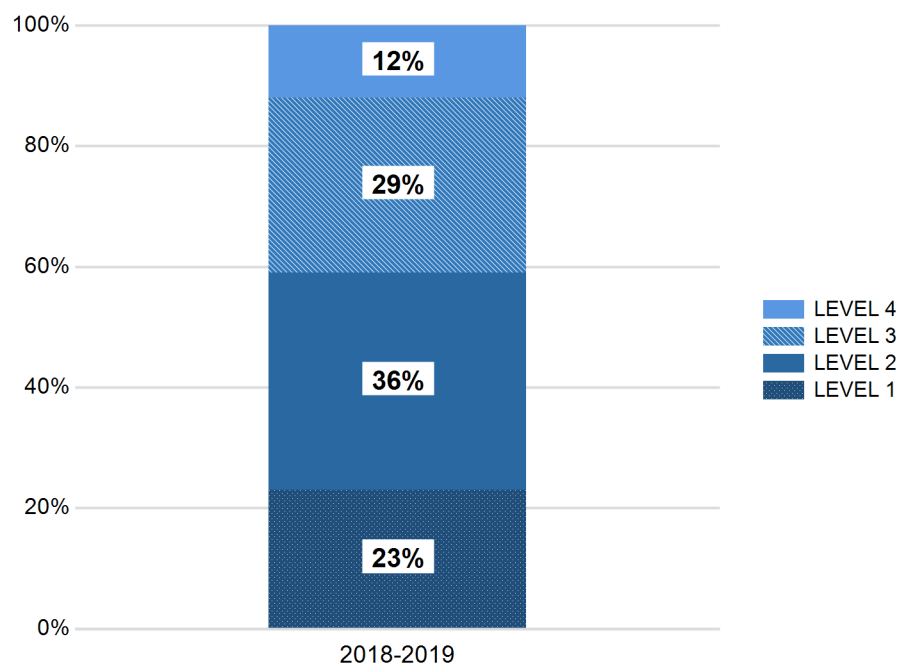
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	23	36	29	12
White	10	34	44	12
Hispanic	38	38	21	4
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	13	33	20	33
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	22	35	41	2
Male	26	37	14	23
Economically Disadvantaged Students	44	41	11	4
Non-Economically Disadvantaged Students	15	34	36	15
Students with Disabilities	64	18	0	18
Students without Disabilities	18	39	33	11
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

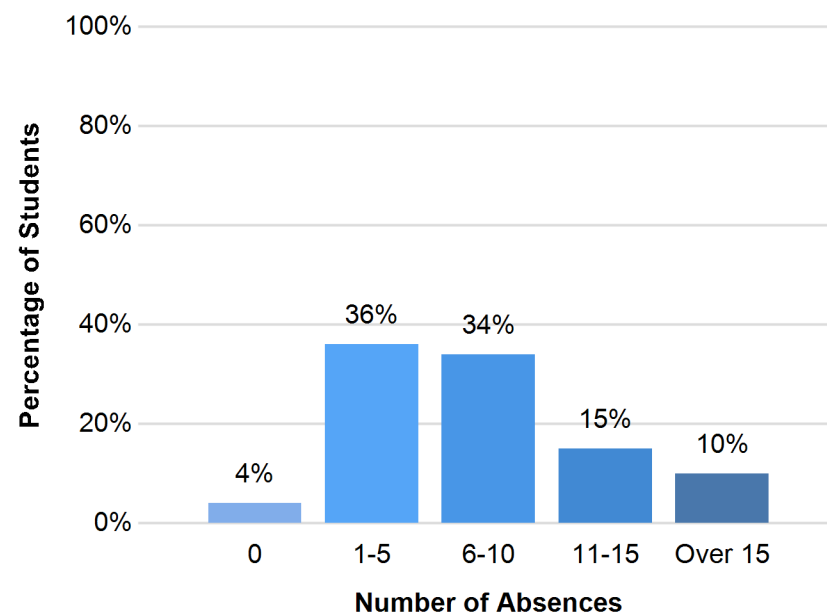
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	41	8.6	7.7	Not Met
White	16	8.7	7.7	Not Met
Hispanic	11	10.5	7.7	Not Met
Black or African American	8	14.5	7.7	Not Met
Asian, Native Hawaiian, or Pacific	5	4.8	7.7	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	7.7	Met
Female	16	6.9		
Male	25	10.2		
Economically Disadvantaged Students	26	14.7	7.7	Not Met
Students with Disabilities	12	13.5	7.7	Not Met
English Learners	3	8.1	7.7	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Bartle Elementary School

(23-2150-085)

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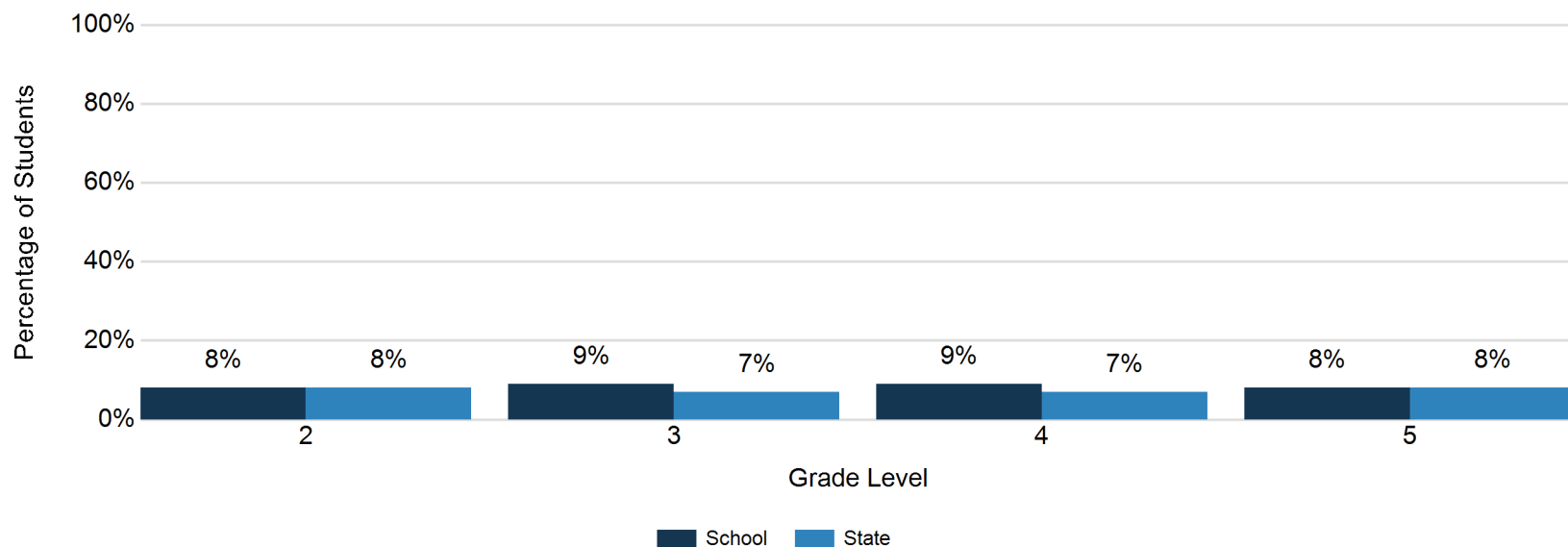
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	16
Weapons	1
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	3.62

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	3
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.1:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	44	118,214
Average years experience in public schools	11.0	12.1
Average years experience in district	9.5	10.8
Percentage of Teachers with 4 or more years experience in the district	70.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	13	9,530
Average years experience in public schools	18.5	16.0
Average years experience in district	7.2	12.0
Percentage of Administrators with 4 or more years experience in the district	53.8%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	N	124:1
Teachers to Administrators	N	11:1
Students to Librarians/Media Specialists		806:1
Students to Nurses		403:1
Students to Counselors		322:1
Students to Child Study Team Members		269:1



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Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.8%	93.2%	N	48.4%	77.1%	54.9%
Male	50.2%	6.8%	N	51.6%	22.9%	45.1%
White	38.5%	84.1%	N	42.4%	83.6%	77.4%
Hispanic	22.3%	4.5%	N	29.9%	7.3%	7.2%
Black or African American	10.9%	9.1%	N	15.0%	6.6%	13.9%
Asian	22.8%	2.3%	N	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	N	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	N	0.2%	0.1%	0.1%
Two or More Races	5.1%	0.0%	N	2.1%	0.2%	0.2%



Bartle Elementary School
(23-2150-085)
Grades Offered: 02-05
2018-2019

Report Key:

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.7%	90.5%
2017-18 Administrators: Same district 2018-19	81.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.2%



Bartle Elementary School

(23-2150-085)

Grades Offered: 02-05

2018-2019

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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



Bartle Elementary School
(23-2150-085)
Grades Offered: 02-05
2018-2019

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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	53.0%	49.5%	47.0%
Math Proficiency	52.0%	49.0%	47.7%
ELA Growth	62	63	61
Math Growth	55	54	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		88.2%	78.9%
Chronic Absenteeism	6.5%	9.7%	8.6%

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



Bartle Elementary School
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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Bartle Elementary School
(23-2150-085)
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School Narrative

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



Highlights:

- Bartle Elementary is dedicated to the social and emotional development of all students. We are a Responsive Classroom school.
- Due to the efforts of our school Green Team and the school community, Bartle was awarded Bronze Certification from Sustainable Jersey for Schools.
- Partnership with Rutgers to advance the Social Emotional Learning Lab. Partnership with the Rutgers GSE Community School Partnership Network.



Mission, Vision, Theme:

Our mission is to provide essential experiences, within a safe and nurturing environment that allows all students to develop to their fullest potential as lifelong learners and socially responsible citizens in a global society. Our vision is to foster an inclusive, caring, and rigorous learning environment that empowers all students to achieve their personal best and challenges them to grow socially, emotionally, academically and creatively. For the 2019-2020 school year our theme is kindness.



Awards, Recognition, Accomplishments:

Bronze Certification from Sustainable Jersey for Schools; Sustainable Jersey for School Collaboration Award; FUSE grant



Bartle Elementary School

(23-2150-085)

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2018-2019

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Courses, Curriculum, Instruction:

Our school curriculum emphasizes best practices in a student centered learning environment and is standards-based. We use the Reader's and Writer's Workshop model. Teachers implement best practice mathematics strategies learned at Conquer Math to support student learning. We implement Every Day Counts Calendar Math which builds on concepts a little at a time helping to generate discussions that get students excited about "talking math." Science and Social Studies are inquiry based. Our academic program is enhanced by a rich visual and performing arts program.



Clubs and Activities:

Run4Fun; Robotics; Student Council; Chorus, Band; Orchestra; Art Show; Bartle TV; Whole School Meetings; E.P.I.C. events



Bartle Elementary School

(23-2150-085)

Grades Offered: 02-05



2018-2019

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 <p>Before and After School Programs:</p>	<p>Bartle Elementary provides before and after school programs as a service to working parents. Students that participate in the program receive homework instruction, time to play, and a healthy snack. There is a sliding scale for fees to support our free and reduced lunch students.</p>
 <p>Staff and Professional Learning:</p>	<p>This year, staff participated in two and a half professional development days prior to students beginning school. The district also offers an after-school Professional Development Academy; staff can select from a catalogue of professional development opportunities aligned to the district Strategic Plan. New teachers participate in the mentoring program for two days in the summer and four additional after-school professional development sessions throughout the school year. PLCs meet 2 times a month focusing on school and district goals to improve student learning.</p>



Bartle Elementary School

(23-2150-085)

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Student Supports and Services:

Students with Disabilities Programs: Paraprofessional Support, In-class Resource, Pull-out Resource, Self-Contained, Speech and Language Therapy, Occupational Therapy, Physical Therapy, Counseling Services, Behavioral Intervention Services, Wilson. We have an I&RS and 504 to assist students who are experiencing learning, behavior or health difficulties. We implement a Summer Holistic Intervention Program. We utilize the Sheltered Instruction model with our ELL students. We have lunch bunch groups run by the school counselor. We implement Responsive classroom and have a Social and Emotional Learning Lab. Twice a week after school the Social Emotional Superstars intervention program helps students requiring SEL strategies and supports.



Student Health and Wellness:

We have a Breakfast After the Bell Program. We have a full time nurse and school counselor. Students receive 90 minutes of Physical Education weekly and have recess daily. Brain Breaks, mindfulness and movement are utilized in the classroom. We have Operation Snowflake to support families in need.



Parent and Community Involvement:

Bartle values family and community involvement in supporting the education of our students. We have a PTO that plans events, raises money, and supports the school. Parents have access to the Gensis Parent Portal to access important information. Bartle has a Parent/Guardian Advisory Committee that meets regularly throughout the year to receive input from our families. Parent newsletters are sent regularly to keep families up to date on the child's education. We hosts family nights throughout the year to get parent/guardians involved. We have a BPAC and SEPAC. We partner with local and community organizations such as Rutgers University, HP Police and Fire Departments, Keep Middlesex Moving, Sustainable New Jersey, and HP Green Team.



Bartle Elementary School

(23-2150-085)

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The climate survey is given twice a year to students, parents, administrators and teachers. The climate committee uses the data to identify strengths and areas for improvement.</p>
 <p>Facilities:</p>	<p>We continue to improve our outdoor enclosed courtyard which is available for outdoor instruction.</p>
 <p>School Safety:</p>	<p>The district has a safety committee that meets regularly. Safety drills are implemented twice monthly to prepare students and staff in case of emergency. This year a Crisis Plan was distributed to all staff.</p>



Bartle Elementary School
 (23-2150-085)
 Grades Offered: 02-05
 2018-2019

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School Narrative

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Technology and STEM:

Bartle has a FUSE Lab that all 5th grade students participate in during the year. Our Advanced Learning Teacher pushes in to every class once a week to teach STEM activities to students in grade 2-5. The media specialist will be implementing a new coding unit in the curriculum for all grade levels.



Highland Park High School

(23-2150-050)

Grades Offered: 09-12

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Highland Park High School
(23-2150-050)
Grades Offered: 09-12
2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Highland Park Boro School District
Principal Name	Mr. Michael Lassiter
Address	102 NORTH FIFTH AVENUE HIGHLAND PARK, NJ 08904
Phone Number	732-572-2400
Email Address	mlassiter@hpschools.net
Website	http://hs.hpschools.net/
Facebook	https://www.facebook.com/groups/5833702329
Twitter	https://twitter.com/HPHS_Owls



Highland Park High School
(23-2150-050)
Grades Offered: 09-12
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	116	118	124
10	124	104	110
11	117	128	106
12	131	124	130
Total	488	474	470

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.0%	49.4%	49.7%
Male	50.0%	50.6%	50.3%
Economically Disadvantaged Students	34.0%	31.2%	30.8%
Students with Disabilities	15.6%	13.7%	16.1%
English Learners	3.9%	3.2%	4.1%
Homeless Students	1.0%	1.7%	1.3%
Students in Foster Care	0.8%	0.4%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	41.2%	39.7%	38.9%
Hispanic	22.7%	20.9%	23.7%
Black or African American	9.8%	10.1%	10.2%
Asian	21.9%	24.3%	22.2%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	4.3%	4.9%	4.6%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	488	474	468
Shared Time Students	0	0	2
Full Time Equivalent	488	474	469

Enrollment by Home Language

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

Home Language	% of Students
English	67.0%
Spanish	12.2%
Chinese	8.1%
Arabic	1.7%
Russian	1.5%
Other Languages	9.6%



Highland Park High School
(23-2150-050)
Grades Offered: 09-12
2018-2019

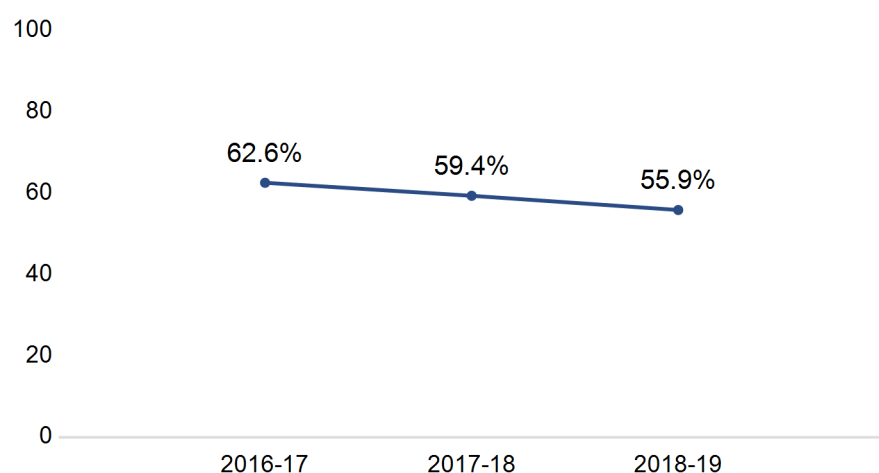
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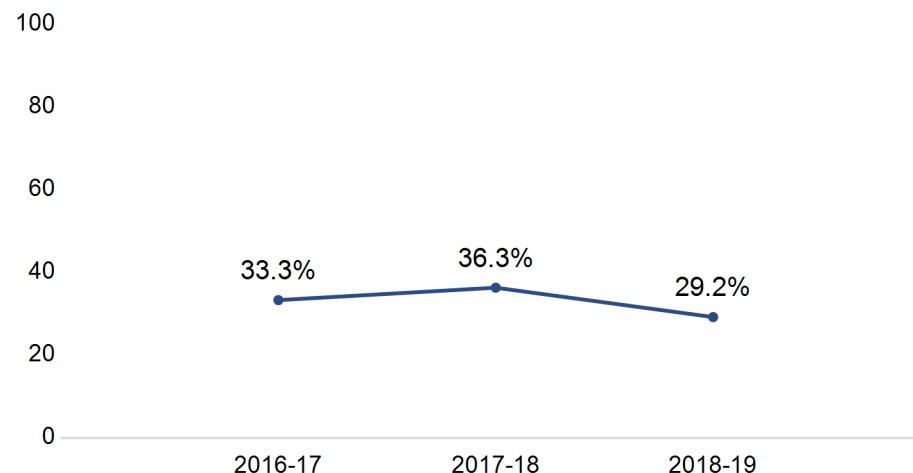
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.3%	96.5%	92.3%	94.4%	94.3%	91.5%
Proficiency Rate for Federal Accountability	62.6%	59.4%	55.9%	33.3%	36.3%	29.2%
Annual Target	63.2%	64.1%	65.0%	37.3%	39.6%	41.8%
Met Annual Target?	Met Target†	Met Target†	Not Met	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Highland Park High School
(23-2150-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	211	92.3	57.3	58.1	57.9	55.9	65	Not Met
White	77	90.6	72.7	66.0	66.9	69.3	70.7	Met Target†
Hispanic	52	96.5	32.7	39.7	43.9	32.7	43.7	Not Met
Black or African American	25	89.7	32.0	23.8	38.5	30.1	35.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	46	95.8	73.9	78.3	82.9	73.9	79.8	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	11	78.6	54.5	*	64.4	45.1	**	**
Female	98	93.4	61.2	63.5	64.8	60.7		
Male	113	91.3	54.0	52.8	51.3	51.8		
Economically Disadvantaged Students	61	88.9	34.4	32.4	40.0	*	47.8	Not Met
Non-Economically Disadvantaged Students	150	93.8	66.7	67.9	67.9	*		
Students with Disabilities	42	95.6	16.7	*	22.7	16.7	23.8	Met Target†
Students without Disabilities	169	91.5	67.5	*	65.1	65.2		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



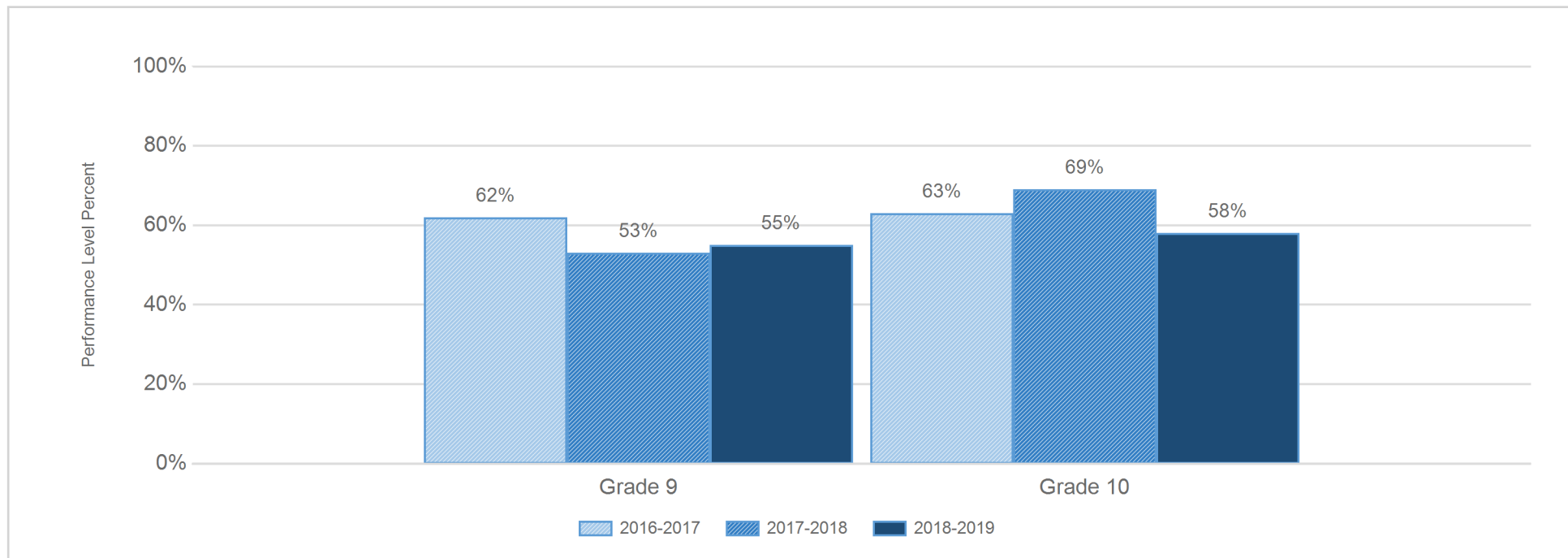
Highland Park High School
(23-2150-050)
Grades Offered: 09-12
2018-2019

Report Key:

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- N** No Data is available to display
- † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance Trends

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





Highland Park High School
(23-2150-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	750	750	753	15%	9%	21%	36%	19%	55%	56%
White	43	764	764	762	*	*	*	51%	23%	74%	65%
Hispanic	28	730	730	737	*	*	*	*	*	25%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	23	774	774	783	0%	*	*	*	*	74%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	52	755	755	760	*	*	21%	*	*	58%	63%
Male	61	747	747	746	*	*	21%	*	*	52%	49%
Economically Disadvantaged Students	33	724	724	734	*	*	*	*	*	27%	36%
Non-Economically Disadvantaged Students	80	761	761	762	*	*	*	*	*	66%	65%
Students with Disabilities	22	719	719	717	*	*	*	*	*	14%	17%
Students without Disabilities	91	758	758	760	*	*	*	*	*	65%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



Highland Park High School
(23-2150-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	758	758	757	19%	10%	13%	27%	32%	58%	58%
White	34	775	775	767	*	*	*	29%	41%	71%	67%
Hispanic	26	739	739	738	*	*	*	*	*	38%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	23	779	779	792	*	*	*	*	*	74%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	46	763	763	766	*	*	*	35%	30%	65%	66%
Male	55	754	754	749	*	*	*	20%	33%	53%	51%
Economically Disadvantaged Students	30	720	720	735	*	*	*	*	*	37%	40%
Non-Economically Disadvantaged Students	71	774	774	767	*	*	*	*	*	68%	67%
Students with Disabilities	20	705	705	711	*	*	*	*	*	15%	19%
Students without Disabilities	81	771	771	765	*	*	*	*	*	69%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



Highland Park High School
(23-2150-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	189	91.5	30.2	44.5	44.5	29.2	41.8	Not Met
White	72	90.0	43.1	51.8	54.1	40.7	42.2	Met Target†
Hispanic	50	94.6	*	*	28.8	*	24.4	Not Met
Black or African American	*	*	*	*	23.0	*	23.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	33	94.3	57.6	72.7	76.5	57.1	62.6	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	52.6	53.3	*	**	**
Female	90	92.9	31.1	44.9	44.9	30.7		
Male	99	90.3	29.3	44.2	44.2	27.7		
Economically Disadvantaged Students	60	87.5	16.7	22.9	26.3	*	30.2	Not Met
Non-Economically Disadvantaged Students	129	93.5	36.4	53.2	54.9	*		
Students with Disabilities	41	93.3	*	*	17.4	*	18.4	Not Met
Students without Disabilities	148	91.0	*	*	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



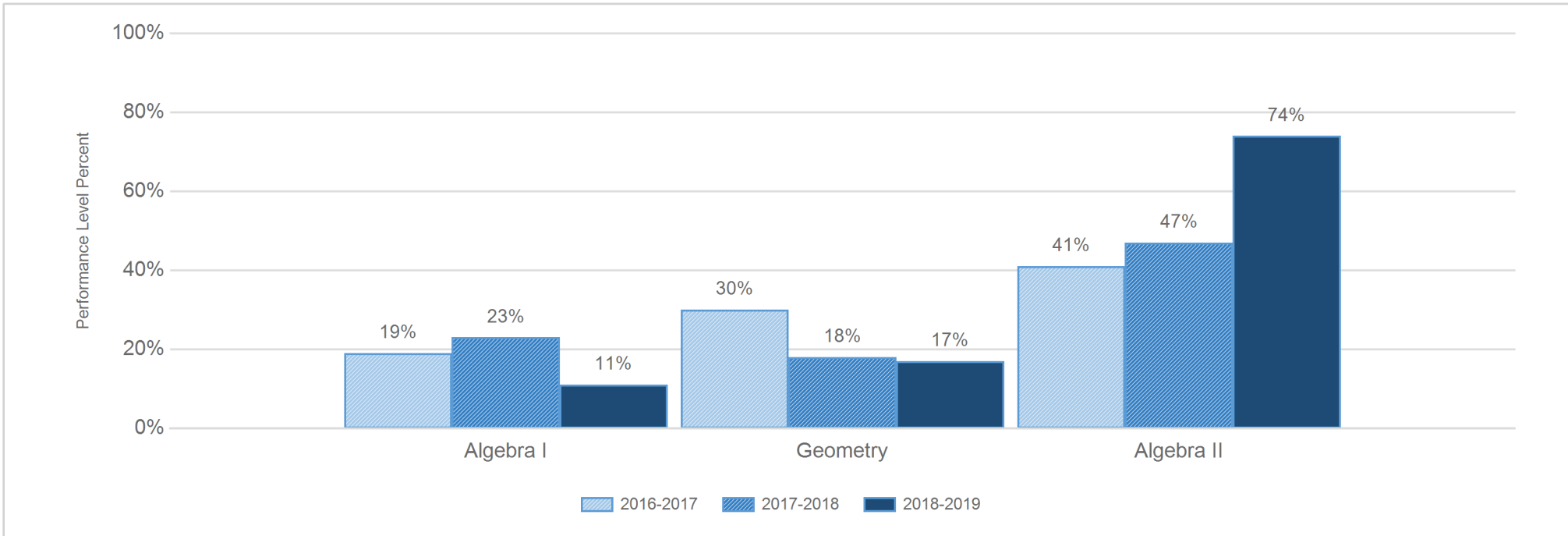
Highland Park High School
(23-2150-050)
Grades Offered: 09-12
2018-2019

Report Key:

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Mathematics Assessment – Performance Trends

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



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



Highland Park High School
(23-2150-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	74	723	741	744	14%	50%	26%	*	*	11%	42%
White	20	729	755	752	*	*	*	*	*	20%	53%
Hispanic	26	718	*	728	*	*	*	*	*	*	24%
Black or African American	18	718	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	30	719	739	745	*	*	*	*	*	*	44%
Male	44	725	742	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	33	721	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	41	724	*	752	*	*	*	*	*	*	52%
Students with Disabilities	21	712	*	717	*	*	*	*	*	*	12%
Students without Disabilities	53	727	*	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Highland Park High School
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2018-2019

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Mathematics Assessment - Performance by Test: Geometry

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

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	65	726	744	737	15%	26%	42%	17%	0%	17%	35%
White	27	736	746	743	*	*	52%	*	*	30%	43%
Hispanic	21	719	*	724	*	48%	*	*	*	10%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	34	728	746	738	*	*	38%	*	*	21%	36%
Male	31	723	743	736	*	*	45%	*	*	13%	34%
Economically Disadvantaged Students	23	719	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	42	729	*	743	*	*	*	*	*	*	43%
Students with Disabilities	20	706	706	712	*	*	*	*	*	*	*
Students without Disabilities	45	734	753	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	65	726	744	738	15%	26%	42%	17%	0%	17%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Highland Park High School
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Mathematics Assessment - Performance by Test: Algebra II

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

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	53	764	764	755	*	*	19%	*	*	74%	58%
White	25	763	763	758	*	*	*	*	*	76%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	18	776	776	777	0%	0%	*	*	*	94%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	26	766	766	752	*	*	*	*	*	81%	55%
Male	27	762	762	758	*	*	*	*	*	67%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	53	764	764	756	*	*	19%	*	*	74%	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Highland Park High School
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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	12	83.3%	16.7%
3-4	*	*	*
5 or more	N	N	N



Highland Park High School
(23-2150-050)
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2018-2019

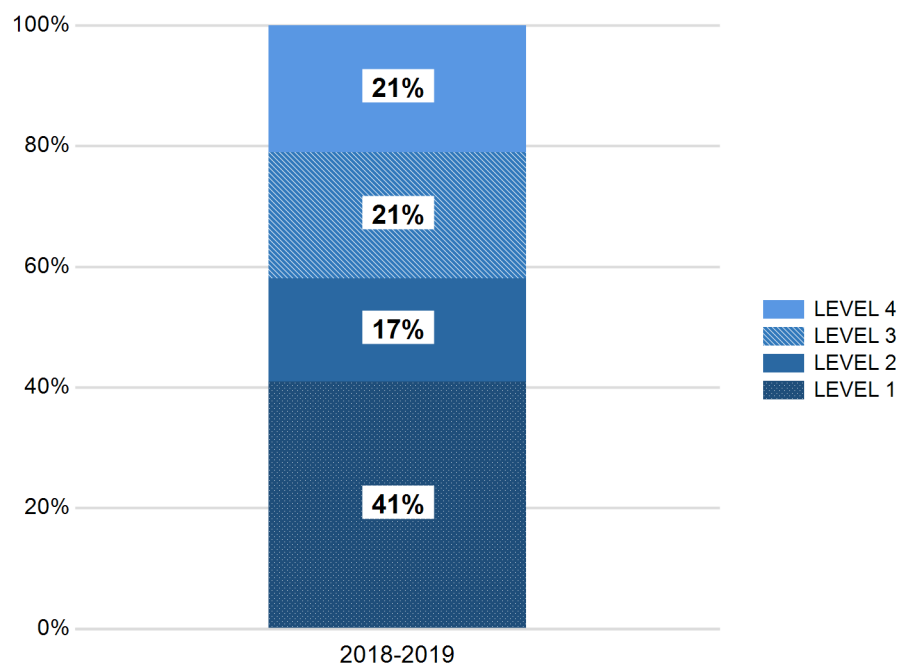
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	41	17	21	21
White	38	19	21	21
Hispanic	57	24	14	5
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	28	4	28	40
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	28	15	26	32
Male	53	19	17	11
Economically Disadvantaged Students	52	24	20	4
Non-Economically Disadvantaged Students	37	15	21	27
Students with Disabilities	50	29	14	7
Students without Disabilities	40	15	22	23
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Highland Park High School
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2018-2019

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	84.9%	72.1%
12th graders taking ACT in 2018-19 or prior years	18.5%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	521	476	Grade 10: 430 Grade 11: 460	76%	61%
PSAT 10/NMSQT - Math	520	477	Grade 10: 480 Grade 11: 510	58%	43%
SAT - Reading and Writing	615	539	480	85%	70%
SAT - Math	596	541	530	68%	53%
ACT - Reading	28	25	22	83%	66%
ACT - English	26	24	18	88%	81%
ACT - Math	25	24	22	63%	65%
ACT - Science	25	24	23	67%	57%



Highland Park High School
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2018-2019

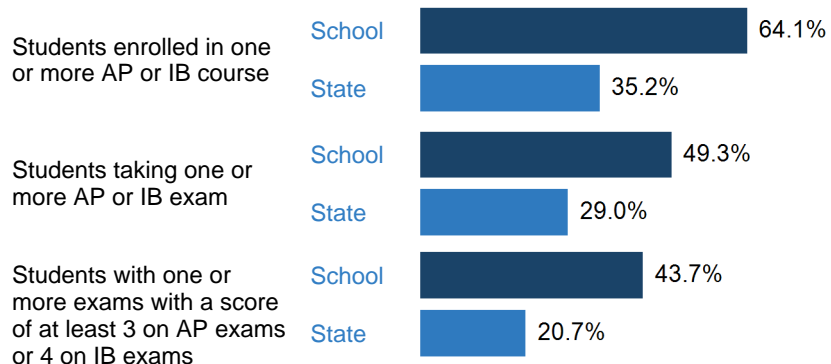
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

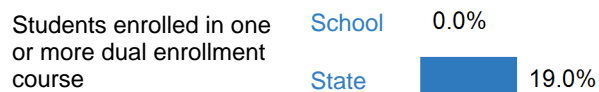
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	47	25
AP Calculus AB	16	11
AP Calculus BC	31	30
AP Chemistry	20	20
AP Chinese Language and Culture	0	2
AP Computer Science A	13	13
AP English Language and Composition	51	49
AP English Literature and Composition	53	33
AP European History	0	1
AP French Language and Culture	12	7
AP Human Geography	0	1
AP Macroeconomics	0	3
AP Microeconomics	0	2
AP Music Theory	4	2
AP Physics 1	17	7
AP Physics 2	17	8



Highland Park High School

(23-2150-050)

Grades Offered: 09-12

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Electricity and Magnetism	0	4
AP Physics C: Mechanics	0	13
AP Psychology	36	20
AP Spanish Language	17	16
AP Spanish Literature	0	1
AP Statistics	0	4
AP U.S. Government and Politics	21	13
AP U.S. History	62	51
Total Exams taken		336
Exams with scores of at least 3 on AP exams or 4 on IB exams		279



Highland Park High School
 (23-2150-050)
 Grades Offered: 09-12
 2018-2019

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

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

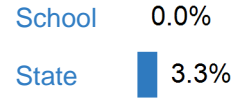
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





Highland Park High School
(23-2150-050)
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2018-2019

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Career and Technical Education Participation by Student Group

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

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



Highland Park High School
(23-2150-050)
Grades Offered: 09-12
2018-2019

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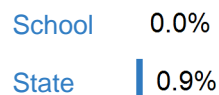
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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Arts, AV Technology & Communications	*		
Hospitality & Tourism	*		
Total (All Clusters)	*	0	0



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	67	29	24	2	0	0	5
10	12	46	34	20	0	0	0
11	2	5	33	42	19	0	4
12	0	3	9	20	43	0	41
Total	81	83	100	84	62	0	50
Enrolled in AP/IB Course					47	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	116	0	6	4	2	0
10	11	96	3	3	5	0
11	15	20	15	15	62	0
12	33	8	27	23	32	13
Total	175	124	51	45	101	13
Enrolled in AP/IB Course	47	20		0	33	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Highland Park High School
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2018-2019

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	119	2	3	0	0	2
10	8	99	8	7	0	11
11	1	100	41	5	0	24
12	0	20	44	24	0	40
Total	128	221	96	36	0	77
Enrolled in AP/IB Course	0	62	0	36		21
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	68	20	0	0	0	8	0
10	64	22	0	0	0	2	0
11	48	15	0	0	0	2	6
12	25	17	0	0	0	2	0
Total	205	74	0	0	0	14	6
Enrolled in AP/IB Course	17	12	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	98	40	0	0	0	0	0



Highland Park High School
(23-2150-050)
Grades Offered: 09-12
2018-2019

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Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	1	0	0	0	0	0
10	1	0	0	0	0	0
11	4	0	0	0	0	0
12	7	0	0	0	0	0
Total	13	0	0	0	0	0
Enrolled in AP/IB Course	13		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Highland Park High School

(23-2150-050)

Grades Offered: 09-12

2018-2019

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Chinese	*
Hebrew	*
Japanese	*
Korean	*
Russian	*
Spanish	*
Total	15



Highland Park High School (23-2150-050) Grades Offered: 09-12 2018-2019

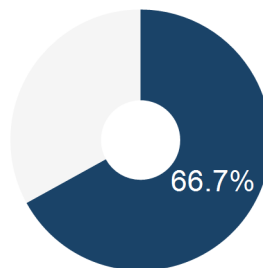
Report Key: * Data is not displayed in order to protect student privacy ** Accountability calculations require 20 or more students N No Data is available to display † This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

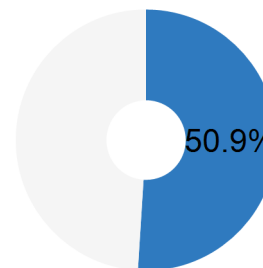
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

Students enrolled in one or more visual and performing arts classes

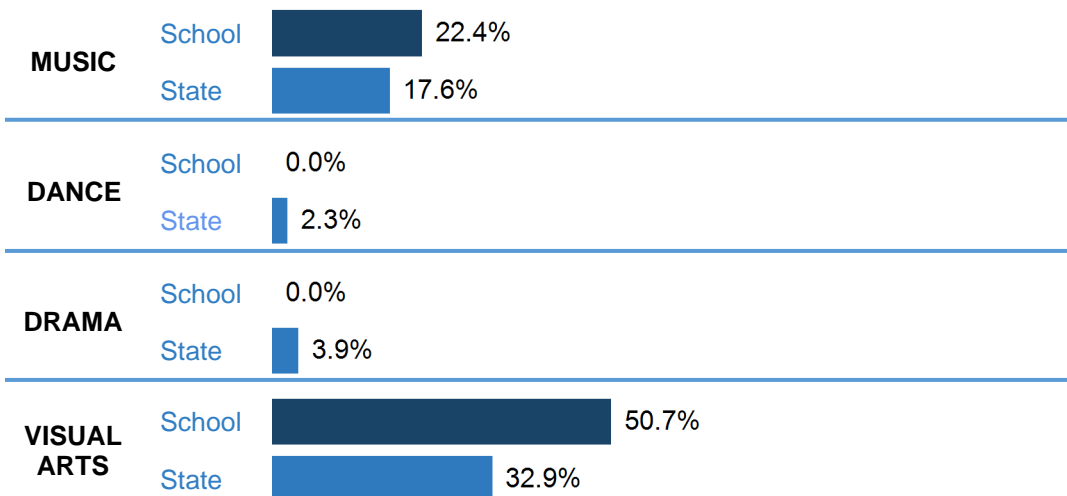


School



State

Students enrolled in one or more classes by discipline:





Highland Park High School
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Grades Offered: 09-12
2018-2019

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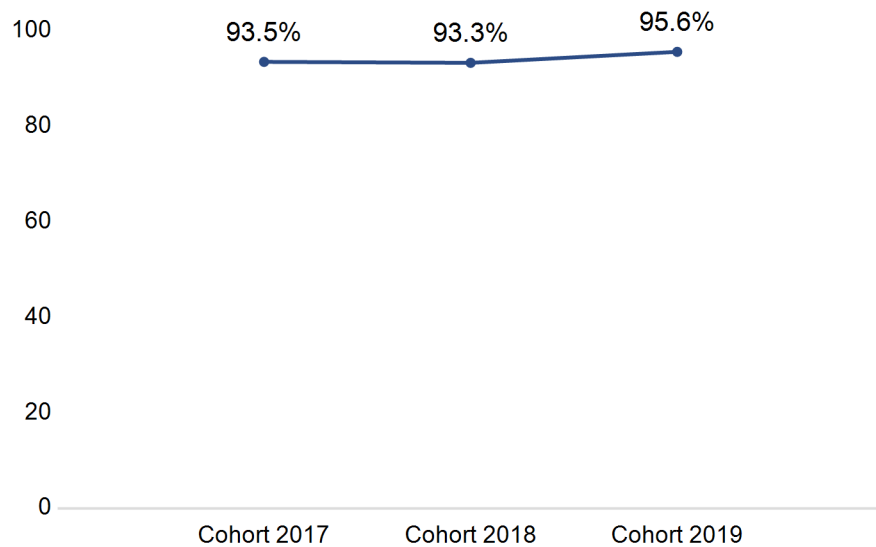
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

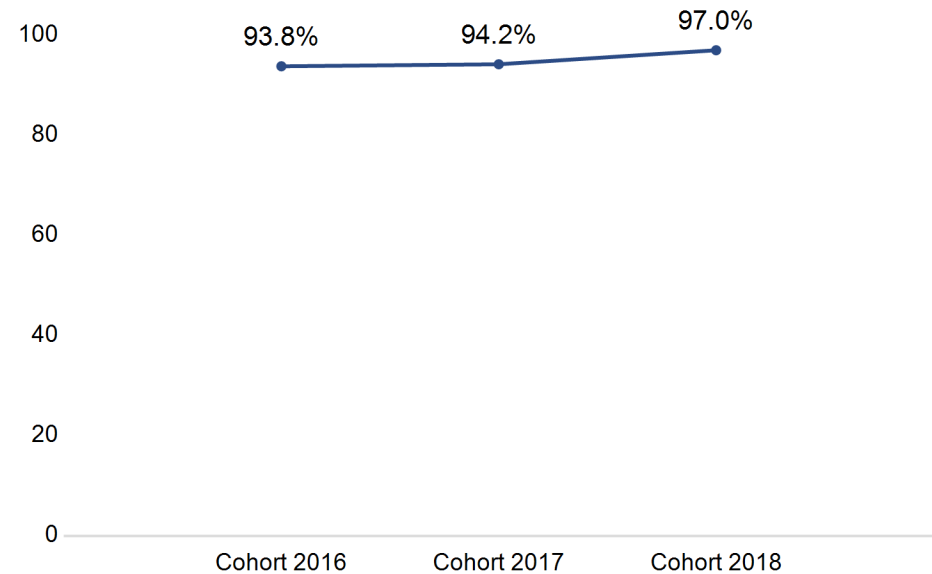
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	93.5%	93.3%	95.6%	93.8%	94.2%	97.0%
Annual Target	92.5%	92.6%		90.8%	91.1%	
Met Annual Target?	Met Target	Met Target		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	95.6%	90.6%	97.0%	92.5%	93.3%	92.6%	Met Target	94.2%	91.1%	Met Target
White	93.2%	94.9%	98.1%	95.9%	92.6%	95.0%	Not Met	93.4%	92.2%	Met Target
Hispanic	96.2%	84.5%	96.2%	87.3%	96.2%	N	Met Goal	97.1%	N	Met Goal
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	100.0%	97.8%	97.1%	N	Met Goal	90.0%	95.6%	Not Met
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	97.4%	92.8%	96.9%	94.4%	95.4%			91.5%		
Male	93.2%	88.5%	97.1%	90.8%	91.3%			96.2%		
Economically Disadvantaged Students	95.5%	84.0%	97.7%	87.3%	95.5%	N	Met Goal	96.2%	N	Met Goal
Students with Disabilities	81.8%	79.2%	100.0%	83.8%	82.4%	**	**	89.3%	N	N
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			*		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	74.6%	57.7%
Substitute Competency Test	17.7%	30.8%
Portfolio Appeals Process	0.0%	1.5%
Alternate Requirements specified in IEP	7.7%	10.0%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.4%	1.2%
2017-2018	0.4%	1.2%
2016-2017	0.0%	1.1%



Highland Park High School

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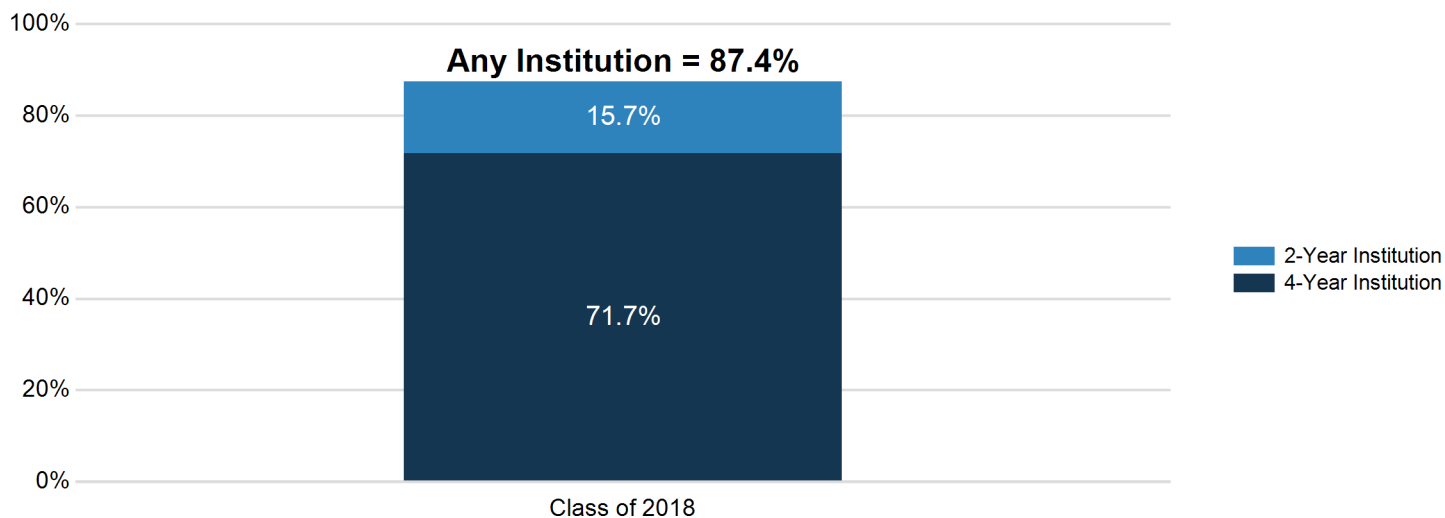
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	15.7%
% Enrolled in 4-Year Institution	71.7%
% Enrolled in Any Postsecondary Institution	87.4%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	83.8%	22.8%	77.2%
White	86%	20.4%	79.6%
Hispanic	76.9%	35%	65%
Black or African American	66.7%	30%	70%
Asian, Native Hawaiian, or Pacific Islander	93.9%	16.1%	83.9%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	76.3%	37.9%	62.1%
Students with Disabilities	46.2%	66.7%	33.3%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	87.4%	18%	82%	67.6%	32.4%	62.2%	37.8%
White	88.5%	6.5%	93.5%	60.9%	39.1%	54.3%	45.7%
Hispanic	76%	57.9%	42.1%	78.9%	21.1%	89.5%	10.5%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	100%	5.9%	94.1%	70.6%	29.4%	61.8%	38.2%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	80.6%	40%	60%	84%	16%	76%	24%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	*	*	*	*	*	*	*



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

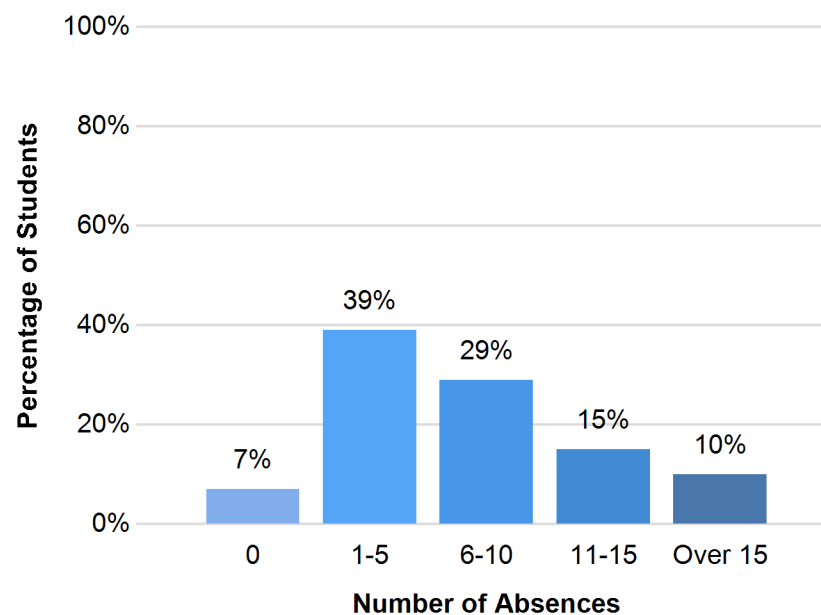
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	43	8.7	14.2	Met
White	23	11.6	14.2	Met
Hispanic	10	9.1	14.2	Met
Black or African American	7	13.0	14.2	Met
Asian, Native Hawaiian, or Pacific	1	0.9	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Met
Female	24	9.9		
Male	19	7.6		
Economically Disadvantaged Students	17	11.5	14.2	Met
Students with Disabilities	22	22.4	14.2	Not Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Highland Park High School

(23-2150-050)

Grades Offered: 09-12

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

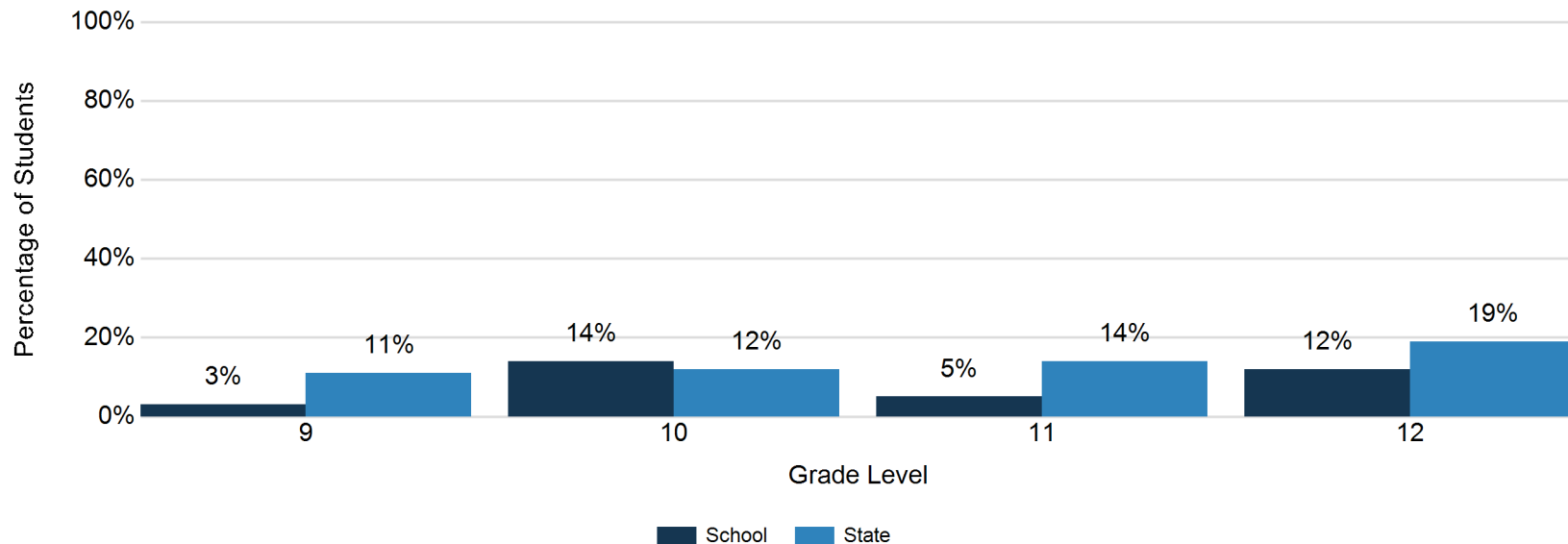
N No Data is available to display

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

Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	10
Weapons	1
Vandalism	0
Substances	10
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	26
Incidents Per 100 Students Enrolled	5.54

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	2	3
Disability	0	0	0
Other	1	2	3
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	34	7.2%
Out-of-School Suspensions	18	3.8%
Any Suspension	37	7.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
62



Highland Park High School

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School Day

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

Category	School
Typical Start Time	7:50 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 46 Mins
Shared Time - Instructional Time	5 Hrs. 46 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	43	118,214
Average years experience in public schools	13.4	12.1
Average years experience in district	10.1	10.8
Percentage of Teachers with 4 or more years experience in the district	79.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	13	9,530
Average years experience in public schools	18.5	16.0
Average years experience in district	7.2	12.0
Percentage of Administrators with 4 or more years experience in the district	53.8%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	156:1	124:1
Teachers to Administrators	14:1	11:1
Students to Librarians/Media Specialists		806:1
Students to Nurses		403:1
Students to Counselors		322:1
Students to Child Study Team Members		269:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.7%	60.5%	100.0%	48.4%	77.1%	54.9%
Male	50.3%	39.5%	0.0%	51.6%	22.9%	45.1%
White	38.9%	72.1%	66.7%	42.4%	83.6%	77.4%
Hispanic	23.7%	7.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.2%	11.6%	33.3%	15.0%	6.6%	13.9%
Asian	22.2%	9.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.7%	90.5%
2017-18 Administrators: Same district 2018-19	81.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.3%



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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	62.6%	59.4%	55.9%
Math Proficiency	33.3%	36.3%	29.2%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	93.5%	93.3%	95.6%
5-Year Graduation Rate†	93.8%	94.2%	97.0%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	46.0%	12.3%	8.7%

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



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

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- 15 Advanced Placement Courses offered - College Board AP Honor Roll school
- Gold Medal Award winning school from US News & World Reports and ranked 17 in New Jersey
- Ranked A+ by Niche.com



Mission, Vision, Theme:

By valuing openness, wisdom, leadership, and spirit, we strive to create a harmonious educational environment that fosters equal opportunity for success in all academic, extra-curricular, and personal pursuits.



Awards, Recognition, Accomplishments:

Our school has been given Honor roll distinction by the College Board for our AP program. US News and World Reports gave us silver award status. We have also received Bronze certification from Sustainable Jersey for Schools. Our students have won international awards in our Model UN and DECA programs. They consistently are recognized for our orchestra, band, and choir programs. We also have award winning service programs like Key Club and our Red Cross club.






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 <p>Courses, Curriculum, Instruction:</p>	<p>We offer advanced courses in all subject areas and a total of 15 AP courses. We also provide our students a chance to distinguish themselves as Global Citizens recognized by the Graduate School of Education at Rutgers University. We have a 2 to 1 computer access ratio and make excellent use of Google Classroom preparing our students with 21st century skills. A restorative practices approach to building community is the foundation upon which culture and climate is shaped.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Football (Coed), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed)</p> <p>2016 Girls Soccer- GMC Gold Division Champions 2016 Boys Cross Country- GMC Blue Division Champions 2017 Boys Tennis- Central Jersey Group I State Sectional Champions 2017 Girls Track- GMC Gold Division Champion and Group I State Champions</p>
 <p>Clubs and Activities:</p>	<p>2017 - Model UN won Best Delegation at the Mexico International Model UN, 2017- Outstanding ranking at the NJ High School Choral Festival at Rutgers University, Our DECA program is consistently recognized for its outstanding service at international, state, and regional competitions, 2017- Key Club won 2nd place in NJ earning the Gold Achievement Award for service. Together, we have over 30 clubs and activities for our students.</p>



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Staff and Professional Learning:

Our teachers meet twice a month in Professional Learning Communities to discuss educational trends and initiatives in order to identify ways to implement those that best fit our students' needs. We currently are implementing a new schedule based on a later start time for our adolescents. We are also discussing cultural responsiveness and restorative practices. Since we are such a diverse community, our faculty and staff works diligently to implement best practices for all our students.



Postsecondary Information:

In 2017 we had 128 Graduates with 97% continuing their education or joining the military. 60% of our graduates went on to 4 year colleges and 355 went onto 2 year colleges. We use Naviance as a program to assist our students to select the colleges or post-secondary programs that fit their needs best. Over the past 3 years, our students have been accepted into over 80 different colleges and universities with a number of graduates attending the Ivy Leagues.



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Student Supports and Services:

We offer a broad range of supports for students with various needs including an ELL program that helps students transition from non-English speaking countries. We are also dedicated to the needs of students with disabilities. We have a Structured Learning Environment program named GLOW (Growing and Learning Outside Walls) that provides training for school to work opportunities. We are dedicated to providing the least restrictive environment to our classified students to support their success.



Student Health and Wellness:

We have a full breakfast and lunch program provided by Pomptonian Foods that allows for breakfast after our first bell. Nutrition is taught in our Family and Consumer Science program as well as our Health classes. We have begun to cultivate a school garden that has produced a number of crops for our students and faculty to consume as well. We have an extensive fitness facility and strength and conditioning is integrated into our Physical Education curriculum and all athletic programs.



Parent and Community Involvement:

We value parent input at HPHS. There is a Parent Involvement Committee that meets with the principal bi-monthly to discuss issues and concerns. We share a PTSO with the Middle School that supports programs for students and teachers. We have an Education Foundation for the district that provides grants for teacher initiatives as well. Our Special Education Parent Advisory Committee meets regularly. We communicate regularly with our parents through our Genesis parent portal as well.



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School Narrative

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

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers We conduct annual climate surveys with our students, parents, and staff and compare our results from previous years to analyze trends and formulate action plans. We traditionally used surveys designed by the Middle States Association of Colleges and Schools and the National School Climate Center. Are results are positive and are highest ratings are in the area of school safety.</p>
 <p>Facilities:</p>	<p>Our High School was built in 1925 and has gone through a number of renovations over the years. Our most recent additions include a newly created school store and some additional air conditioned classrooms. We have a full gnasium and fitness/conditioning facility, an art room equipped with a ceramics kiln, three computer labs, a shared media center with our middle school, and plenty of classroom space to meet the needs of our enrollment.</p>



Highland Park Middle School
(23-2150-060)
Grades Offered: 06-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Highland Park Middle School**

(23-2150-060)

Grades Offered: 06-08

2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Highland Park Boro School District
Principal Name	Ms. Caitlin Brady
Address	330 WAYNE STREET HIGHLAND PARK, NJ 08904
Phone Number	732-572-2400
Email Address	cbrady@hpschools.net
Website	http://ms.hpschools.net/



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	107	127	115
7	122	110	133
8	116	123	110
Total	345	360	358

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	52.2%	52.8%	53.4%
Male	47.8%	47.2%	46.6%
Economically Disadvantaged Students	34.8%	32.8%	30.2%
Students with Disabilities	15.4%	13.3%	13.7%
English Learners	6.4%	4.2%	3.6%
Homeless Students	1.7%	2.8%	1.4%
Students in Foster Care	0.3%	0.3%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	37.7%	36.7%	38.8%
Hispanic	21.7%	23.9%	23.2%
Black or African American	12.8%	11.4%	10.1%
Asian	22.0%	23.3%	22.9%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	5.5%	4.4%	4.7%

Enrollment by Home Language

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

Home Language	% of Students
English	71.8%
Spanish	9.8%
Chinese	8.7%
Arabic	3.1%
Russian	1.7%
Other Languages	5.0%



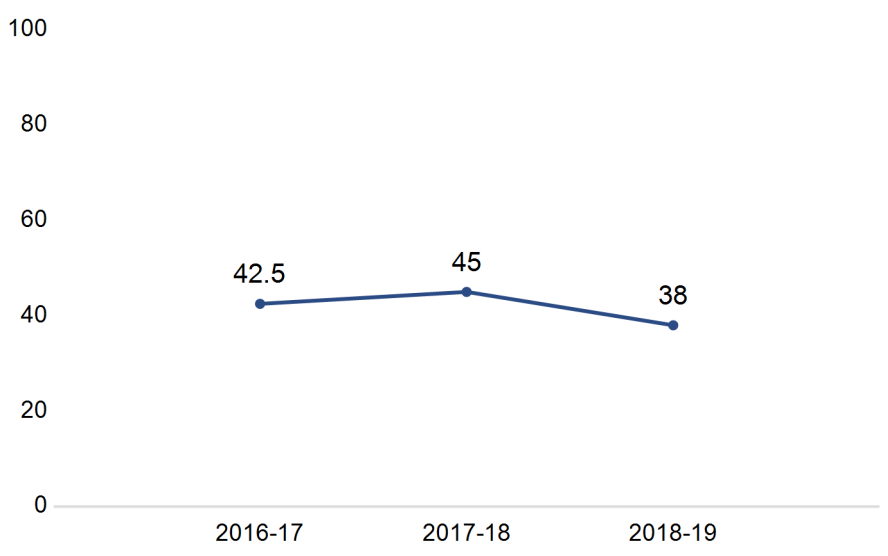
Highland Park Middle School
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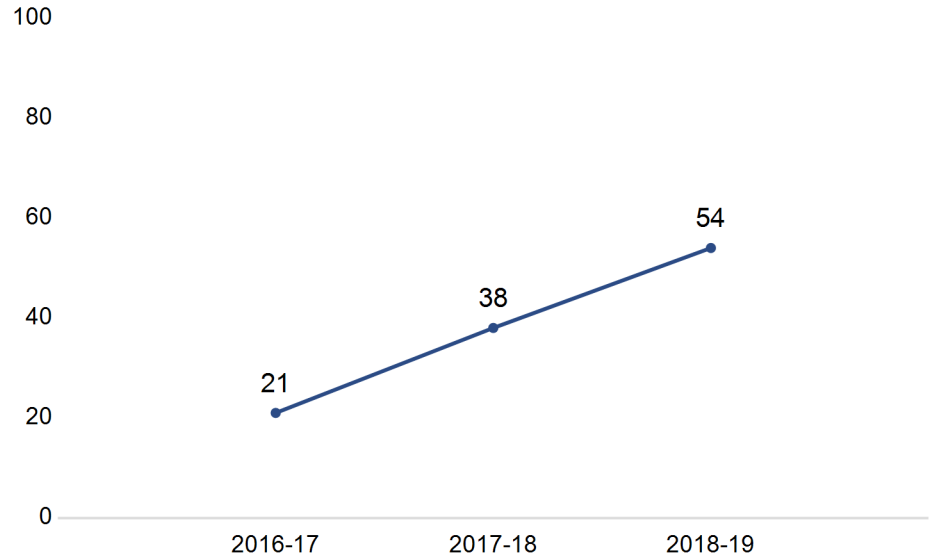
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	42.5	45	38	21	38	54
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Not Met	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	38	46	50	Not Met	54	54	50	Met Standard
White	24	43	50	Not Met	48	53	52	Met Standard
Hispanic	33	45	49	Not Met	56	48	47	Met Standard
Black or African American	46	45.5	45	Met Standard	22	45.5	43	**
Asian, Native Hawaiian, or Pacific Islander	45	54	59	Met Standard	62	62	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	47.5	47	49	**	57	54	52	**
Female	43	51.5	53	N	56	51.5	50	N
Male	31	42	47	N	54	56	51	N
Economically Disadvantaged Students	37	44	48	Not Met	46	49	46	Met Standard
Students with Disabilities	24.5	43	43	Not Met	44	48	45	Met Standard
English Learners	*	54	52	**	60.5	60	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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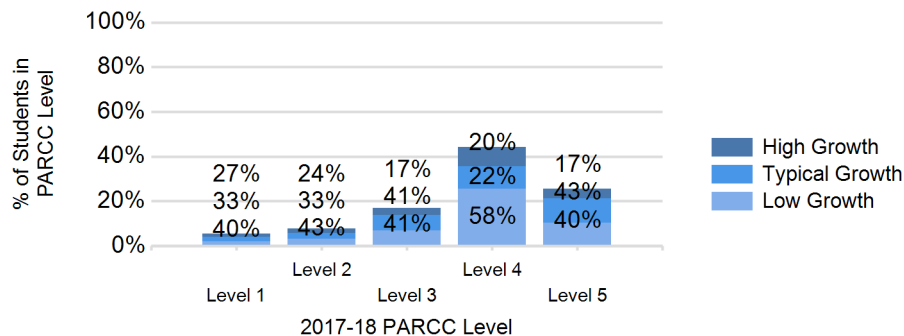
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

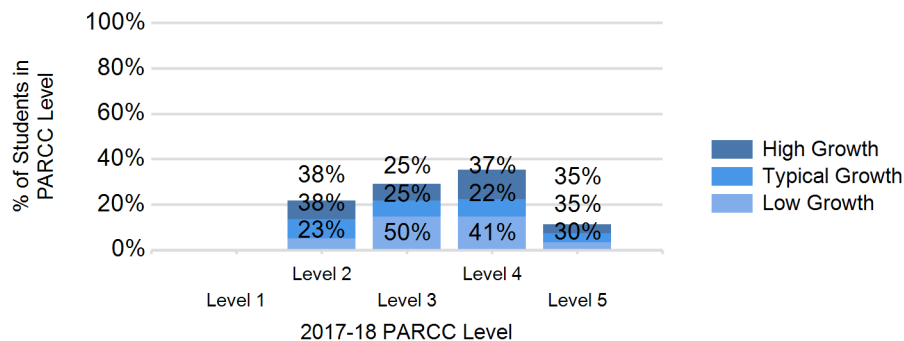
Student Growth by Performance Level

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

ELA



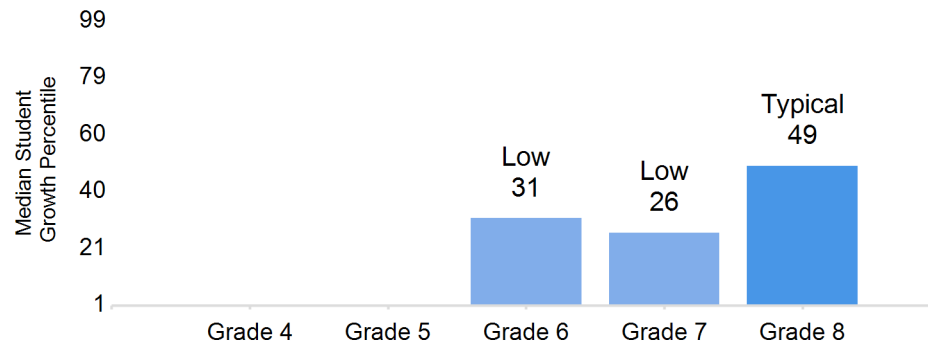
Math



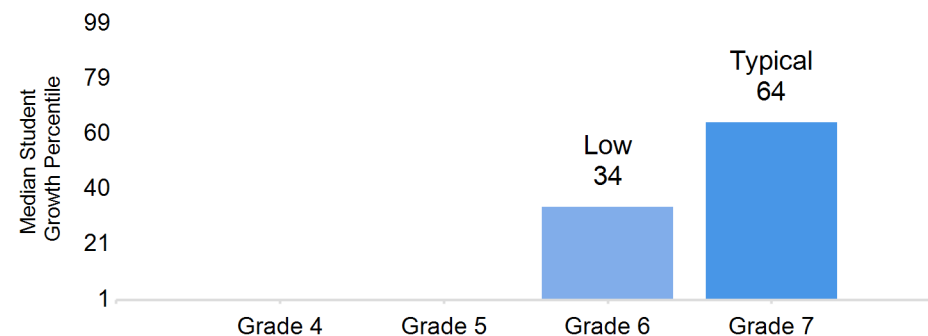
Student Growth by Grade

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

ELA



Math





Highland Park Middle School
(23-2150-060)
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2018-2019

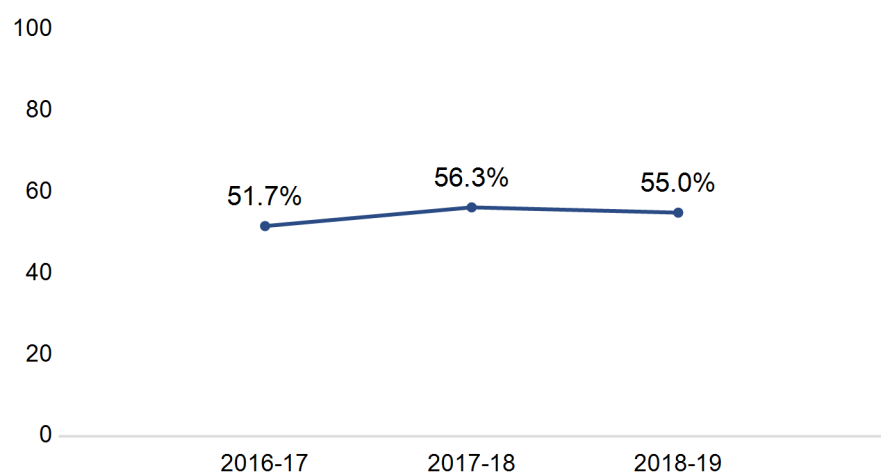
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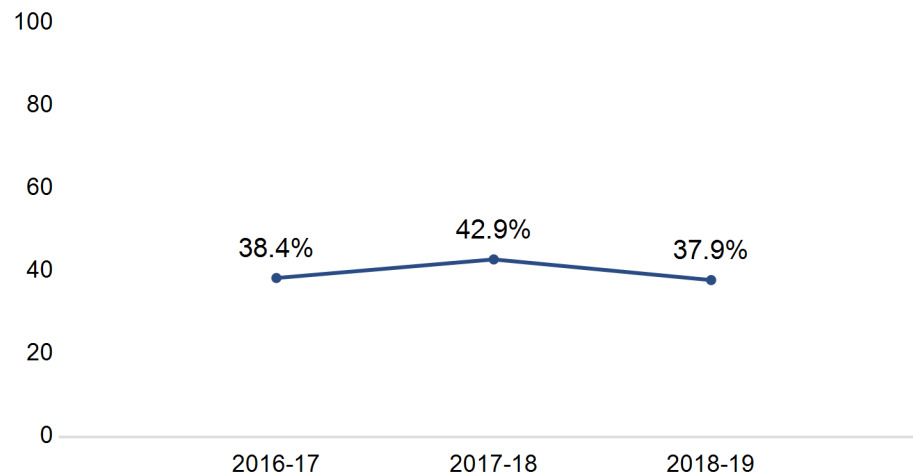
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	83.5%	85.2%	82.7%	85.2%	84.4%	83.0%
Proficiency Rate for Federal Accountability	51.7%	56.3%	55.0%	38.4%	42.9%	37.9%
Annual Target	46.3%	48.0%	49.8%	32.7%	35.2%	37.7%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	290	82.7	63.4	58.1	57.9	55.0	49.8	Met Target
White	106	76.6	68.9	66.0	66.9	55.3	52.2	Met Target
Hispanic	65	86.2	44.6	39.7	43.9	40.2	34.4	Met Target
Black or African American	26	74.4	30.8	23.8	38.5	24.0	23.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	80	94.3	83.8	78.3	82.9	82.9	74.1	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	13	76.5	53.8	*	64.4	43.2	**	**
Female	141	75.6	71.6	63.5	64.8	56.8		
Male	149	90.6	55.7	52.8	51.3	52.9		
Economically Disadvantaged Students	70	73.3	41.4	32.4	40.0	*	30.4	Met Target
Non-Economically Disadvantaged Students	220	86.3	70.5	67.9	67.9	*		
Students with Disabilities	35	80.0	*	*	22.7	*	16.2	Not Met
Students without Disabilities	255	83.1	*	*	65.1	*		
English Learners	13	77.8	38.5	*	29.3	30.9	**	**
Non-English Learners	277	82.9	64.6	*	60.6	56.2		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

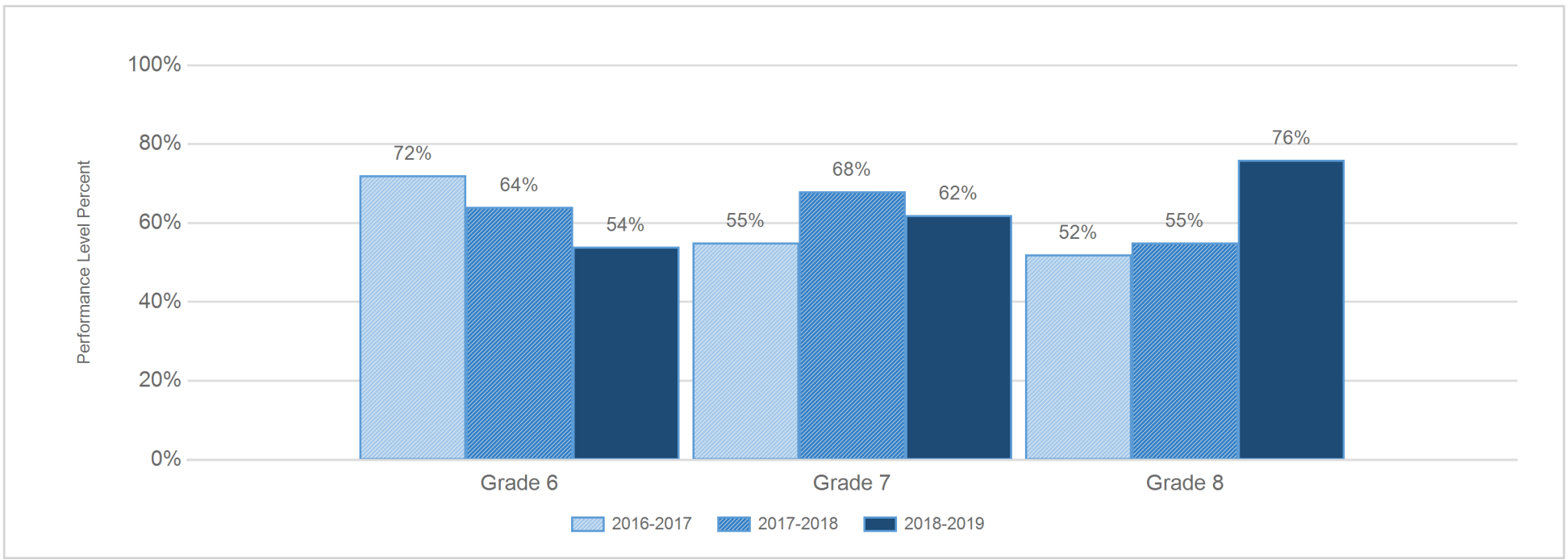


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	752	752	754	*	*	29%	43%	12%	54%	56%
White	41	756	756	762	*	*	37%	*	*	59%	65%
Hispanic	19	738	738	743	*	*	*	*	*	42%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	24	770	770	780	*	*	*	*	*	75%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	48	759	759	762	*	*	23%	*	*	58%	64%
Male	53	746	746	748	*	*	34%	*	*	51%	48%
Economically Disadvantaged Students	27	733	733	740	*	*	*	*	*	33%	39%
Non-Economically Disadvantaged Students	74	759	759	763	*	*	*	*	*	62%	67%
Students with Disabilities	17	713	713	722	*	*	*	*	*	*	19%
Students without Disabilities	84	760	760	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	762	762	761	*	*	23%	33%	29%	62%	63%
White	35	764	764	769	*	*	*	34%	34%	69%	72%
Hispanic	26	740	740	747	*	*	38%	*	*	35%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	31	784	784	790	0%	0%	*	*	*	87%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	50	778	778	769	*	*	*	*	*	74%	71%
Male	59	749	749	753	*	*	*	*	*	53%	55%
Economically Disadvantaged Students	26	751	751	743	*	*	*	*	*	50%	45%
Non-Economically Disadvantaged Students	83	766	766	771	*	*	*	*	*	66%	73%
Students with Disabilities	10	696	696	720	*	*	*	*	*	*	22%
Students without Disabilities	99	769	769	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	772	772	762	*	*	*	40%	36%	76%	63%
White	30	779	779	770	*	*	*	53%	33%	87%	72%
Hispanic	24	746	746	747	*	*	*	*	*	50%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	25	794	794	794	0%	0%	*	*	*	96%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	45	782	782	771	*	*	*	*	*	80%	71%
Male	41	761	761	753	*	*	*	*	*	71%	55%
Economically Disadvantaged Students	18	740	740	743	*	*	*	*	*	39%	45%
Non-Economically Disadvantaged Students	68	780	780	772	*	*	*	*	*	85%	72%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	770	*	*	*	*	*	*	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	292	83.0	43.8	44.5	44.5	37.9	37.7	Met Target
White	107	76.9	51.4	51.8	54.1	41.4	41	Met Target
Hispanic	65	85.4	13.8	*	28.8	12.3	22.7	Not Met
Black or African American	28	82.1	*	*	23.0	*	16.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	79	92.1	70.9	72.7	76.5	68.5	58.1	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	13	76.5	*	52.6	53.3	*	**	**
Female	142	76.5	45.8	44.9	44.9	36.4		
Male	150	90.2	42.0	44.2	44.2	39.7		
Economically Disadvantaged Students	71	74.5	15.5	22.9	26.3	*	21.9	Not Met
Non-Economically Disadvantaged Students	221	86.2	52.9	53.2	54.9	*		
Students with Disabilities	35	80.0	*	*	17.4	*	16.4	Not Met
Students without Disabilities	257	83.4	*	*	50.0	*		
English Learners	16	83.3	18.8	*	25.0	15.8	N	N
Non-English Learners	276	82.9	45.3	*	46.5	39.3		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

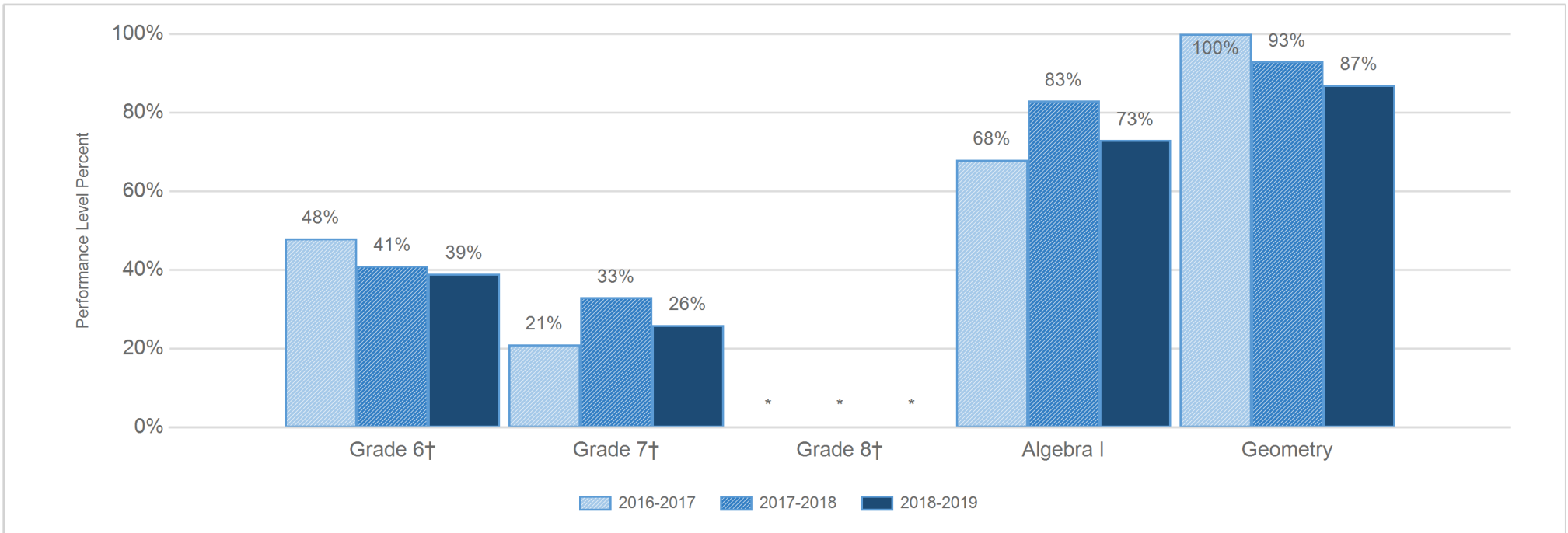


Highland Park Middle School
 (23-2150-060)
 Grades Offered: 06-08
 2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
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 N No Data is available to display
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Mathematics Assessment – Performance Trends

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



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



Highland Park Middle School
(23-2150-060)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	739	739	741	10%	30%	21%	*	*	39%	41%
White	42	743	743	749	*	29%	31%	*	*	38%	51%
Hispanic	21	729	729	729	*	*	*	*	*	24%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	24	758	758	769	0%	*	*	*	*	67%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	50	737	737	742	*	40%	*	*	*	34%	42%
Male	56	741	741	740	*	21%	*	*	*	43%	40%
Economically Disadvantaged Students	29	721	721	726	*	45%	*	*	*	21%	21%
Non-Economically Disadvantaged Students	77	746	746	750	*	25%	*	*	*	45%	53%
Students with Disabilities	17	701	701	716	*	*	*	*	*	*	12%
Students without Disabilities	89	747	747	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Highland Park Middle School
(23-2150-060)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	738	738	744	*	*	44%	26%	0%	26%	42%
White	21	749	749	751	*	*	*	52%	0%	52%	53%
Hispanic	23	726	726	733	*	*	*	*	*	*	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	12	753	753	768	0%	*	*	*	*	58%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	31	741	741	744	*	*	45%	*	*	26%	42%
Male	41	736	736	743	*	*	44%	*	*	27%	42%
Economically Disadvantaged Students	23	733	733	731	*	*	57%	*	*	13%	24%
Non-Economically Disadvantaged Students	49	740	740	751	*	*	39%	*	*	33%	53%
Students with Disabilities	10	713	713	718	*	*	*	*	*	*	13%
Students without Disabilities	62	742	742	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Highland Park Middle School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	713	713	728	*	*	*	*	*	*	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	19	715	715	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	17	713	713	731	*	*	*	*	*	*	31%
Male	19	714	714	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	15	705	705	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	21	719	719	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Highland Park Middle School
(23-2150-060)
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	41	774	741	744	0%	*	*	*	*	73%	42%
White	21	781	755	752	0%	0%	*	*	*	86%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	11	775	*	775	0%	*	*	*	*	73%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	20	770	739	745	0%	*	*	*	*	75%	44%
Male	21	777	742	743	0%	*	*	*	*	71%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	41	774	*	745	0%	*	*	*	*	73%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	47	770	744	737	0%	*	*	66%	21%	87%	35%
White	15	762	746	743	0%	*	*	*	*	73%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	N	N	*	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	29	775	*	762	0%	0%	*	*	*	93%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	29	766	746	738	0%	*	*	*	*	83%	36%
Male	18	778	743	736	0%	*	*	*	*	94%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	706	712	N	N	N	N	N	N	*
Students without Disabilities	47	770	753	741	0%	*	*	66%	21%	87%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	47	770	744	738	0%	*	*	66%	21%	87%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Highland Park Middle School

(23-2150-060)

Grades Offered: 06-08

2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



Highland Park Middle School

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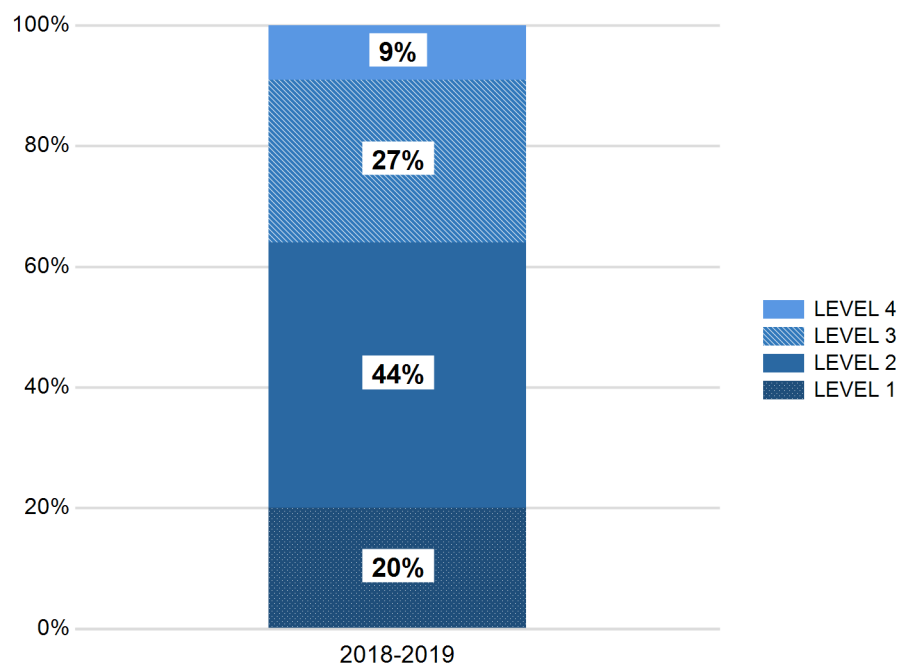
N No Data is available to display

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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	20	44	27	9
White	13	47	30	10
Hispanic	39	48	9	4
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	4	42	38	15
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	18	45	34	2
Male	21	43	19	17
Economically Disadvantaged Students	53	35	12	0
Non-Economically Disadvantaged Students	12	46	30	12
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Highland Park Middle School

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

Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	115
7	20	14	96
8	26	35	47
Total	46	49	258

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	68	0	0	0	0	19	0
7	83	0	0	0	0	16	0
8	67	0	0	0	0	16	0
Total	218	0	0	0	0	51	0



Highland Park Middle School
 (23-2150-060)
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 2018-2019

Report Key:

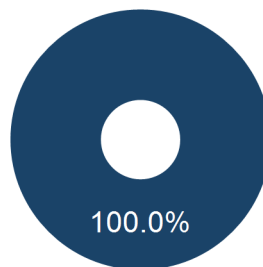
- * Data is not displayed in order to protect student privacy
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Visual and Performing Arts – Course Participation

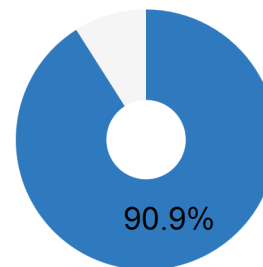
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

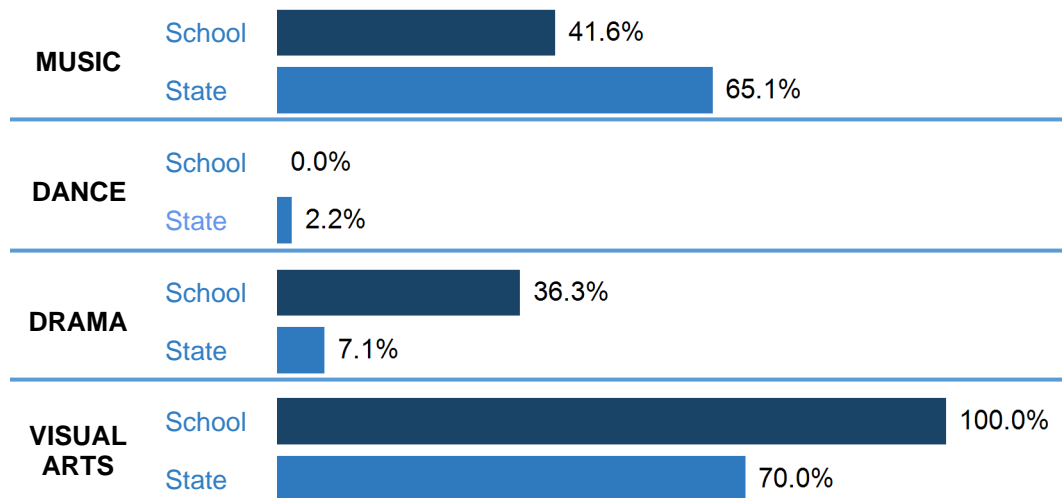


School



State

Students enrolled in one or more classes by discipline:





Highland Park Middle School

(23-2150-060)

Grades Offered: 06-08

2018-2019

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** Accountability calculations require 20 or more students

N No Data is available to display

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

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

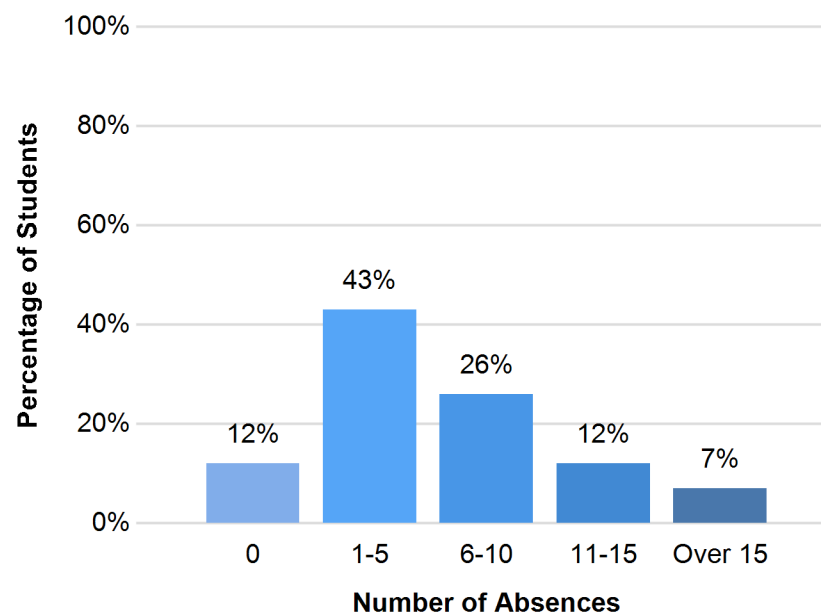
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	21	5.8	9.1	Met
White	11	7.7	9.1	Met
Hispanic	6	7.5	9.1	Met
Black or African American	2	5.1	9.1	Met
Asian, Native Hawaiian, or Pacific	1	1.2	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	5.9	**	**
Female	11	5.7		
Male	10	5.9		
Economically Disadvantaged Students	8	7.4	9.1	Met
Students with Disabilities	6	10.9	9.1	Not Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Highland Park Middle School

(23-2150-060)

Grades Offered: 06-08

2018-2019

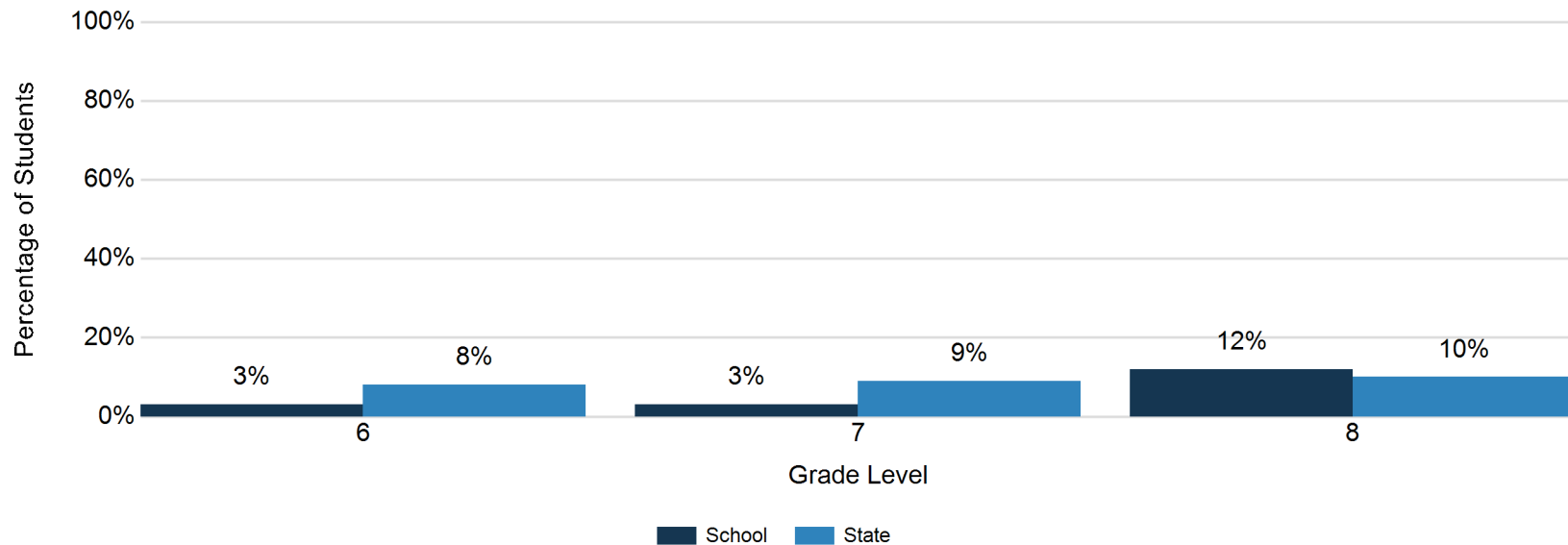
Report Key:

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

Chronic Absenteeism by Grade

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





Highland Park Middle School

(23-2150-060)

Grades Offered: 06-08

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	30
Weapons	1
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	33
Incidents Per 100 Students Enrolled	9.22

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	1
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	26	7.3%
Out-of-School Suspensions	*	*
Any Suspension	28	7.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
12



Highland Park Middle School

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.2:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	33	118,214
Average years experience in public schools	11.6	12.1
Average years experience in district	8.3	10.8
Percentage of Teachers with 4 or more years experience in the district	69.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	13	9,530
Average years experience in public schools	18.5	16.0
Average years experience in district	7.2	12.0
Percentage of Administrators with 4 or more years experience in the district	53.8%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	N	124:1
Teachers to Administrators	N	11:1
Students to Librarians/Media Specialists		806:1
Students to Nurses		403:1
Students to Counselors		322:1
Students to Child Study Team Members		269:1



Highland Park Middle School

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	53.4%	75.8%	N	48.4%	77.1%	54.9%
Male	46.6%	24.2%	N	51.6%	22.9%	45.1%
White	38.8%	81.8%	N	42.4%	83.6%	77.4%
Hispanic	23.2%	3.0%	N	29.9%	7.3%	7.2%
Black or African American	10.1%	3.0%	N	15.0%	6.6%	13.9%
Asian	22.9%	12.1%	N	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	N	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	N	0.2%	0.1%	0.1%
Two or More Races	4.7%	0.0%	N	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 49%

Admin N/A

Master's Degree

Teacher 52%

Admin

Doctoral Degree

Teacher 0%

Admin *

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.7%	90.5%
2017-18 Administrators: Same district 2018-19	81.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.5%



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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	51.7%	56.3%	55.0%
Math Proficiency	38.4%	42.9%	37.9%
ELA Growth	42	45	38
Math Growth	21	38	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	9.0%	5.1%	5.8%

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



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

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Restorative Practices and Alternative Discipline Initiative.
- Students in Action New Jersey State Wide Bronze and Silver Banner recipients.
- STEM Initiatives: Makerspace, Girls Stem, Science Bowl, Robotics



Mission, Vision, Theme:

The students will read and analyze text and data, synthesize information from a variety of sources and clearly articulate original, creative and artistic thoughts in written and spoken forms. To use tools appropriately to collect, organize, and interpret data, identify and use patterns to create hypotheses and solve problems. To become responsible school and community citizens who display punctuality, organization, accountability, reliability and empathy.



Awards, Recognition, Accomplishments:

Students in Action Silver, Bronze. 2016 County Teacher of the Year. Sustainable Schools



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 <p>Courses, Curriculum, Instruction:</p>	<p>Our small, diverse school environment empowers us to attend to all students, providing them with a comprehensive curriculum that accommodates their social, emotional and academic needs. Our academic programs include Writers Workshop, Math 180, Read 180, Learning Ally, project-based learning, Makerspace, VHS Electives. We offer Mandarin and Spanish as well as Native Speaker classes. A restorative practices approach to building community is the foundation upon which culture and climate is shaped.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Girls), Softball (Girls), Track and Field - Spring (Boys & Girls)</p>
 <p>Clubs and Activities:</p>	<p>Students in Action, Robotics, Student Council, Diversity Council, Yearbook, Newspaper, Stem Girls Club, Chess, Literary Magazine, Cheer Club</p>



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 <p>Before and After School Programs:</p>	<p>Homework Assistance, Drop In Computer Lab,</p>
 <p>Staff and Professional Learning:</p>	<p>PLC with specific focus on Restorative Practices, Implicit Bias, Microaggressions, Cultural Relevancy, Special Education strategies, Trauma Sensitive Practices, Math Pedagogy, Social Emotional Learning,</p>



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 <p>Student Supports and Services:</p>	<p>Our school has developed goals that shift towards student centered learning and Restorative Practices. This places the student/teacher relationship at the forefront of instruction. We also provide targeted intervention in Math and ELA, Teen Center Clinical Services, Study Skills Class, Technical Writing, 6th Grade Academy, GROW (Social Emotional Learning), an 8- 9 grade Transition Guidance Counselor, I&RS and 504 services</p>
 <p>Student Health and Wellness:</p>	<p>Health, Anti-Bullying, Health Fair, Teen Center Counselors, Young Gents Mentoring Program</p>
 <p>Parent and Community Involvement:</p>	<p>FACE parent committee, Rutgers Tutors Program, PTSO, Spanish speaking Parent Night</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our school administers the New Jersey School Climate Survey (NJSCS) web-based survey.</p>
 <p>Facilities:</p>	<p>Dedicated Makerspace Lab, GLOW/CBI, Shared Media Center, Orchestra Room, Science labs for each grade, Conflict/Deescalation Room, Gymnasium, Art Room, Separate Lunchroom, Speech services and OT room</p>



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Other Information

The Middle School follows an A and B schedule. This provides students and staff an opportunity to see students for 42 minutes in a period at different times on a daily basis. The Highland Park Middle School strives to serve the needs of our diverse learners. We have a strong ELL program for students that are newly arrived to the country and continuing through their ELL experience. Our GLOW program/Life Skills class provides our students with age appropriate community-based interactions as well as activities focused on the transition into the high school CBI/ job coaching environment. The students participate in job related activities throughout the school and operate a school store, managing finances, inventory and social interactions.



Irving Primary School
(23-2150-070)
Grades Offered: PK-01
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Irving Primary School**

(23-2150-070)

Grades Offered: PK-01

2018-2019

Report Key:

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Highland Park Boro School District
Principal Name	Ms. Megan McNally
Address	121 SOUTH ELEVENTH AVENUE HIGHLAND PARK, NJ 08904
Phone Number	732-572-1205
Email Address	mmcnally@hpschools.net
Website	http://irving.hpschools.net/
Facebook	https://www.facebook.com/irvingprimary/
Twitter	https://twitter.com/irvingprimaryhp



Irving Primary School
(23-2150-070)
Grades Offered: PK-01
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	76	85	77
KG	111	120	113
1	106	128	123
Total	293	334	315

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	45.1%	44.6%	44.1%
Male	54.9%	55.4%	55.9%
Economically Disadvantaged Students	33.8%	37.1%	34.9%
Students with Disabilities	15.0%	15.9%	17.1%
English Learners	5.1%	20.1%	20.3%
Homeless Students	1.4%	1.5%	1.0%
Students in Foster Care	0.7%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	34.1%	35.0%	34.6%
Hispanic	23.9%	23.4%	22.9%
Black or African American	10.6%	10.5%	7.0%
Asian	26.3%	25.1%	26.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.3%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	4.8%	6.0%	8.6%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	67	76	71
PK - Full Day	9	9	6
KG - Half Day	0	0	0
KG - Full Day	111	120	113

Enrollment by Home Language

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

Home Language	% of Students
English	54.0%
Spanish	15.2%
Chinese	10.5%
Arabic	3.2%
Hindi	2.9%
Other Languages	14.3%



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English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	80.0%	**	**

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	24	*	*
3-4	*	*	*
5 or more	N	N	N



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

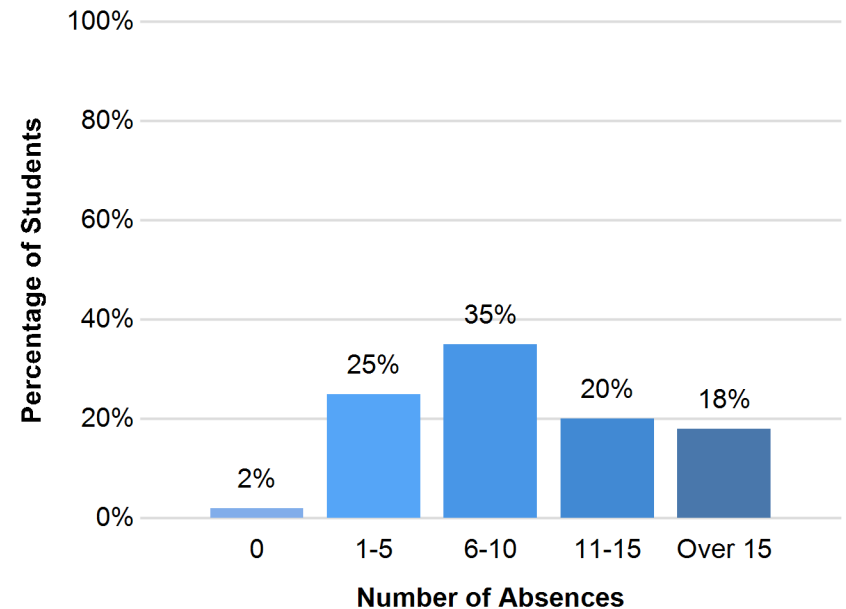
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	42	17.8	11.4	Not Met
White	15	19.2	11.4	Not Met
Hispanic	13	24.5	11.4	Not Met
Black or African American	3	16.7	**	**
Asian, Native Hawaiian, or Pacific	7	10.4	11.4	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	4	20.0	11.4	Not Met
Female	21	18.6		
Male	21	17.1		
Economically Disadvantaged Students	27	31.0	11.4	Not Met
Students with Disabilities	11	33.3	11.4	Not Met
English Learners	4	10.3	11.4	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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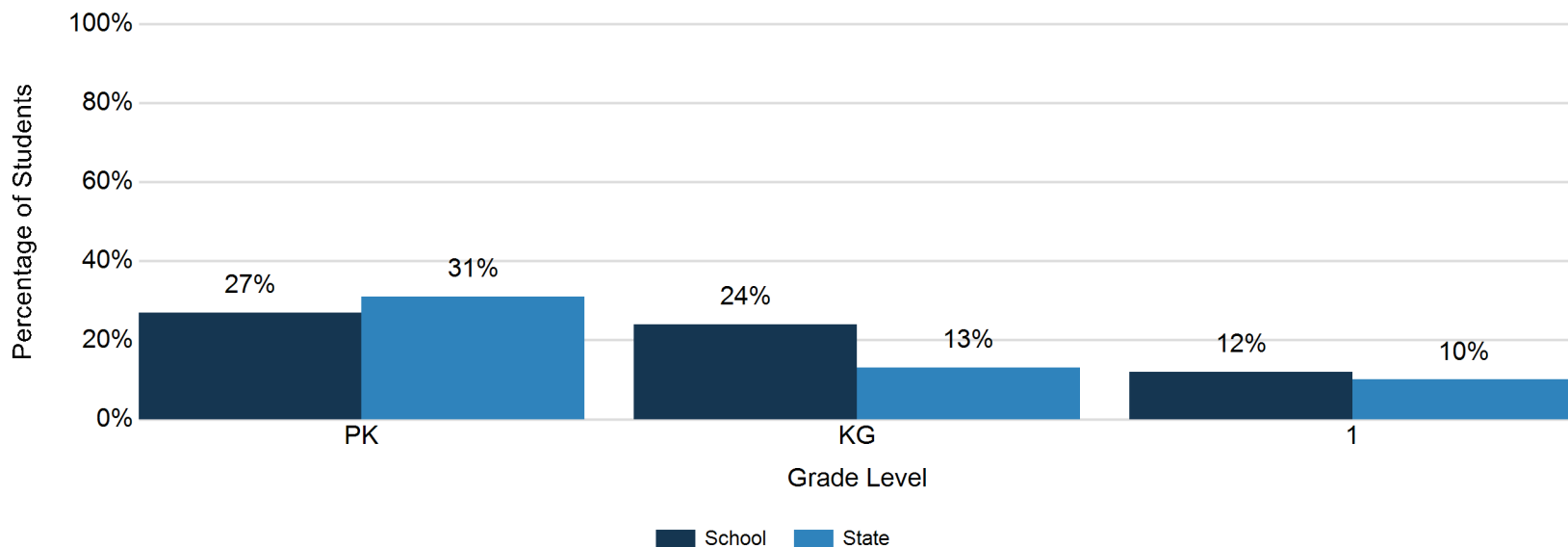
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	28	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	10.8	10.8
Percentage of Teachers with 4 or more years experience in the district	82.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	13	9,530
Average years experience in public schools	18.5	16.0
Average years experience in district	7.2	12.0
Percentage of Administrators with 4 or more years experience in the district	53.8%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	315:1	124:1
Teachers to Administrators	28:1	11:1
Students to Librarians/Media Specialists		806:1
Students to Nurses		403:1
Students to Counselors		322:1
Students to Child Study Team Members		269:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.1%	96.4%	100.0%	48.4%	77.1%	54.9%
Male	55.9%	3.6%	0.0%	51.6%	22.9%	45.1%
White	34.6%	89.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	22.9%	3.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.0%	7.1%	0.0%	15.0%	6.6%	13.9%
Asian	26.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	8.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	88.7%	90.5%
2017-18 Administrators: Same district 2018-19	81.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.0%



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Per-Pupil Expenditures by Source

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

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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School Narrative

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



Highlights:

- Responsive Classroom School: Dedicated to social and emotional learning.
- Curriculum includes: Readers and Writers Workshop, Foundations, Everyday Math, Next Generation Science Standards.
- Sustainable Jersey for Schools awarded Irving with Bronze Certification.



Mission, Vision, Theme:

We are a partnership of staff, families and community members committed to providing a safe, caring, and nurturing environment for its students. Within this environment, children will be encouraged to become independent thinkers whose social, intellectual, emotional and creative abilities are developed to their fullest potential. Our goal is to be a caring community of diverse learners who are accepting of individual differences and who endeavor to be good citizens.



Awards, Recognition, Accomplishments:

Sustainable Jersey for Schools awarded all four Highland Park, New Jersey schools with Bronze Certification.



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Courses, Curriculum, Instruction:

Our school provides a rich curriculum that emphasizes student-centered learning and play-based experiences with an understanding that all students have different learning styles. Our academic program is enhanced by a rich visual and performing arts program. Responsive Classroom is a foundation for building social-emotional skills and is woven through all of the school's programs.



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 <p>Before and After School Programs:</p>	<p>The Board of Education provides the before and after school programs in Highland Park as a service to working parents in the Borough. We believe it is our responsibility to take care of your children and provide them with a safe and healthy environment, homework instruction and time to play.</p>
 <p>Staff and Professional Learning:</p>	<p>This year, staff participated in three professional development days prior to students beginning school. The district also offers an after-school Professional Development Academy; staff can select from a catalogue of professional development opportunities. New teachers participate in the mentoring program for two days in the summer and four additional after-school professional development sessions throughout the school year.</p>






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 <p>Student Supports and Services:</p>	<p>Students with Disabilities Programs: Preschool Disabled, Paraprofessional Support, In-class Resource, Pull-out Resource, Self-Contained, Speech and Language Therapy, Occupational Therapy, Physical Therapy, Counseling Services, Behavioral Intervention Services. We offer a before-school tutoring program for kindergarten and first grade students. We utilize the Sheltered Instruction model with our ELL students. We have an I&RS committee and K & 1 intervention programs.</p>
 <p>Student Health and Wellness:</p>	<p>We have a full time nurse and guidance counselor. We have a Breakfast Program. Students receive 90 minutes of Physical Education Weekly. They have recess Daily. Brain Breaks and movement are utilized in the classroom. Our guidance counselor has a yoga/meditation group.</p>
 <p>Parent and Community Involvement:</p>	<p>We recognize the important role parents play in the education of their child. Our PTO is one of our greatest resources. They plan events, raise money, and support the school throughout the year. Parents have access to our parent portal through Genesis. We partner with local and community organizations to help support our school including but not limited to; HP Police Dept., HP Fire Dept., Keep Middlesex Moving, Sustainable New Jersey, Rutgers University, and Robert Wood Johnson Hospital.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Irving Primary School has a School Climate Committee that meets bi monthly to talk about how to support and improve our schools climate. We give a survey twice a year to help guide our work. This year our survey helped guide our yearlong theme of kindness.</p>
 <p>Facilities:</p>	<p>A schoolyard habitat was created on the property of the Irving Primary School certified by the National Wildlife Federation. The habitat serves as a living classroom allowing students to interact with fauna and flora native to the local environment. As the habitat changes from season to season, the children have opportunities to observe life cycles of various plants and animals.</p>



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Other Information

Pre-Kindergarten Program Any four-year-old child who resides in the district has the opportunity to attend a half-day pre-kindergarten program which provides a stimulating environment for children to grow and explore socially, emotionally, and academically. This age-appropriate program integrates play and exploration into the learning process and is a precursor to Irving's full-day kindergarten program