



BARTLE ELEMENTARY SCHOOL  
2016-2017  
Grade Span 02-05

23-2150-085  
MIDDLESEX  
HIGHLAND PARK BORO  
435 MANSFIELD STREET  
HIGHLAND PARK, NJ 08904

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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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**Enrollment Trends by Grade**

**Enrollment Trends by Student Group**

**Enrollment by Racial and Ethnic Group**

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

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

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

Grade	2014-15	2015-16	2016-17
2	124	114	123
3	124	131	108
4	103	122	126
5	118	100	121
Ungraded	4	1	0
Total	473	468	478

Student Group	2014-15	2015-16	2016-17
Female	48%	51%	50%
Male	52%	49%	50%
Economically Disadvantaged Students	42%	38%	41%
Students with Disabilities	12%	11%	13%
English Learners	6%	9%	10%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	35.8%
Asian	26.2%
Hispanic	21.8%
Black or African American	10.5%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	5.2%

**Enrollment by Home Language**

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

Home Language	% of Students
English	67.2%
Chinese	10.3%
Spanish	10.3%
Arabic	2.5%
Korean	1.5%
Other	8.1%



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**English Language Arts/Literacy Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	271	82.6	60.50	60.80	54.90	53	56.1	Met Target†
White	105	81.2	68.60	70.10	63.90	59.2	70.1	Not Met
Hispanic	56	76.3	42.80	37.30	39.80	35.1	31.2	Met Target
Black or African American	22	81.8	31.80	25.30	35.20	26.3	25.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	76	95.2	69.70	78.40	80.70	69.7	67.4	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	58.80	54.90	43.2	**	**
Female	134	80.1	67.90	66.60	62.20	57.7		
Male	137	85.1	53.30	54.90	48.10	48.1		
Economically Disadvantaged Students	91	76.7	36.30	33.80	36.20	*	34.4	Met Target†
Non-Economically Disadvantaged Students	180	86.3	72.70	74.80	65.80	*		
Students with Disabilities	29	66.0	31.00	28.00	20.50	21.5	20.2	Met Target
Students without Disabilities	242	85.2	64.00	67.00	61.90	57.9		
English Learners	29	85.3	55.10	*	25.20	50.9	N	N
Non-English Learners	242	82.3	61.10	*	57.40	53.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	90	751	751	749	*	14%	20%	51%	*	56%	50%
White	40	763	763	759	*	*	*	65%	*	70%	61%
Hispanic	20	725	725	734	*	*	*	*	0%	25%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	17	764	764	775	0%	*	*	*	*	65%	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	48	757	757	754	*	*	*	56%	*	63%	55%
Male	42	744	744	745	*	*	*	45%	*	48%	46%
Economically Disadvantaged Students	30	724	724	731	*	*	*	*	*	30%	31%
Non-Economically Disadvantaged Students	60	765	765	762	*	*	*	*	*	68%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	90	751	751	752	*	14%	20%	51%	*	56%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	103	757	757	753	*	*	23%	42%	17%	58%	56%
White	38	764	764	762	*	*	32%	50%	*	63%	67%
Hispanic	20	742	742	740	*	*	*	*	*	45%	40%
Black or African American	12	730	730	737	*	*	*	*	0%	25%	36%
Asian, Native Hawaiian, or Pacific Islander	29	768	768	777	*	*	*	45%	*	72%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	46	763	763	758	*	*	26%	37%	*	61%	61%
Male	57	752	752	749	*	*	21%	46%	*	56%	51%
Economically Disadvantaged Students	43	739	739	737	*	*	23%	26%	*	37%	36%
Non-Economically Disadvantaged Students	60	769	769	764	*	*	23%	53%	*	73%	69%
Students with Disabilities	12	720	720	725	*	*	*	*	0%	17%	25%
Students without Disabilities	91	762	762	759	*	*	*	*	19%	64%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	770	770	756	*	*	25%	45%	22%	67%	59%
White	30	774	774	763	0%	*	*	57%	*	73%	69%
Hispanic	17	753	753	743	*	*	*	*	*	53%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	31	781	781	779	0%	*	*	36%	39%	74%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	46	780	780	761	*	*	22%	50%	*	76%	66%
Male	41	760	760	750	*	*	29%	39%	*	56%	53%
Economically Disadvantaged Students	25	749	749	740	*	*	40%	40%	*	44%	40%
Non-Economically Disadvantaged Students	62	779	779	765	*	*	19%	47%	*	76%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

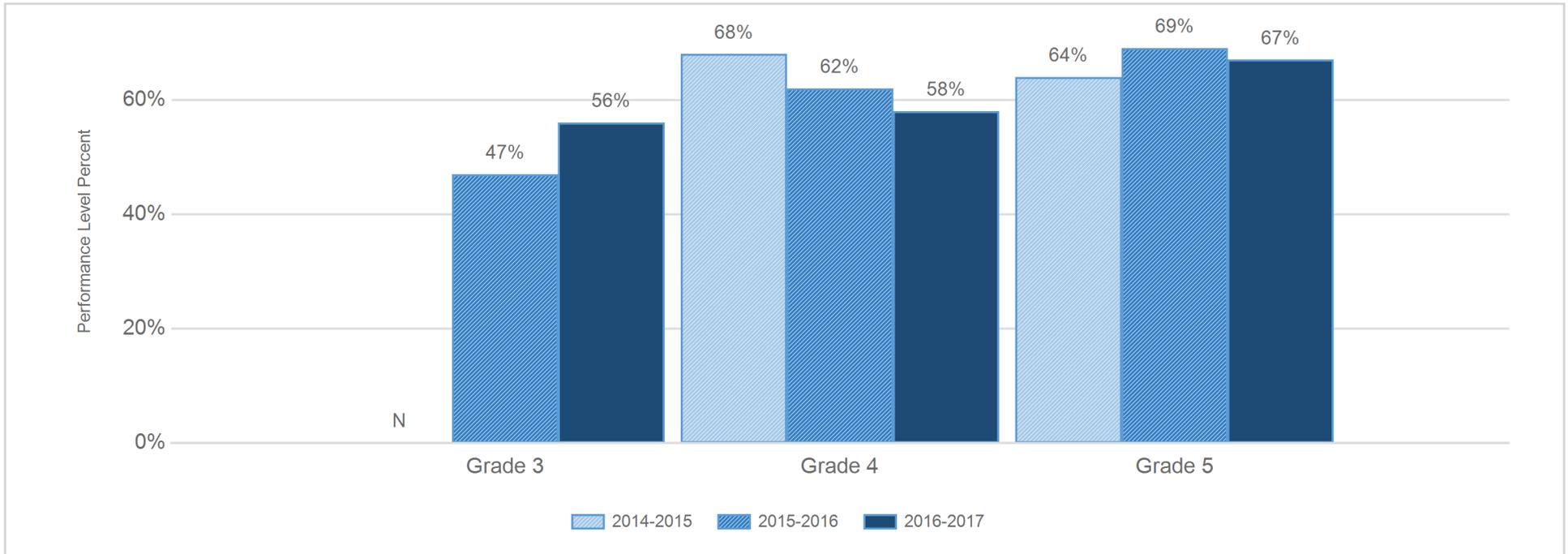


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**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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**Mathematics Assessment - Participation and Performance**

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Schoolwide	272	82.9	59.20	47.00	43.50	52	59.4	Not Met
White	105	81.3	69.50	53.70	52.40	60	64.1	Met Target†
Hispanic	57	76.9	33.40	21.10	27.60	27.8	35.4	Met Target†
Black or African American	22	81.8	18.10	*	21.70	15.1	28.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	76	94.8	75.00	74.10	75.60	75	79.4	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	42.40	44.90	43.2	**	**
Female	135	80.9	56.30	43.40	44.10	48.2		
Male	137	84.9	62.00	50.80	42.90	56		
Economically Disadvantaged Students	92	77.8	26.10	18.50	25.10	*	35.4	Not Met
Non-Economically Disadvantaged Students	180	86.2	76.10	62.30	54.30	*		
Students with Disabilities	29	66.0	37.90	*	16.50	26.3	24.9	Met Target
Students without Disabilities	243	85.4	61.70	*	48.80	56		
English Learners	29	84.6	62.00	*	23.30	57.3	56.8	Met Target
Non-English Learners	243	82.6	58.80	*	45.20	51.4		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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**Mathematics Assessment - Performance by Grade: Grade 3**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	94	758	758	751	*	*	18%	38%	21%	60%	53%
White	41	760	760	759	*	*	*	51%	*	68%	63%
Hispanic	20	735	735	738	*	*	*	*	*	30%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	20	786	786	779	0%	0%	*	*	*	85%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	49	756	756	751	*	*	*	37%	*	55%	52%
Male	45	759	759	751	*	*	*	40%	*	64%	53%
Economically Disadvantaged Students	33	734	734	736	*	*	*	*	*	24%	34%
Non-Economically Disadvantaged Students	61	771	771	761	*	*	*	*	*	79%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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**Mathematics Assessment - Performance by Grade: Grade 4**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	108	750	750	747	*	13%	27%	49%	*	52%	47%
White	38	755	755	755	*	*	*	63%	*	66%	59%
Hispanic	21	735	735	734	*	*	*	*	0%	29%	30%
Black or African American	12	723	723	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	32	763	763	774	*	*	*	59%	*	66%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	48	748	748	747	*	*	33%	42%	*	44%	47%
Male	60	751	751	747	*	*	22%	55%	*	58%	48%
Economically Disadvantaged Students	45	735	735	732	*	*	36%	22%	*	27%	27%
Non-Economically Disadvantaged Students	63	761	761	757	*	*	21%	68%	*	70%	61%
Students with Disabilities	12	720	720	724	*	*	*	*	*	33%	22%
Students without Disabilities	96	754	754	751	*	*	*	*	*	54%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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**Mathematics Assessment - Performance by Grade: Grade 5**

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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
<b>Schoolwide</b>	94	763	763	747	*	*	25%	40%	25%	65%	46%
White	30	764	764	754	*	*	*	47%	*	70%	57%
Hispanic	18	743	743	735	*	*	*	*	*	39%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	37	777	777	774	0%	*	*	46%	35%	81%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	50	765	765	747	*	*	26%	38%	26%	64%	47%
Male	44	762	762	746	*	*	23%	43%	23%	66%	46%
Economically Disadvantaged Students	30	740	740	732	*	*	43%	37%	0%	37%	27%
Non-Economically Disadvantaged Students	64	774	774	756	*	*	16%	42%	36%	78%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

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

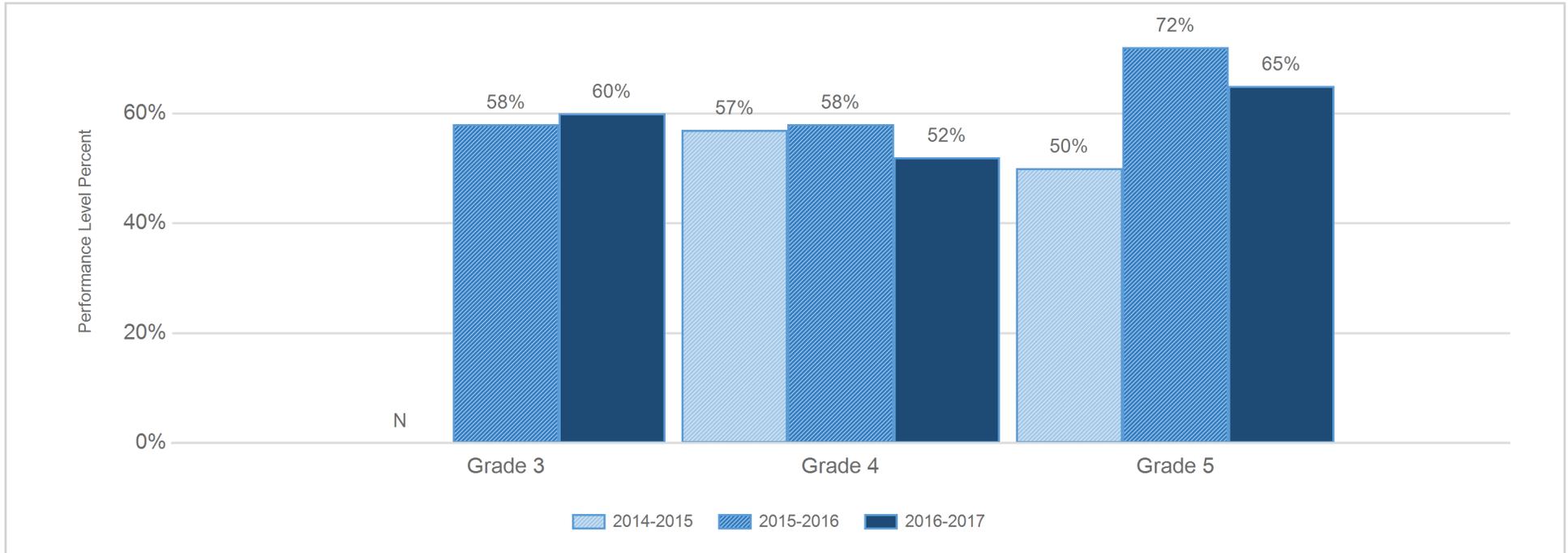


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**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	24	70.8%	29.2%
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

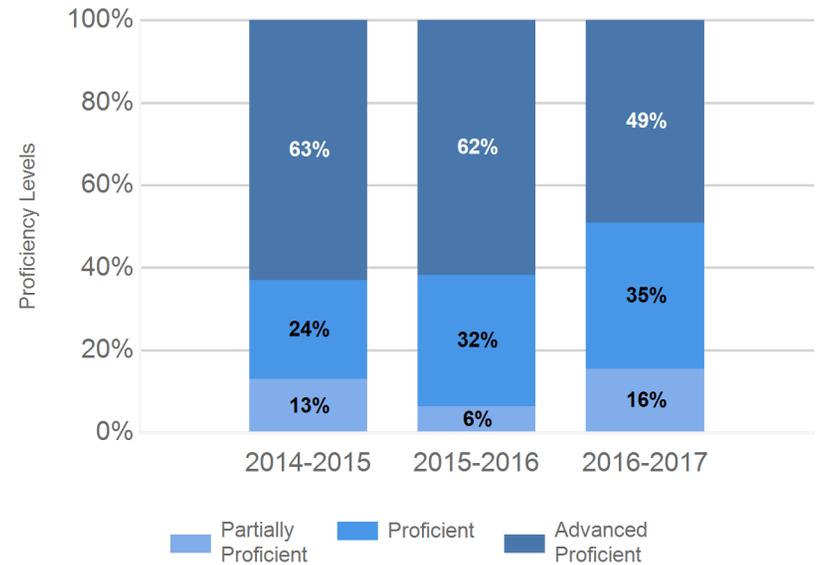
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	49%	35%	16%
White	67%	28%	5%
Hispanic	16%	53%	32%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	64%	30%	6%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	26%	42%	32%
Students with Disabilities	25%	25%	50%
English Learners	*	*	*

**NJASK Science Assessment Performance Trends: Grade 4**

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





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

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

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

**Student Growth**

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	62	50	50	Exceeds Target	55	45	50	Met Target
White	54.5	47	50	Met Target	58.5	45	52	Met Target
Hispanic	61	43	49	Exceeds Target	43.5	26	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	72.5	65	60	Exceeds Target	64	51	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	62	41	47	Exceeds Target	52	35	46	Met Target
Students with Disabilities	57	48.5	41	**	65.5	46	43	**
English Learners	64	63.5	53	Exceeds Target	63	*	51	Exceeds Target

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



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

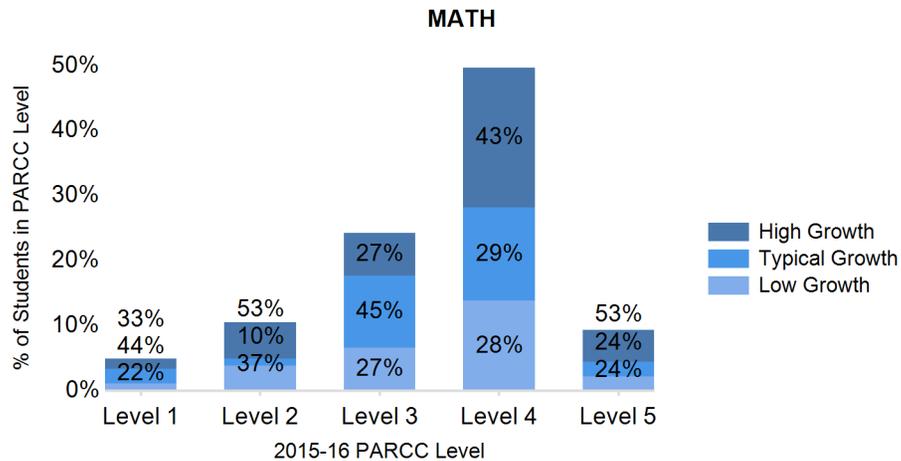
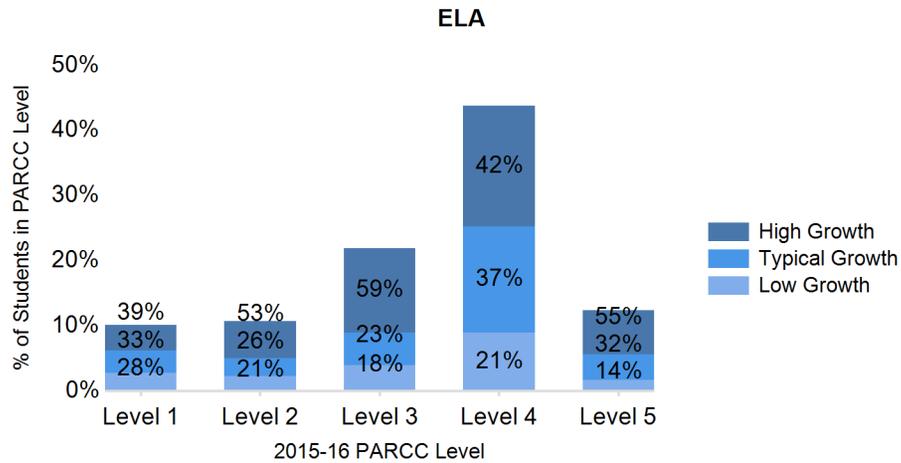
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

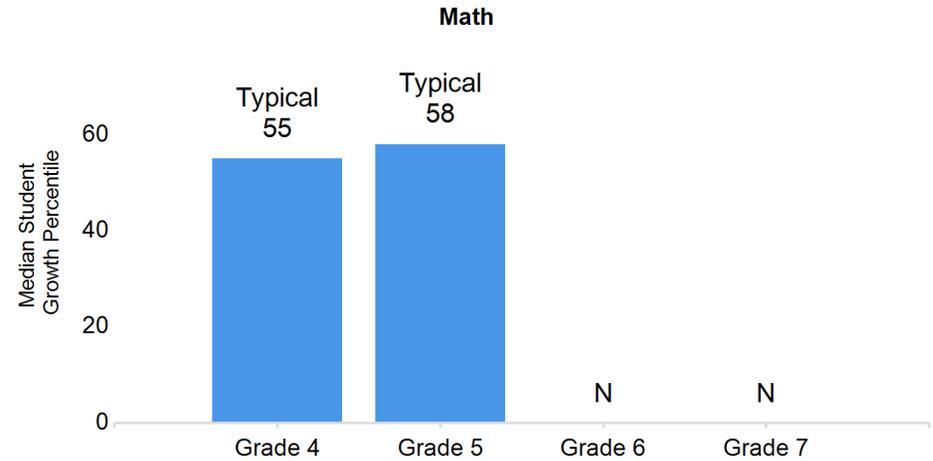
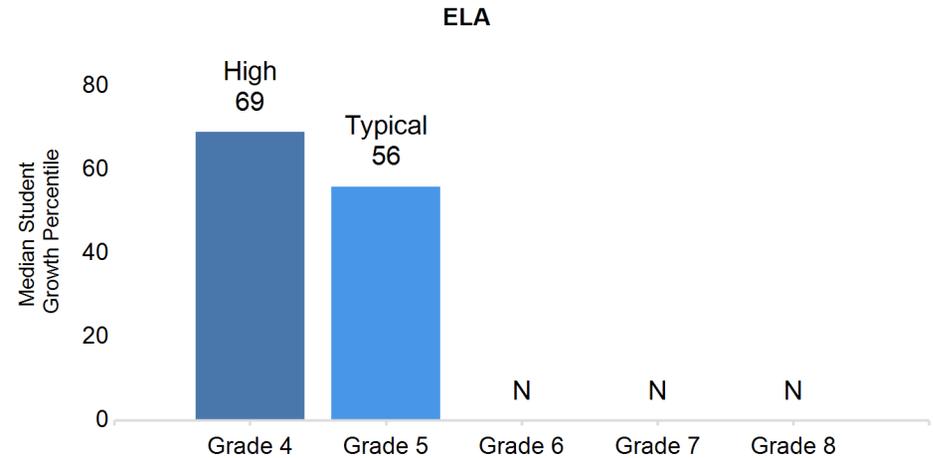
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

**Chronic Absenteeism**

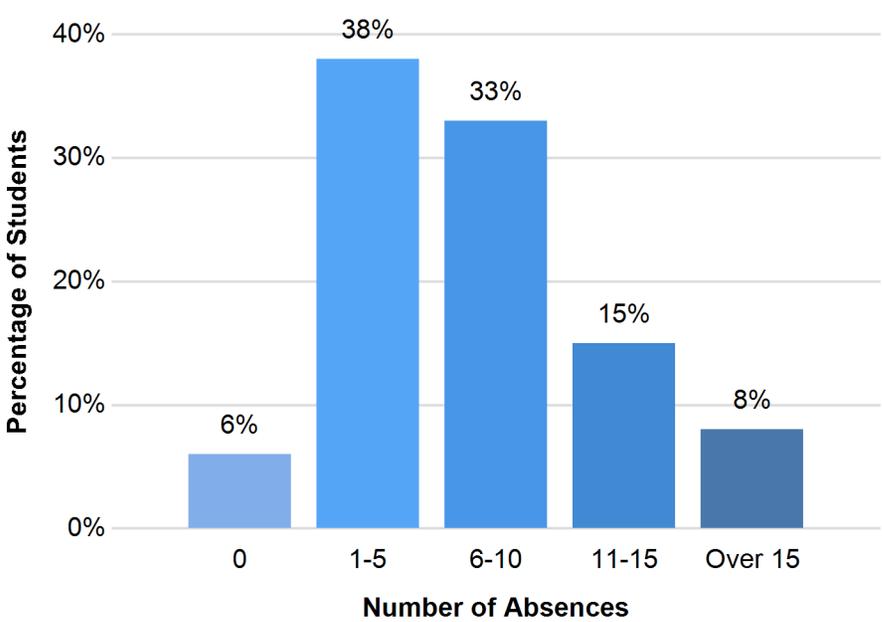
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.50	7.20	Met Target
White	4.70	7.20	Met Target
Hispanic	8.70	7.20	Not Met
Black or African American	11.80	7.20	Not Met
Asian, Native Hawaiian, or Pacific Islander	4.70	7.20	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	8.30	7.20	Not Met
Economically Disadvantaged Students	10.30	7.20	Not Met
Students with Disabilities	16.70	7.20	Not Met
English Learners	4.30	7.20	Met Target

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

**Days Absent**

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



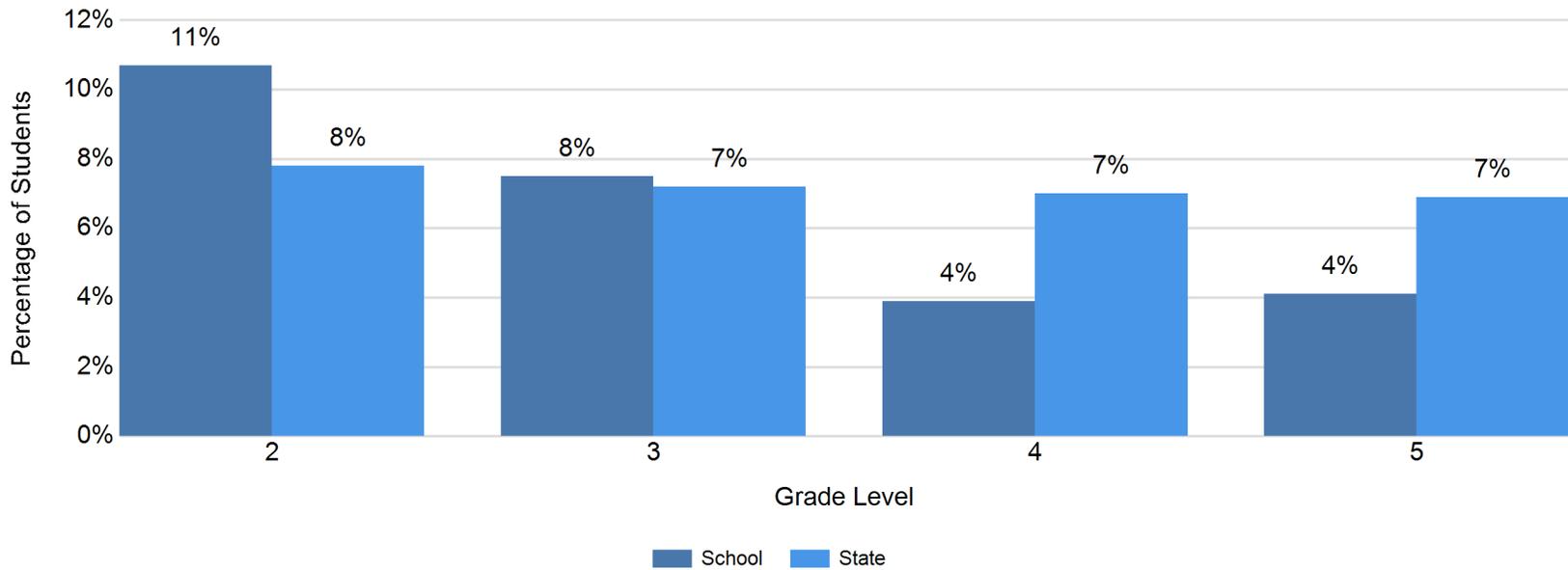


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**Chronic Absenteeism by Grade**

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





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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.

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

**Violence, Vandalism, HIB, and Substance Offenses**

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

Incident Type	Number of Incidents
Violence	21
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	5.65

**Student Suspension Rate**

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

Suspension Types	% of Students
In-School Suspensions	3.3%
Out-of-School Suspensions	5.2%
Any Suspension	8.6%

**Student Expulsions**

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	623.4 kbps	100 kbps	Yes	Wireless	Fiber	No

**Per-Pupil Expenditures (District Level)**

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$534	\$14,909	\$15,443



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	48	120,724
Average years experience in public schools	9.3	11.8
Average years experience in district	7.7	10.5
Teachers in district for 4 or more years	54%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,506
Average years experience in public schools	16.3	15.9
Average years experience in district	5.2	11.6
Administrators in district for 4 or more years	27%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	N	146:1
Librarian/Media Specialists		535:1
Nurses		401:1
Counselors		321:1
Child Study Team		267:1



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**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

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

**Faculty Attendance**

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

School Year	% Days Present
2016-17	97%



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**Accountability Indicator Scores and Summative Rating**

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	37.7	17.5%
Mathematics Proficiency	52.5	17.5%
English Language Arts Growth	86.9	25.0%
Mathematics Growth	65.7	25.0%
Chronic Absenteeism	48.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		61.2
<b>Summative Rating:</b> Percentile rank of Summative Score		68.1
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	61.2	11.9	No	Met Target†	Not Met	Met Target	Exceeds Target	Met Target	No
White	58.8	11.9	No	Not Met	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	50.5	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Met Target	No
Black or African American	**	**	No	Met Target	Not Met	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	51.1	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	57.7	11.9	No	Met Target†	Not Met	Not Met	Exceeds Target	Met Target	No
Students with Disabilities	**	**	No	Met Target	Met Target	Not Met	**	**	No
English Learners	84.1	11.9	No	N	Met Target	Met Target	Exceeds Target	Exceeds Target	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. BENJAMIN	<b>Email Address:</b>	<a href="mailto:abenjamin@hpschools.net">abenjamin@hpschools.net</a>
<b>Address:</b>	435 MANSFIELD STREET HIGHLAND PARK, NJ 08904	<b>Website:</b>	<a href="http://bartle.hpschools.net/">http://bartle.hpschools.net/</a>
<b>Phone:</b>	(732)572-4100	<b>Twitter:</b>	<a href="https://twitter.com/Bartleprincipal">https://twitter.com/Bartleprincipal</a>

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• 2016 Sustainable NJ Schools Bronze Award</li> <li>• 2016 NJ Safe Routes to School Gold Recognition Award</li> <li>• 2016 Frederick L. Hipp Foundation for Excellence Grant &amp; Award Recipient</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Bartle is an exciting and diverse learning environment where teachers are reflective practitioners and perpetual learners, who model and inspire students to know more and do more for others. Everyone in our Bartle community is encouraged to Lead by learning, Empower others, Appreciate our dindividual differences and Do right by others. We LEAD!</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>2016 Sustainable NJ -Bronze Award; 2016 NJ Safe Routes to Schools - Gold Award; 2016 NJEA Frederick L. Hipp Foundation for Excellence - Outdoor Learnscape Recognition; FUSE (STEAM) \$30,000 grant recipient; Principal received County Administrator of the Year; BOE student Spotlight Awards; Over \$20,000 in HPEF Grants;</p>



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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 your school directly.

 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Readers &amp; Writers Workshop; Advanced Learning Program (ALP) -formerly G&amp;T; Conquer Mathematics; Every Day Math; Gifted &amp; Talented (G&amp;T) Program.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Run4Fun; Student Council;Chorus, Band; Orchestra; Art Show; Fall &amp; Spring Concert; Saturday Reading Buddies; Safety patrol; Bartle TV; Week of Respect; Beginning of the year PEP Rally; Staff &amp; Student Fitness Challenge; Read Across America Parade and 'REad-In'; Hunger Food Drive;</p>
 <p><b>Before and After School Programs:</b></p>	<p>Before School and After School Childcare Program;</p>



**BARTLE ELEMENTARY SCHOOL**  
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 435 MANSFIELD STREET  
 HIGHLAND PARK, NJ 08904

**School Narrative**

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

 <p><b>Staff and Professional Learning:</b></p>	<p>MyLearningPlan; Responsive Classroom; Handle with Care Training; Dyslexia Training; Safe Schools Training; Genesis Training; Professional Learning Comminty meetings; Weekly paraprofessional meetings, Grade-Level Team meetings; Daily 5;</p>
 <p><b>Student Supports and Services:</b></p>	<p>ESL Tutoring; Title I Tutoring Program; 504/I&amp;RS to assist students who are experiencing learning, behavior or health difficulties; Child Study Team (CST) supports; Summer tutoring program; Lunch Bunch groups; Social &amp; Emotional Lab (SEL); Restorative Practice Circles &amp; Sessions;</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Breafast After the Bell Program; Individual and Team Sports Physical Education Program; Health screenings for All Students; Operation Snowflake for families in need;</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>PTO; Parent Advisory Council; SEPAG; Climate and Safety Team; Parent H.I.B. Night; Family Valentine Dance; Family Movie Night; Family 'Not so scary story night'; Family Book BINGO ; Career Day; Family Poetry Café Day; Montly Parent Newsletters;</p>



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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 your school directly.

 <p>Facilities:</p>	<p>Basic Skills Office; STEM Office; Air conditoning installed in classrooms; bike racks and benches for parents; Community conference room created; upgrades to band room; Installation of WiFi Access Points in all classrooms; BaordShare provided to all homeroom teachers;</p>
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## HIGHLAND PARK HIGH SCHOOL

2016-2017

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MIDDLESEX

HIGHLAND PARK BORO

102 NORTH FIFTH AVENUE

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

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

**Navigating through the reports:**

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

**Other Resources:**

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

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**Footnotes**

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	131	126	114
10	131	122	124
11	119	128	117
12	93	121	130
Ungraded	0	0	3
Total	474	497	488

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	50%	50%
Male	53%	50%	50%
Economically Disadvantaged Students	33%	32%	34%
Students with Disabilities	15%	15%	16%
English Learners	3%	5%	4%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	41.2%
Hispanic	22.7%
Asian	21.9%
Black or African American	9.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.3%

### Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	488
Shared Time Students	0
Full Time Equivalent	488

### Enrollment by Home Language

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

Home Language	% of Students
English	67.2%
Spanish	11.5%
Chinese	8.0%
Korean	1.8%
Arabic	1.6%
Other	9.6%



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## English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	205	93.3	63.90	60.80	54.90	62.6	63.2	Met Target†
White	80	88.0	71.30	70.10	63.90	65.2	69.6	Met Target†
Hispanic	44	94.1	40.90	37.30	39.80	40.9	39.4	Met Target
Black or African American	20	100.0	20.00	25.30	35.20	20	30.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	52	98.3	88.50	78.40	80.70	88.5	79.8	Met Goal
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	110	92.4	69.10	66.60	62.20	66.7		
Male	95	94.5	57.90	54.90	48.10	57.9		
Economically Disadvantaged Students	73	95.2	41.10	33.80	36.20	*	44	Met Target†
Non-Economically Disadvantaged Students	132	92.4	76.50	74.80	65.80	*		
Students with Disabilities	34	97.4	26.50	28.00	20.50	26.5	17.2	Met Target
Students without Disabilities	171	92.6	71.40	67.00	61.90	69.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 9**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	113	764	764	749	*	*	21%	34%	28%	62%	52%
White	45	776	776	757	0%	*	*	38%	38%	76%	62%
Hispanic	27	732	732	733	*	*	*	*	*	33%	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	28	788	788	777	*	0%	*	36%	46%	82%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	60	772	772	756	*	*	18%	28%	*	67%	60%
Male	53	756	756	741	*	*	25%	40%	*	57%	43%
Economically Disadvantaged Students	39	738	738	731	*	*	26%	28%	*	39%	32%
Non-Economically Disadvantaged Students	74	778	778	758	*	*	19%	37%	*	74%	62%
Students with Disabilities	16	716	716	714	*	*	*	*	0%	19%	13%
Students without Disabilities	97	772	772	754	*	*	*	*	33%	69%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 10**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	109	767	767	743	*	*	19%	33%	30%	63%	46%
White	42	771	771	749	*	*	*	36%	33%	69%	52%
Hispanic	20	743	743	728	*	*	*	*	*	40%	34%
Black or African American	14	744	744	725	*	*	*	*	*	29%	31%
Asian, Native Hawaiian, or Pacific Islander	29	790	790	774	*	0%	*	45%	45%	90%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	61	772	772	752	*	*	*	36%	33%	69%	54%
Male	48	760	760	734	*	*	*	29%	27%	56%	39%
Economically Disadvantaged Students	38	747	747	726	*	*	*	*	*	40%	32%
Non-Economically Disadvantaged Students	71	777	777	751	*	*	*	*	*	76%	54%
Students with Disabilities	19	734	734	704	*	*	*	*	*	26%	12%
Students without Disabilities	90	774	774	749	*	*	*	*	*	71%	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 11\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	57	739	739	736	*	21%	28%	28%	*	37%	38%
White	15	754	754	738	*	*	*	*	*	47%	40%
Hispanic	18	729	729	731	*	*	*	*	0%	22%	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	13	748	748	756	*	*	*	*	0%	62%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	25	745	745	744	*	*	*	*	*	44%	46%
Male	32	734	734	729	*	*	*	*	*	31%	31%
Economically Disadvantaged Students	25	737	737	729	*	*	*	*	*	36%	32%
Non-Economically Disadvantaged Students	32	741	741	740	*	*	*	*	*	38%	42%
Students with Disabilities	14	720	720	709	*	*	*	*	*	21%	12%
Students without Disabilities	43	745	745	741	*	*	*	*	*	42%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

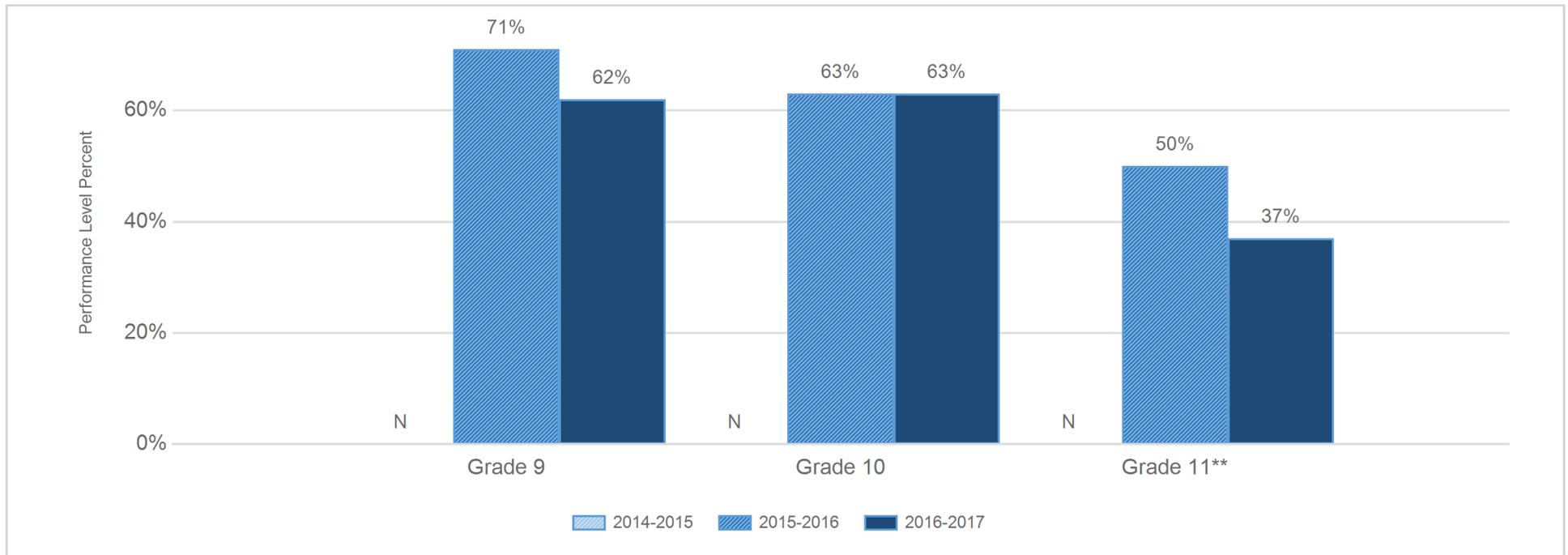


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**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	167	94.4	33.50	47.00	43.50	33.3	37.3	Met Target†
White	68	90.5	39.70	53.70	52.40	37.4	37.7	Met Target†
Hispanic	41	95.7	14.60	21.10	27.60	14.6	17.9	Met Target†
Black or African American	20	100.0	10.00	*	21.70	10	17	Met Target†
Asian, Native Hawaiian, or Pacific Islander	30	97.2	66.70	74.10	75.60	66.7	60.5	Met Target
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	91	93.6	31.90	43.40	44.10	31.1		
Male	76	95.5	35.50	50.80	42.90	35.5		
Economically Disadvantaged Students	66	96.0	18.20	18.50	25.10	*	24.3	Met Target†
Non-Economically Disadvantaged Students	101	93.4	43.50	62.30	54.30	*		
Students with Disabilities	32	100.0	*	*	16.50	*	11.1	Met Target†
Students without Disabilities	135	93.2	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Test: Algebra I**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	68	726	747	743	*	35%	32%	19%	*	19%	42%
White	22	734	747	751	*	*	*	*	0%	27%	52%
Hispanic	25	715	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	32	728	747	744	*	34%	31%	*	0%	22%	43%
Male	36	724	746	741	*	36%	33%	*	0%	17%	40%
Economically Disadvantaged Students	33	717	729	727	*	39%	*	*	0%	12%	23%
Non-Economically Disadvantaged Students	35	735	756	751	*	31%	*	*	0%	26%	52%
Students with Disabilities	18	703	*	714	*	*	*	*	*	*	10%
Students without Disabilities	50	734	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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**Mathematics Assessment - Performance by Test: Geometry**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	76	735	743	734	*	32%	32%	25%	*	30%	30%
White	34	741	*	740	*	*	38%	41%	0%	41%	38%
Hispanic	16	728	728	722	*	*	*	*	0%	19%	14%
Black or African American	11	714	714	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	42	733	*	735	*	26%	33%	*	*	29%	31%
Male	34	737	*	733	*	38%	29%	*	*	32%	30%
Economically Disadvantaged Students	29	722	*	721	*	*	*	*	*	10%	13%
Non-Economically Disadvantaged Students	47	743	*	740	*	*	*	*	*	43%	39%
Students with Disabilities	16	726	726	711	*	*	*	*	*	13%	*
Students without Disabilities	60	738	747	738	*	*	*	*	*	35%	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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**Mathematics Assessment - Performance by Test: Algebra II**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	75	739	739	725	24%	23%	*	35%	*	41%	28%
White	26	744	744	731	*	*	*	46%	0%	46%	33%
Hispanic	17	705	705	710	*	*	*	*	0%	12%	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	20	781	781	761	0%	*	*	50%	*	75%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	46	739	739	725	*	*	*	33%	*	41%	27%
Male	29	739	739	725	*	*	*	38%	*	41%	29%
Economically Disadvantaged Students	25	722	722	708	*	*	*	*	*	28%	13%
Non-Economically Disadvantaged Students	50	747	747	733	*	*	*	*	*	48%	35%
Students with Disabilities	11	693	693	692	*	*	*	*	*	*	*
Students without Disabilities	64	747	747	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

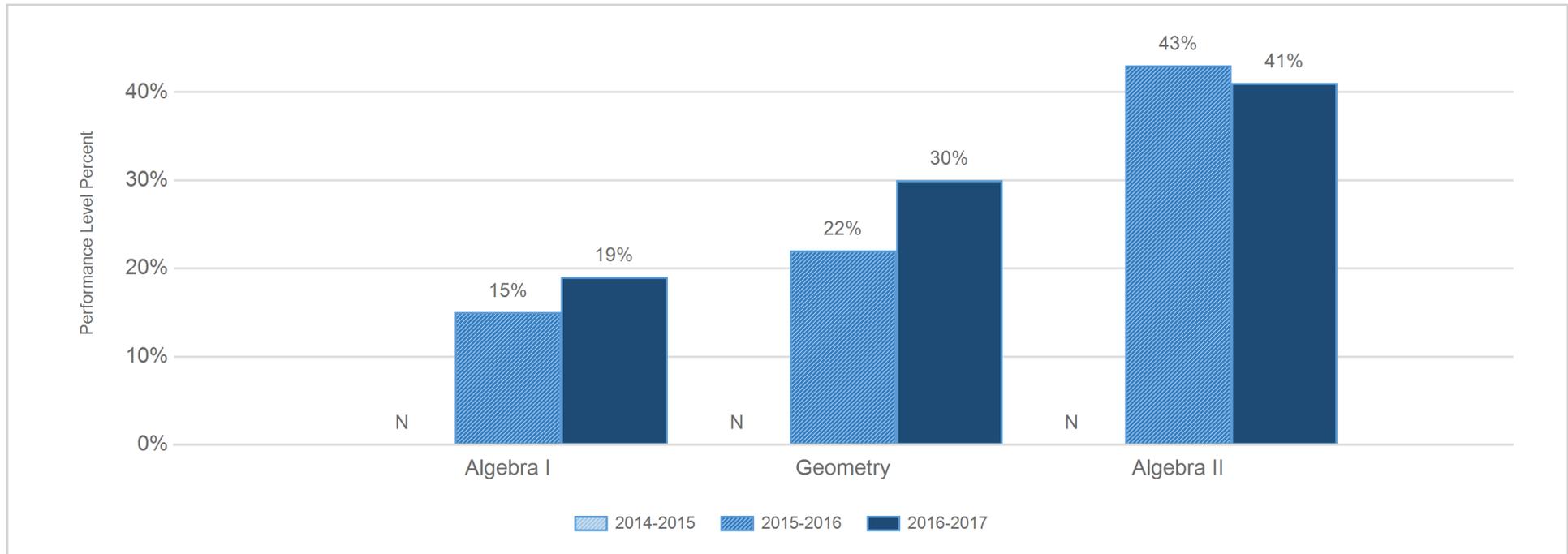


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**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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### Alternate Assessments - Participation

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

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

### English Language Proficiency Test - Participation and Performance

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

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



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

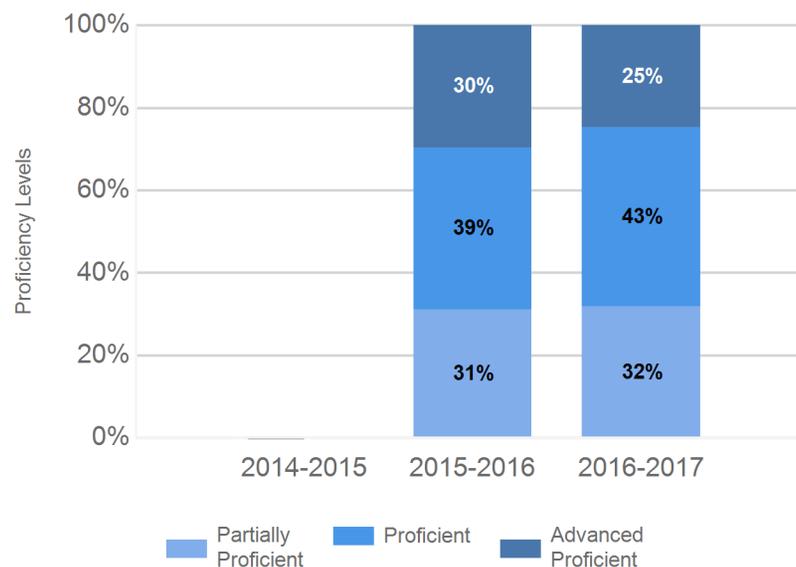
**Biology Assessment - Performance**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	25%	43%	32%
White	23%	63%	14%
Hispanic	*	19%	69%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	46%	46%	7%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	10%	33%	57%
Students with Disabilities	N	33%	67%
English Learners	N	*	*

**Biology Assessment - Proficiency Trends**

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



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



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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

**PSAT/SAT/ACT - Participation**

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	93.8%	70.0%
Percentage of students taking the ACT	23.8%	28.3%

**PSAT/SAT/ACT - Performance**

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	530	481	Varies By Grade	79%	67%
PSAT - Math	522	483	Varies By Grade	62%	49%
SAT - Reading and Writing	602	551	480	83%	77%
SAT - Math	580	552	530	60%	58%
ACT - Reading	27	24	22	87%	65%
ACT - English	27	24	18	87%	79%
ACT - Math	25	24	22	65%	65%
ACT - Science	25	23	23	52%	54%



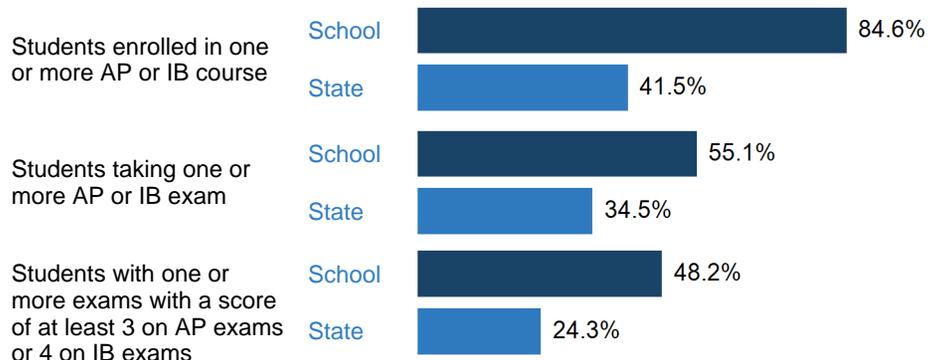
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

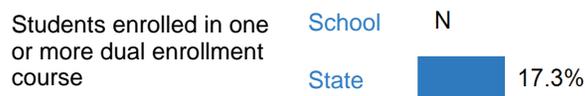
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **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 students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	75	16
AP Calculus AB	38	27
AP Calculus BC	18	20
AP Chemistry	7	5
AP Chinese Language and Culture	0	6
AP Computer Science A	0	6
AP English Language and Composition	49	49
AP English Literature and Composition	34	21
AP French Language and Culture	8	4
AP Human Geography	0	1
AP Macroeconomics	0	1
AP Microeconomics	0	3
AP Music Theory	10	7
AP Physics 1	20	16
AP Physics 2	5	4
AP Physics C: Mechanics	0	3
AP Psychology	44	27
AP Spanish Language	19	18
AP Studio Art—Drawing Portfolio	0	1
AP U.S. Government and Politics	36	29

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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	48	42
AP World History	0	2
Total Exams Taken		308
Exams with scores of at least 3 on AP exams or 4 on IB exams		260



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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

**Career and Technical Education Participation**

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

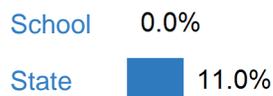
**CTE Participants**

(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 displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**



**Industry-Valued Credentials Earned**

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

\*\*Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	58	46	20	2	0	0	12
10	8	51	29	42	1	0	14
11	2	4	44	32	35	0	9
12	0	1	14	28	45	0	49
Schoolwide	68	102	107	104	81	0	84
Enrolled in AP/IB Course					56	0	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	111	2	0	1	1	1
10	9	103	0	7	0	17
11	9	12	0	18	66	26
12	14	1	0	56	13	28
Schoolwide	143	118	0	82	80	72
Enrolled in AP/IB Course	75	7		0	25	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	114	2	0	0	0	0
10	7	119	0	8	0	8
11	4	109	0	10	0	9
12	2	26	0	26	0	33
Schoolwide	127	256	0	44	0	50
Enrolled in AP/IB Course	0	48	0	44	0	36

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	66	31	0	0	0	0	0
10	81	32	0	0	0	0	0
11	70	24	0	0	0	0	0
12	31	7	0	0	0	0	0
Schoolwide	248	94	0	0	0	0	0
Enrolled in AP/IB Course	19	8	0	0	0	0	0
Enrolled in Level 3 or Higher	155	66	0	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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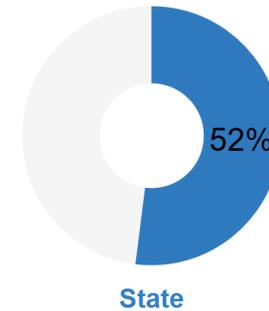
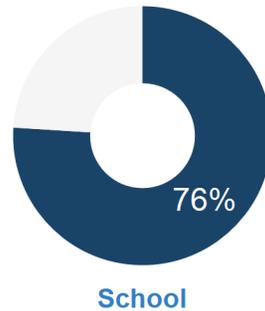
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Visual and Performing Arts – Course Participation

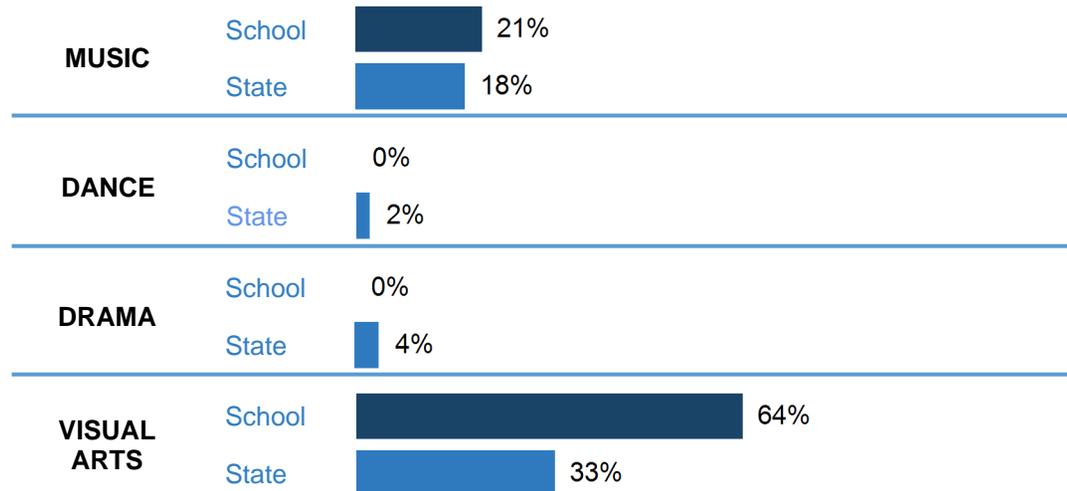
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

**Graduation Rates**

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	93.5%	90.5%	93.8%	91.8%	93.7%	92.3%	Met Target	94.2%	90.5%	Met Target
White	91.8%	94.5%	91.1%	95.1%	94.4%	95.0%	Not Met	95.4%	N	Met Goal
Hispanic	97.1%	84.3%	100.0%	86.3%	100.0%	N	Met Goal	95.0%	N	Met Goal
Black or African American	93.8%	83.4%	*	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	100.0%	97.5%	96.9%	N	Met Goal	95.5%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	96.2%	83.9%	89.5%	85.6%	89.2%	87.6%	Met Target	89.7%	79.5%	Met Target
Students with Disabilities	89.3%	78.8%	83.3%	82.1%	82.4%	**	**	92.3%	**	**
English Learners	*	76.1%	*	79.7%	*	**	**	*	**	**
Homeless Students	*	73.2%	N	74.4%	N	N	N	N		

**Graduation Rate Trends**

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	93.5%	-
2016	93.7%	93.8%
2015	92.2%	94.2%

**Dropout Rate Trends**

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	N	N
2015-2016	N	N
2014-2015	N	N

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



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

**Postsecondary Enrollment Rates: Fall**

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	72.9%	37.2%	62.8%
White	71.4%	15%	85%
Hispanic	73.5%	76%	24%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	82.4%	35.7%	64.3%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	70.5%	61.3%	38.7%
Students with Disabilities	54.6%	58.3%	41.7%
English Learners	*	*	*

**Postsecondary Enrollment Rates: 16 month**

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	82.9%	18.6%	81.4%	83.5%	16.5%	74.2%	25.8%
White	84%	9.5%	90.5%	85.7%	14.3%	71.4%	28.6%
Hispanic	76.9%	45%	55%	90%	10%	95%	5%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	86.7%	7.7%	92.3%	76.9%	23.1%	69.2%	30.8%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	83.9%	38.5%	61.5%	80.8%	19.2%	76.9%	23.1%
Students with Disabilities	63.6%	57.1%	42.9%	71.4%	28.6%	85.7%	14.3%
English Learners	*	*	*	*	*	*	*

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



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HIGHLAND PARK, NJ 08904

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

**Chronic Absenteeism**

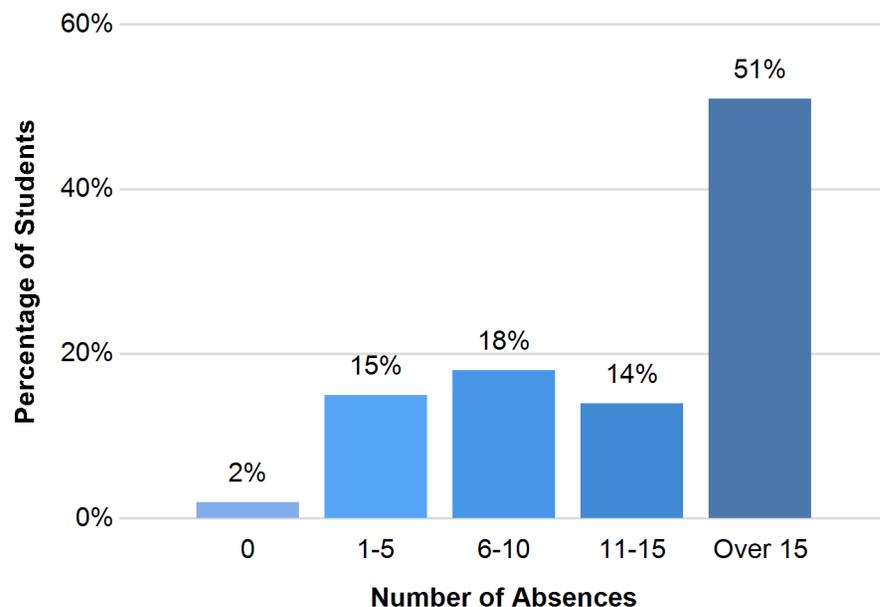
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	46.00	14.30	Not Met
White	45.40	14.30	Not Met
Hispanic	66.40	14.30	Not Met
Black or African American	61.70	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	20.20	14.30	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	45.50	14.30	Not Met
Economically Disadvantaged Students	59.10	14.30	Not Met
Students with Disabilities	52.60	14.30	Not Met
English Learners	N	**	**

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

**Days Absent**

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



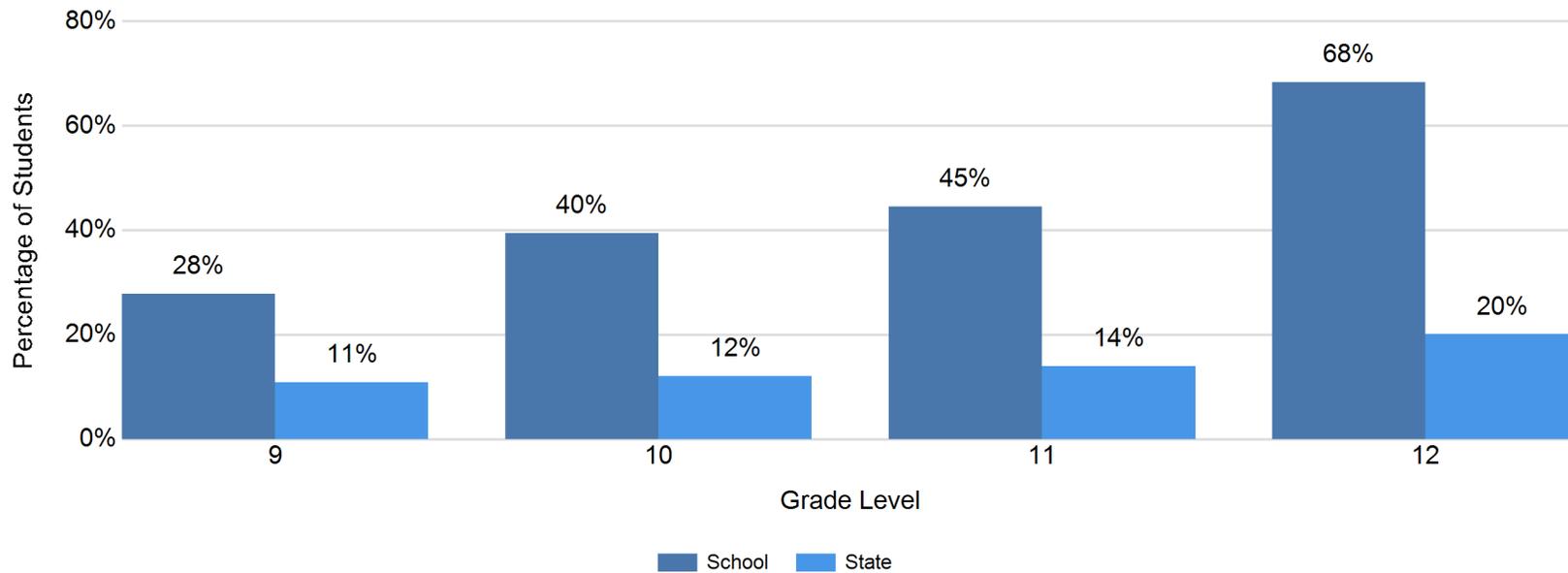


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**Chronic Absenteeism by Grade**

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





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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.

Category	School
Typical Start Time	7:50AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 46 Mins.
Shared Time - Instructional Time	3 Hrs. 0 Mins.

## Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Vandalism	1
Weapons	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	2.46

## Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	5.5%
Out-of-School Suspensions	3.3%
Any Suspension	8.0%

## Student Expulsions

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	623.4 kbps	100 kbps	Yes	Wireless	Fiber	No

**Per-Pupil Expenditures (District Level)**

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$534	\$14,909	\$15,443



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

Category	Teachers in School	Teachers in State
Total Number of teachers	44	120,724
Average years experience in public schools	11.8	11.8
Average years experience in district	8.4	10.5
Teachers in district for 4 or more years	66%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,506
Average years experience in public schools	16.3	15.9
Average years experience in district	5.2	11.6
Administrators in district for 4 or more years	27%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	488:1	146:1
Librarian/Media Specialists		535:1
Nurses		401:1
Counselors		321:1
Child Study Team		267:1



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

**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

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

**Faculty Attendance**

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

School Year	% Days Present
2016-17	97%



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### Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	74.5	17.5%
Mathematics Proficiency	57.8	17.5%
Graduation - 4-Year	55.8	25.0%
Graduation - 5-Year	43.8	25.0%
Chronic Absenteeism	2.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		48.5
<b>Summative Rating:</b> Percentile rank of Summative Score		46.8
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	48.5	6.2	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
White	44.6	6.2	No	Met Target†	Met Target†	Not Met	Not Met	Met Goal	No
Hispanic	60.5	6.2	No	Met Target	Met Target†	Not Met	Met Goal	Met Goal	No
Black or African American	**	**	No	Met Target†	Met Target†	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	39.2	6.2	No	Met Goal	Met Target	Not Met	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	52.5	6.2	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	**	**	No	Met Target	Met Target†	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. LASSITER	<b>Email Address:</b>	<a href="mailto:mlassiter@hpschools.net">mlassiter@hpschools.net</a>
<b>Address:</b>	102 NORTH FIFTH AVENUE HIGHLAND PARK, NJ 08904	<b>Website:</b>	<a href="http://hs.hpschools.net/">http://hs.hpschools.net/</a>
<b>Phone:</b>	(732)572-2400	<b>Facebook:</b>	<a href="https://www.facebook.com/groups/5833702329">https://www.facebook.com/groups/5833702329</a>
		<b>Twitter:</b>	<a href="https://twitter.com/HPHS_Owls">https://twitter.com/HPHS_Owls</a>

School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• 15 Advanced Placement Courses offered - College Board AP Honor Roll school</li> <li>• Silver Medal Award winning school from US News &amp; World Reports</li> <li>• Ranked #3 High School in Middlesex county by Niche.com</li> </ul>
 <b>Mission, Vision, Theme:</b>	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.
 <b>Awards, Recognition, Accomplishments:</b>	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><b>Courses, Curriculum, Instruction:</b></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.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Football (Co-ed), Soccer (Boys &amp; Girls), Softball (Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Girls), Wrestling (Co-ed)</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><b>Clubs and Activities:</b></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. Altogether, we have over 30 clubs and activities for our students.</p>



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School Narrative

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 <p><b>Staff and Professional Learning:</b></p>	<p>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.</p>
 <p><b>Postsecondary Information:</b></p>	<p>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 differenc colleges and universities with a number of graduates attending the Ivy Leagues.</p>
 <p><b>Student Supports and Services:</b></p>	<p>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.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>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.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>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.</p>



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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 your school directly.

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>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 gynasium 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

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HIGHLAND PARK BORO

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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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### Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	113	120	107
7	102	119	122
8	124	105	116
Ungraded	0	0	0
<b>Total</b>	<b>339</b>	<b>344</b>	<b>345</b>

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	53%	51%	52%
Male	47%	49%	48%
Economically Disadvantaged Students	40%	39%	35%
Students with Disabilities	17%	17%	15%
English Learners	3%	6%	6%
Homeless Students			2%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	37.7%
Asian	22.0%
Hispanic	21.7%
Black or African American	12.8%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	5.5%

### Enrollment by Home Language

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

Home Language	% of Students
English	71.3%
Spanish	9.9%
Chinese	8.7%
Arabic	1.7%
Russian	1.4%
<i>Other</i>	7.2%



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## English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	272	83.5	58.80	60.80	54.90	51.7	46.3	Met Target
White	109	83.8	70.60	70.10	63.90	61.9	48.9	Met Target
Hispanic	53	78.1	28.30	37.30	39.80	22.8	29	Met Target†
Black or African American	29	73.8	24.10	25.30	35.20	19.4	16.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	67	97.1	80.60	78.40	80.70	80.6	73.4	Met Goal
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	14	73.7	50.00	58.80	54.90	38.7	**	**
Female	136	82.1	63.20	66.60	62.20	54.6		
Male	136	85.0	54.40	54.90	48.10	48.6		
Economically Disadvantaged Students	91	80.3	25.30	33.80	36.20	*	24.6	Met Target†
Non-Economically Disadvantaged Students	181	85.2	75.70	74.80	65.80	*		
Students with Disabilities	55	85.9	27.30	28.00	20.50	24.6	8.7	Met Target
Students without Disabilities	217	83.0	66.80	67.00	61.90	58.3		
English Learners	14	93.3	28.50	*	25.20	28	**	**
Non-English Learners	258	83.1	60.50	*	57.40	52.9		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



## HIGHLAND PARK MIDDLE SCHOOL

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Grade Span 06-08

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HIGHLAND PARK BORO

330 WAYNE STREET

HIGHLAND PARK, NJ 08904

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	767	767	752	*	*	16%	43%	29%	72%	54%
White	35	768	768	758	0%	*	*	51%	*	74%	63%
Hispanic	17	744	744	740	*	*	*	*	*	47%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	25	783	783	776	0%	*	*	*	52%	88%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	47	768	768	758	*	*	*	45%	30%	75%	61%
Male	36	766	766	746	*	*	*	42%	28%	69%	46%
Economically Disadvantaged Students	20	738	738	737	*	*	*	*	*	35%	34%
Non-Economically Disadvantaged Students	63	776	776	761	*	*	*	*	*	84%	65%
Students with Disabilities	11	741	741	722	*	*	*	*	*	46%	17%
Students without Disabilities	72	771	771	758	*	*	*	*	*	76%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	106	753	753	756	15%	11%	19%	28%	26%	55%	59%
White	37	762	762	764	*	*	*	43%	30%	73%	69%
Hispanic	22	723	723	742	*	*	*	*	*	14%	44%
Black or African American	16	724	724	737	*	*	*	*	0%	31%	38%
Asian, Native Hawaiian, or Pacific Islander	26	783	783	784	0%	*	*	*	54%	77%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	54	757	757	764	*	*	*	28%	30%	57%	68%
Male	52	748	748	749	*	*	*	29%	23%	52%	51%
Economically Disadvantaged Students	39	717	717	739	*	*	*	*	*	15%	40%
Non-Economically Disadvantaged Students	67	773	773	766	*	*	*	*	*	78%	70%
Students with Disabilities	19	710	710	719	*	*	0%	*	0%	21%	19%
Students without Disabilities	87	762	762	763	*	*	23%	*	32%	62%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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## English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	88	752	752	757	*	14%	25%	43%	*	52%	59%
White	40	762	762	764	*	*	*	63%	*	68%	68%
Hispanic	17	731	731	742	*	*	*	*	0%	24%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	16	778	778	786	*	0%	*	*	*	75%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	40	761	761	766	*	*	*	50%	*	63%	68%
Male	48	745	745	749	*	*	*	38%	*	44%	50%
Economically Disadvantaged Students	28	724	724	739	*	*	36%	*	*	21%	40%
Non-Economically Disadvantaged Students	60	766	766	766	*	*	20%	*	*	67%	69%
Students with Disabilities	18	714	714	718	*	*	*	*	*	11%	18%
Students without Disabilities	70	762	762	764	*	*	*	*	*	63%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

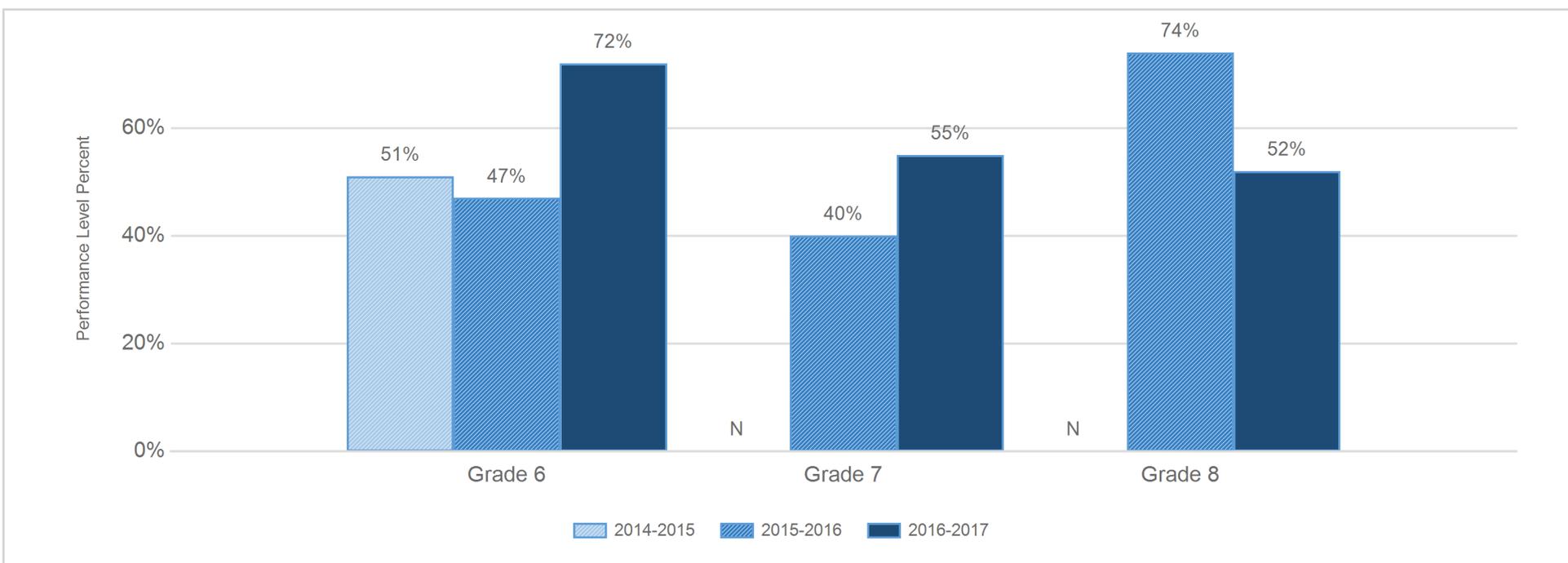


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**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	276	85.2	43.10	47.00	43.50	38.4	32.7	Met Target
White	112	86.2	47.30	53.70	52.40	42.5	36.4	Met Target
Hispanic	54	79.5	13.00	21.10	27.60	10.7	16	Met Target†
Black or African American	28	73.2	*	*	21.70	*	8.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	68	97.5	76.50	74.10	75.60	76.5	55.5	Met Target
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	14	75.0	42.90	42.40	44.90	33.1	N	N
Female	140	84.4	38.60	43.40	44.10	34		
Male	136	86.0	47.80	50.80	42.90	43.1		
Economically Disadvantaged Students	91	81.5	11.00	18.50	25.10	*	15.1	Not Met
Non-Economically Disadvantaged Students	185	87.2	58.90	62.30	54.30	*		
Students with Disabilities	54	85.7	14.80	*	16.50	13.3	8.9	Met Target
Students without Disabilities	222	85.1	50.00	*	48.80	44.4		
English Learners	15	96.3	33.40	*	23.30	33.4	N	N
Non-English Learners	261	84.3	43.60	*	45.20	38.7		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Grade: Grade 6\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	87	748	748	743	*	20%	25%	38%	*	48%	44%
White	36	751	751	751	*	*	39%	36%	*	47%	54%
Hispanic	17	718	718	731	*	*	*	*	0%	18%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	27	767	767	771	0%	*	*	56%	*	74%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	50	742	742	745	*	*	24%	40%	*	44%	45%
Male	37	755	755	742	*	*	27%	35%	*	54%	43%
Economically Disadvantaged Students	22	721	721	728	*	*	*	*	*	14%	24%
Non-Economically Disadvantaged Students	65	757	757	752	*	*	*	*	*	60%	56%
Students with Disabilities	11	735	735	717	*	*	*	*	*	27%	13%
Students without Disabilities	76	750	750	748	*	*	*	*	*	51%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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**Mathematics Assessment - Performance by Grade: Grade 7\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	75	727	727	741	13%	31%	35%	21%	0%	21%	40%
White	25	742	742	748	*	*	40%	44%	0%	44%	49%
Hispanic	22	713	713	730	*	*	*	*	*	*	23%
Black or African American	16	717	717	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	40	726	726	743	*	*	35%	*	0%	18%	41%
Male	35	728	728	740	*	*	34%	*	0%	26%	38%
Economically Disadvantaged Students	38	713	713	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	37	741	741	749	*	*	*	*	*	*	50%
Students with Disabilities	18	711	711	716	*	*	*	*	*	11%	11%
Students without Disabilities	57	732	732	746	*	*	*	*	*	25%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

\*\*Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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**Mathematics Assessment - Performance by Grade: Grade 8\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	42	705	705	728	*	*	*	*	*	*	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	19	709	709	730	*	*	*	*	*	*	30%
Male	23	701	701	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	22	704	704	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	20	705	705	734	*	*	*	*	*	*	34%
Students with Disabilities	17	697	697	705	*	*	*	*	*	*	*
Students without Disabilities	25	710	710	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

\*\*Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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## Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	72	767	747	743	*	*	28%	57%	*	68%	42%
White	32	756	747	751	*	0%	41%	53%	*	56%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	29	783	*	774	0%	*	*	62%	*	86%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	33	766	747	744	*	*	*	55%	*	61%	43%
Male	39	767	746	741	*	*	*	59%	*	74%	40%
Economically Disadvantaged Students	12	761	729	727	*	*	*	*	*	50%	23%
Non-Economically Disadvantaged Students	60	768	756	751	*	*	*	*	*	72%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	10	769	*	708	*	*	*	*	*	70%	*
Non-English Learners	62	766	*	745	*	*	*	*	*	68%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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## Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	17	780	743	734	*	*	*	59%	*	100%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	17	780	747	738	*	*	*	59%	*	100%	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

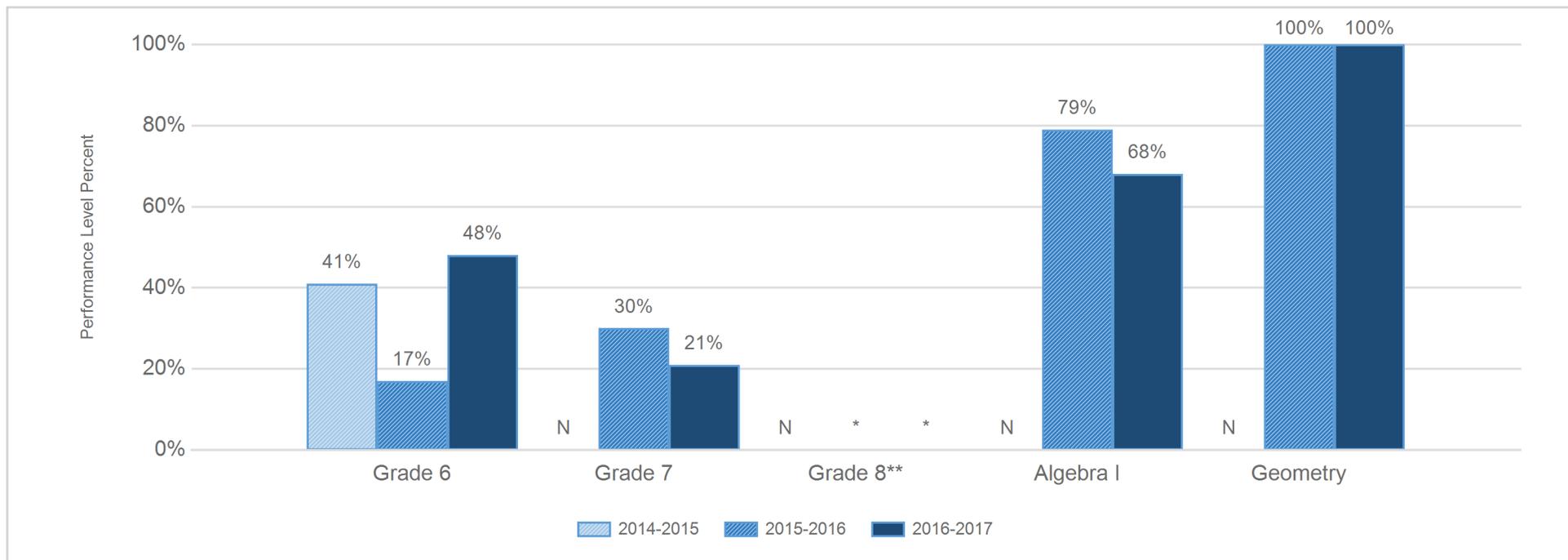


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**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



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## Alternate Assessments - Participation

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

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

## English Language Proficiency Test - Participation and Performance

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

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



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

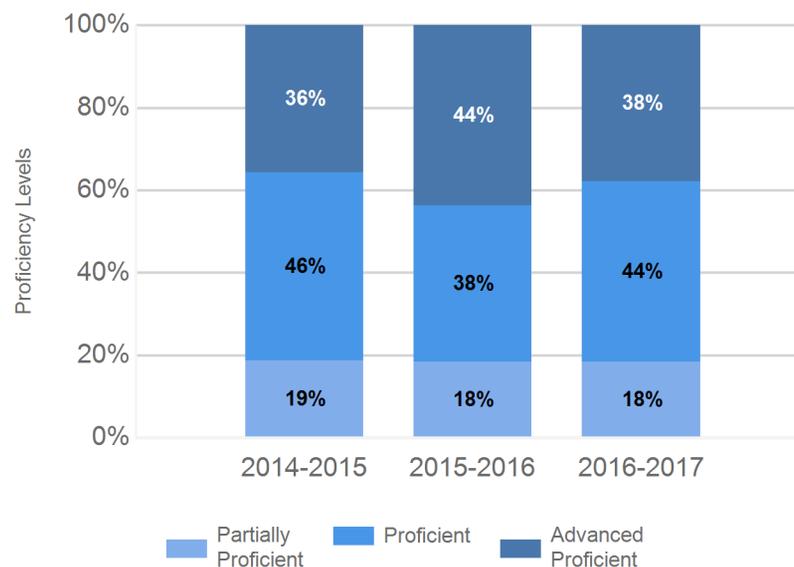
**NJASK Science Assessment Performance: Grade 8**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	38%	44%	18%
White	50%	42%	8%
Hispanic	22%	52%	26%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	46%	41%	14%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	10%	58%	33%
Students with Disabilities	5%	45%	50%
English Learners	*	*	*

**NJASK Science Assessment Performance Trends: Grade 8**

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





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

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

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

**Student Growth**

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	42.5	50	50	Met Target	21	45	50	Not Met
White	43.5	47	50	Met Target	18	45	52	Not Met
Hispanic	37.5	43	49	Not Met	14.5	26	47	Not Met
Black or African American	23.5	*	45	Not Met	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	59	65	60	Met Target	26	51	59	Not Met
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	25	*	51	**	*	*	52	**
Economically Disadvantaged	30	41	47	Not Met	26	35	46	Not Met
Students with Disabilities	48	48.5	41	Met Target	20	46	43	Not Met
English Learners	58.5	63.5	53	**	*	*	51	**

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



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

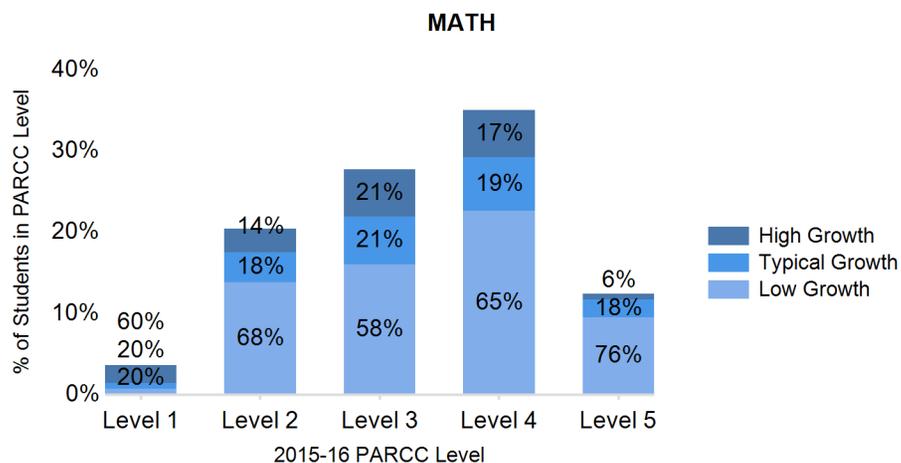
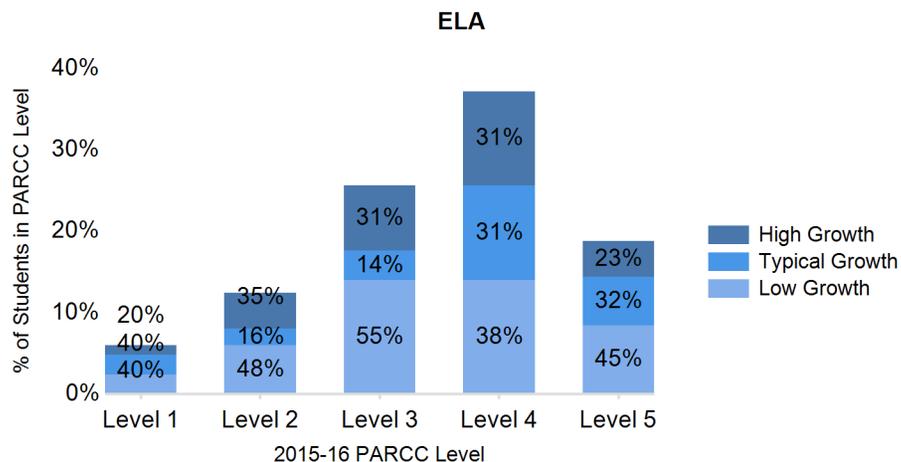
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

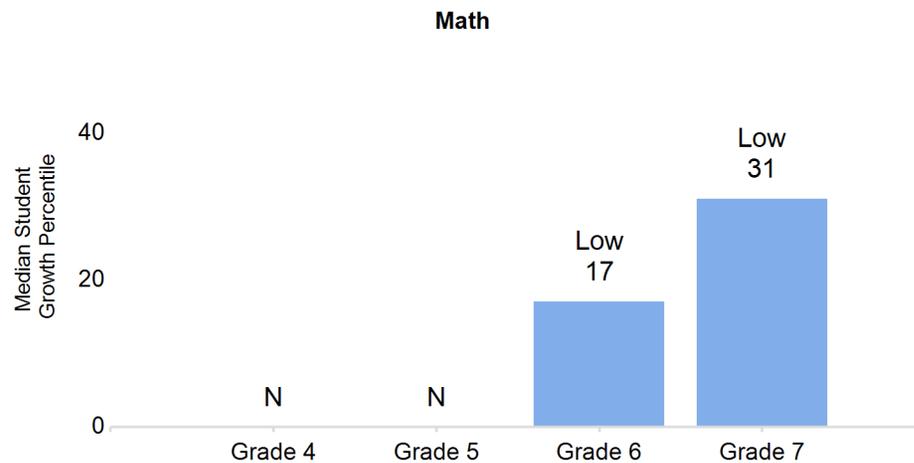
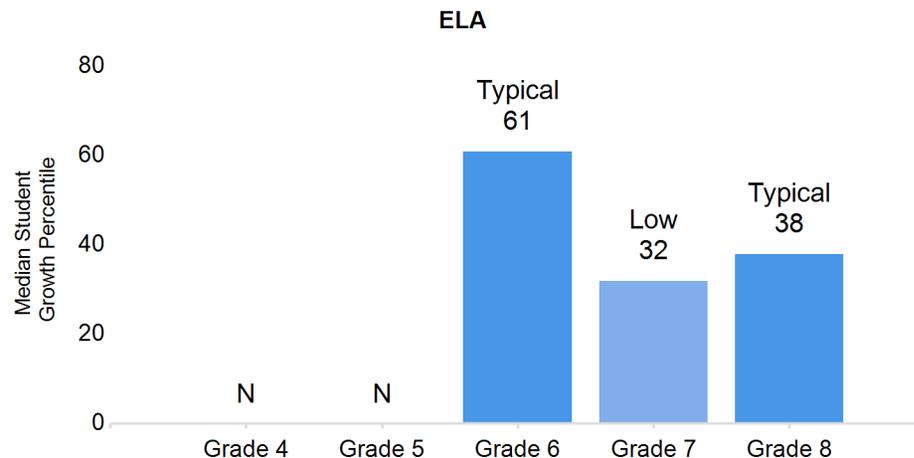
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

## Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	108
7	35	0	91
8	41	19	70
Schoolwide	76	19	269

## World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	54	33	0	0	0	0	0
7	60	29	0	0	0	0	0
8	39	28	0	0	0	0	0
Schoolwide	153	90	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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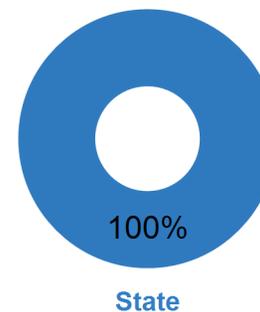
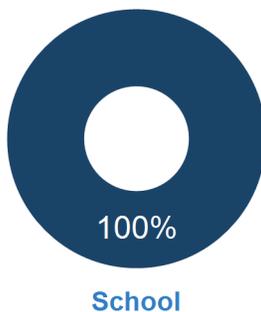
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Visual and Performing Arts – Course Participation

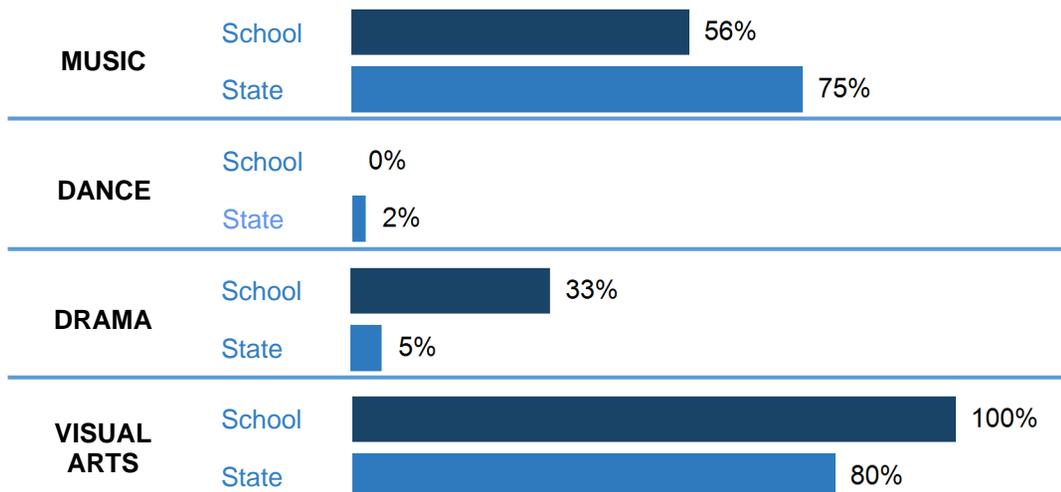
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

**Chronic Absenteeism**

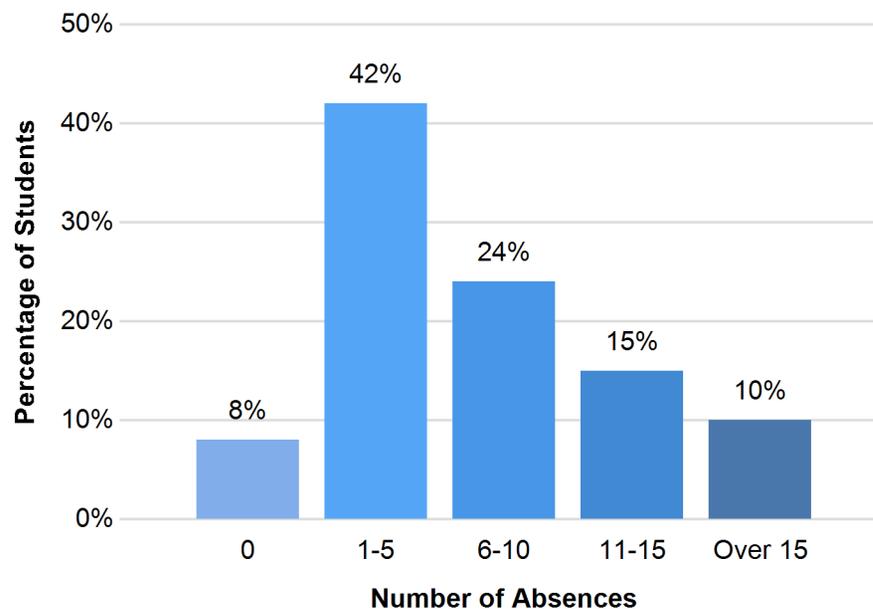
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.00	8.70	Not Met
White	8.70	8.70	Met Target
Hispanic	14.30	8.70	Not Met
Black or African American	9.30	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	1.30	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.80	8.70	Not Met
Students with Disabilities	19.10	8.70	Not Met
English Learners	13.60	8.70	Not Met

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

**Days Absent**

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



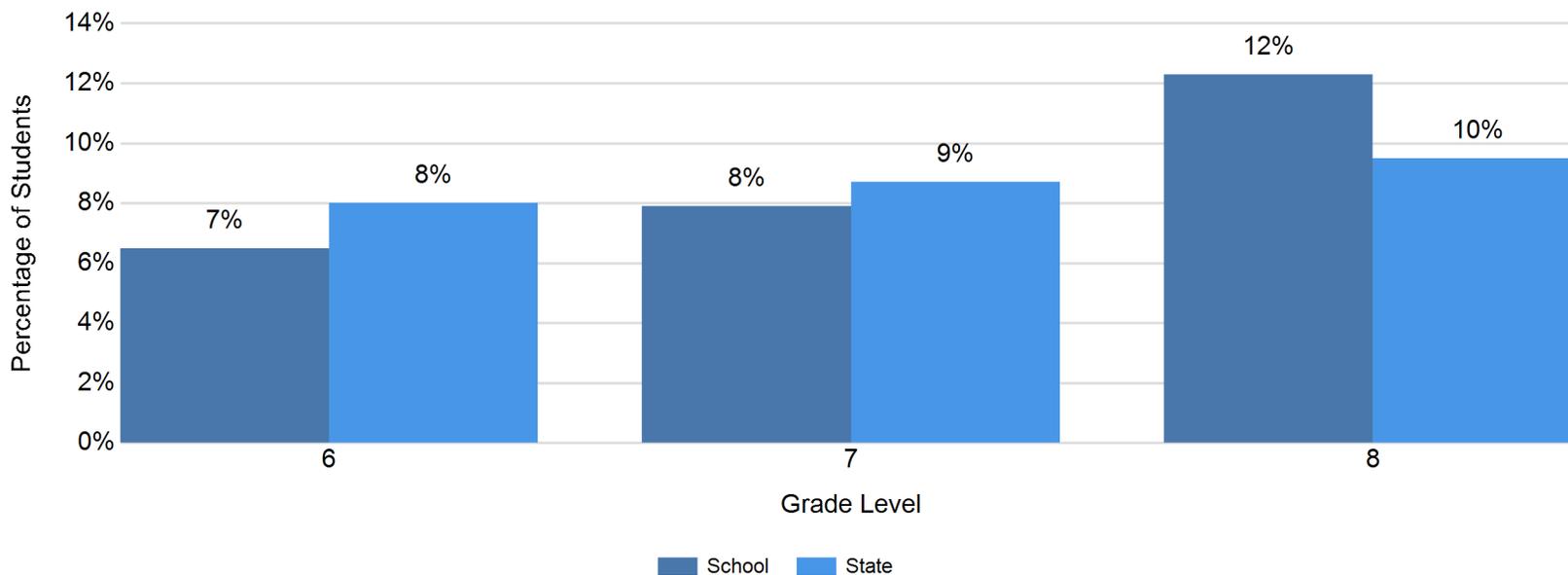


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**Chronic Absenteeism by Grade**

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





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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.

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

## Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	23
Vandalism	4
Weapons	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	33
Incidents Per 100 Students Enrolled	9.57

## Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	13.6%
Out-of-School Suspensions	8.1%
Any Suspension	21.7%

## Student Expulsions

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

Category	Number of Students
Expulsions	0



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## Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	623.4 kbps	100 kbps	Yes	Wireless	Fiber	No

## Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$534	\$14,909	\$15,443



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

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

**Teachers:** All classroom teachers

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

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	33	120,724
Average years experience in public schools	10.7	11.8
Average years experience in district	7.4	10.5
Teachers in district for 4 or more years	76%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,506
Average years experience in public schools	16.3	15.9
Average years experience in district	5.2	11.6
Administrators in district for 4 or more years	27%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	N	146:1
Librarian/Media Specialists		535:1
Nurses		401:1
Counselors		321:1
Child Study Team		267:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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## Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	30.8	17.5%
Mathematics Proficiency	24.7	17.5%
English Language Arts Growth	18.3	25.0%
Mathematics Growth	0.3	25.0%
Chronic Absenteeism	29.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		18.8
<b>Summative Rating:</b> Percentile rank of Summative Score		8.5
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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## Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	18.8	11.9	Targeted	Met Target	Met Target	Not Met	Met Target	Not Met	No
White	19.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Hispanic	9.4	11.9	Targeted	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
Black or African American	13.6	11.9	No	Met Target	Not Met	Not Met	Not Met	**	No
Asian, Native Hawaiian, or Pacific Islander	36.5	11.9	No	Met Goal	Met Target	Met Target	Met Target	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	N	**	**	**	No
Economically Disadvantaged Students	11.3	11.9	Targeted	Met Target†	Not Met	Not Met	Not Met	Not Met	No
Students with Disabilities	39.4	11.9	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	N	Not Met	**	**	No

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

† Target was met within a confidence interval.



**HIGHLAND PARK MIDDLE SCHOOL**  
 2016-2017  
 Grade Span 06-08

23-2150-060  
 MIDDLESEX  
 HIGHLAND PARK BORO  
 330 WAYNE STREET  
 HIGHLAND PARK, NJ 08904

School General Info

<b>Principal:</b>	Ms. MINAYA-OSEMWEGIE	<b>Email Address:</b>	<a href="mailto:josemwegie@hpschools.net">josemwegie@hpschools.net</a>
<b>Address:</b>	330 WAYNE STREET HIGHLAND PARK, NJ 08904	<b>Website:</b>	<a href="http://ms.hpschools.net/">http://ms.hpschools.net/</a>
<b>Phone:</b>	(732)572-2400		

School Narrative

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

<p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Restorative Practices and Alternative Discipline Initiative.</li> <li>• Students in Action New Jersey State Wide Bronze and Silver Banner recipients.</li> <li>• STEM Initiatives: Makerspace, Girls Stem, Science Bowl, Robotics</li> </ul>
<p>Mission, Vision, Theme:</p>	<p>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.</p>
<p>Awards, Recognition, Accomplishments:</p>	<p>Students in Action Silver, Bronze. 2016 County Teacher of the Year. Sustainable Schools</p>



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School Narrative

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 <p><b>Courses, Curriculum, Instruction:</b></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.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls)</p>
 <p><b>Clubs and Activities:</b></p>	<p>Students in Action, Robotics, Student Council, Diversity Council, Yearbook, Newspaper, Stem Girls Club, Chess, Literary Magazine, Cheer Club</p>
 <p><b>Before and After School Programs:</b></p>	<p>Homework Assistance, Drop In Computer Lab,</p>



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School Narrative

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 <p><b>Staff and Professional Learning:</b></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>
 <p><b>Student Supports and Services:</b></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&amp;RS and 504 services</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Health, Anti-Bullying, Health Fair, Teen Center Counselors, Young Gents Mentoring Program</p>
 <p><b>Parent and Community Involvement:</b></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</p> <p>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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School Narrative

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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.



Other Information:



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

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

#### Navigating through the reports:

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

#### Other Resources:

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



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### Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	66	67	65
KG	128	100	110
1	119	135	106
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	17	10	12
Total	330	312	293

### PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	66	67	65
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	118	100	110

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	44%	45%
Male	52%	56%	55%
Economically Disadvantaged Students	39%	36%	34%
Students with Disabilities	9%	14%	15%
English Learners	3%	8%	5%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	34.1%
Asian	26.3%
Hispanic	23.9%
Black or African American	10.6%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.8%

### Enrollment by Home Language

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

Home Language	% of Students
English	67.2%
Spanish	10.6%
Chinese	6.1%
Korean	2.7%
Arabic	2.0%
Other	10.9%



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

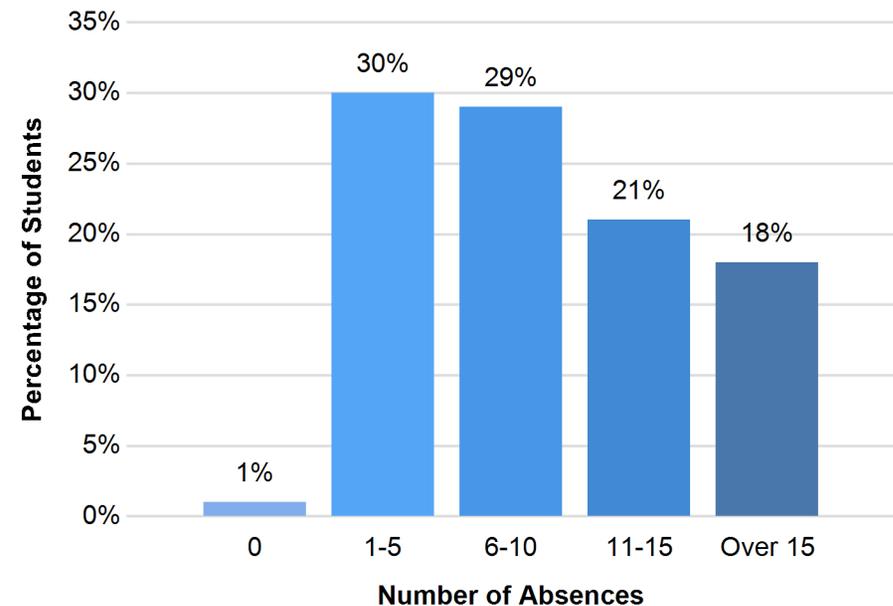
### Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.80	10.80	Not Met
White	11.50	10.80	Not Met
Hispanic	18.80	10.80	Not Met
Black or African American	23.10	10.80	Not Met
Asian, Native Hawaiian, or Pacific Islander	9.10	10.80	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	23.00	10.80	Not Met
Students with Disabilities	27.60	10.80	Not Met
English Learners	N	**	**

### Days Absent

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



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



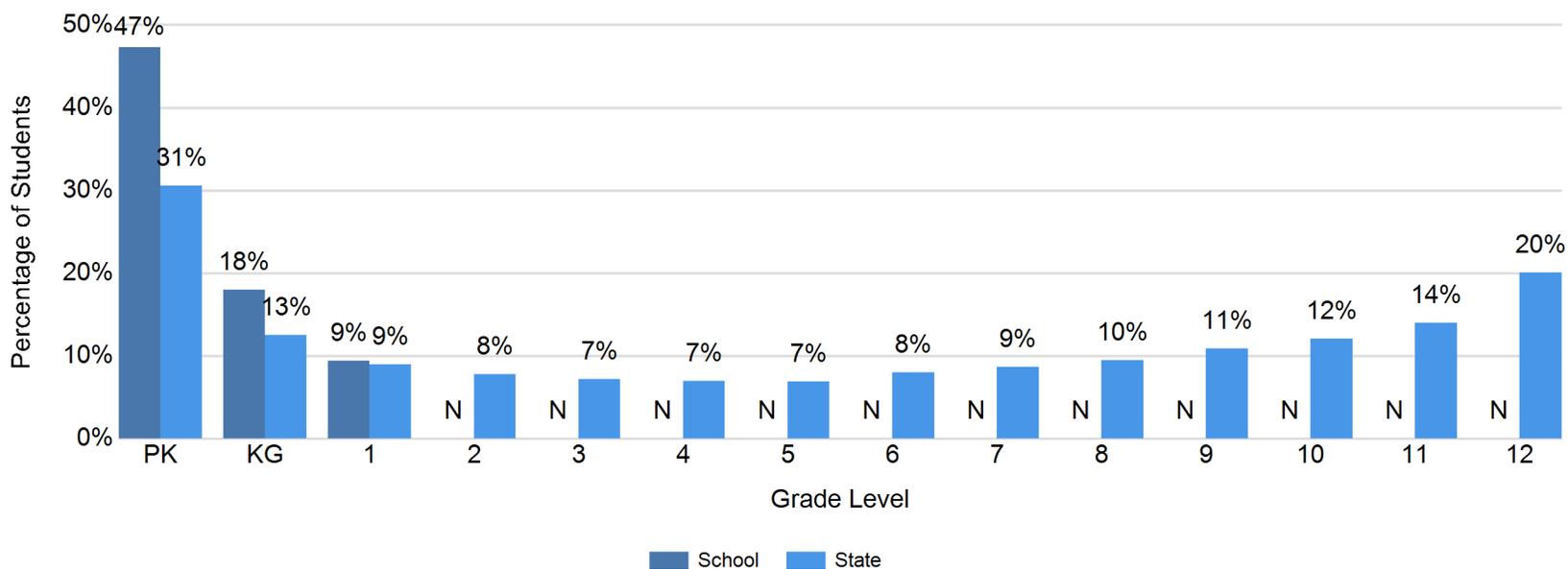
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### Chronic Absenteeism by Grade

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





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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.

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

### Student Suspension Rate

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

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

### Violence, Vandalism, HIB, and Substance Offenses

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

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

### Student Expulsions

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

Category	Number of Students
Expulsions	0


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## Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$534	\$14,909	\$15,443



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

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

**Teachers:** All classroom teachers

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

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	25	120,724
Average years experience in public schools	11.6	11.8
Average years experience in district	10.5	10.5
Teachers in district for 4 or more years	84%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,506
Average years experience in public schools	16.3	15.9
Average years experience in district	5.2	11.6
Administrators in district for 4 or more years	27%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	N	146:1
Librarian/Media Specialists		535:1
Nurses		401:1
Counselors		321:1
Child Study Team		267:1



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

### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

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

### Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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### School General Info

<b>Principal:</b>	Ms. FREEBORN	<b>Email Address:</b>	<a href="mailto:kfreeborn@hpschools.net">kfreeborn@hpschools.net</a>
<b>Address:</b>	121 SOUTH ELEVENTH AVENUE HIGHLAND PARK, NJ 08904	<b>Website:</b>	<a href="http://irving.hpschools.net/">http://irving.hpschools.net/</a>
<b>Phone:</b>	(732)572-1205	<b>Facebook:</b>	<a href="https://www.facebook.com/irvingprimary/">https://www.facebook.com/irvingprimary/</a>
		<b>Twitter:</b>	<a href="https://twitter.com/irvingprimaryhp">https://twitter.com/irvingprimaryhp</a>

### School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Responsive Classroom School: Dedicated to social and emotional learning.</li> <li>• Curriculum includes: Readers and Writers Workshop, Foundations, Everyday Math, Next Generation Science Standards.</li> <li>• Sustainable Jersey for Schools awarded Irving with Bronze Certification.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>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.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Sustainable Jersey for Schools awarded all four Highland Park, New Jersey schools with Bronze Certification.</p>



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#### Courses, Curriculum, Instruction:

Our school provides a rich curriculum aligned to the Common Core Content Standards. Understanding that all students have different learning styles, we utilize strategies and techniques to differentiate instruction in the classroom. Our academic program is enhanced by our art, music, physical education, and media science instruction. The students learn and grow together in an environment that gives them opportunities to take chances and extend their thinking.



#### Before and After School Programs:

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.



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 <p><b>Staff and Professional Learning:</b></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>
 <p><b>Student Supports and Services:</b></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&amp;RS committee and K &amp; 1 intervention programs.</p>
 <p><b>Student Health and Wellness:</b></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><b>Parent and Community Involvement:</b></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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HIGHLAND PARK BORO  
121 SOUTH ELEVENTH AVENUE  
HIGHLAND PARK, NJ 08904

### School Narrative

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



#### Climate Surveys:

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.



#### Facilities:

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.



IRVING PRIMARY SCHOOL  
2016-2017

Grade Span PK-01

23-2150-070  
MIDDLESEX  
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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



Other Information: