NJ SCHOOL PERFORMANCE REPORT

BARTLE ELEMENTARY SCHOOL
(23-2150-085)
Grades Offered: 02-05
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MIDDLESEX
District	HIGHLAND PARK BORO
Principal Name	MR. BENJAMIN
Address	435 MANSFIELD STREET HIGHLAND PARK, NJ 08904
Phone Number	(732)572-4100
Email Address	ABENJAMIN@HPSCHOOLS.NET
Website	http://bartle.hpschools.net/
Twitter	https://twitter.com/Bartleprincipal

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
2	115	123	107
3	131	108	121
4	122	126	123
5	100	121	122
Total	468	478	473

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	2015-16	2016-17	2017-18
Female	51.1%	49.8%	49.9%
Male	48.9%	50.2%	50.1%
Economically Disadvantaged Students	38.0%	41.2%	38.7%
Students with Disabilities	11.3%	12.8%	13.7%
English Learners	8.5%	9.8%	8.0%
Homeless Students		0.4%	1.1%
Students in Foster Care		0.8%	0.8%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	37.6%	35.8%	35.7%
Hispanic	21.4%	21.8%	20.7%
Black or African American	9.2%	10.5%	12.7%
Asian	26.1%	26.2%	24.5%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.4%
American Indian or Alaska Native	0.2%	0.4%	0.4%
Two or More Races	5.3%	5.2%	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, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	69.8%
Spanish	9.7%
Chinese	8.7%
Arabic	2.3%
Russian	1.7%
Other Languages	7.8%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/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 previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	63	52	50	Exceeds Standard	54	47	50	Met Standard
White	61.5	51.5	50	Exceeds Standard	48	42	51	Met Standard
Hispanic	52.5	46.5	49	Met Standard	54	44.5	48	Met Standard
Black or African American	46.5	40	44	Met Standard	58	46	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	71	62	61	Exceeds Standard	54	54	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	62	49	**	*	71	51	**
Economically Disadvantaged	59.5	52	48	Met Standard	58	46	47	Met Standard
Students with Disabilities	48	44.5	41	**	54	40.5	43	**
English Learners	*	70.5	54	**	71	70.5	51	**

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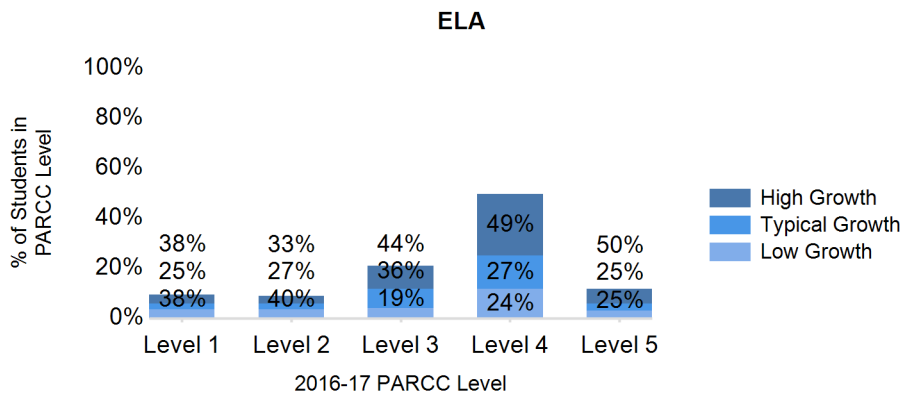
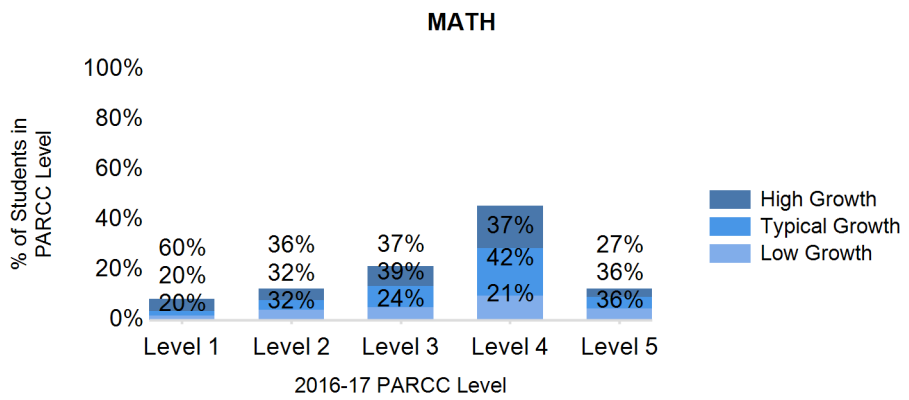
Student Growth by Performance Level

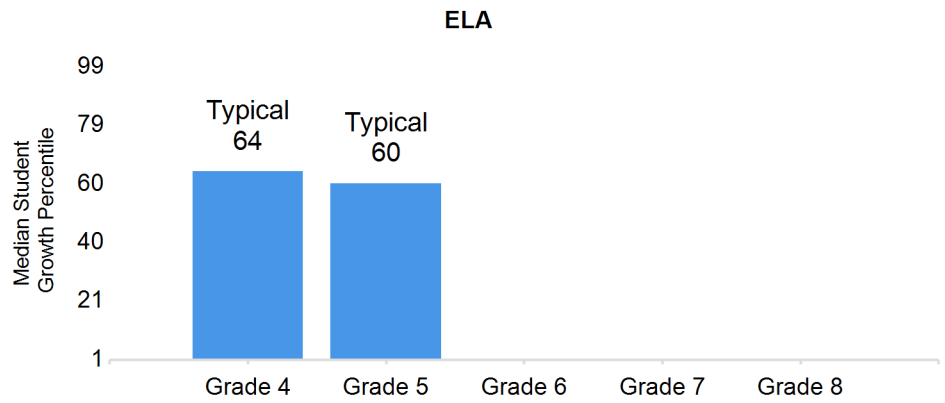
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

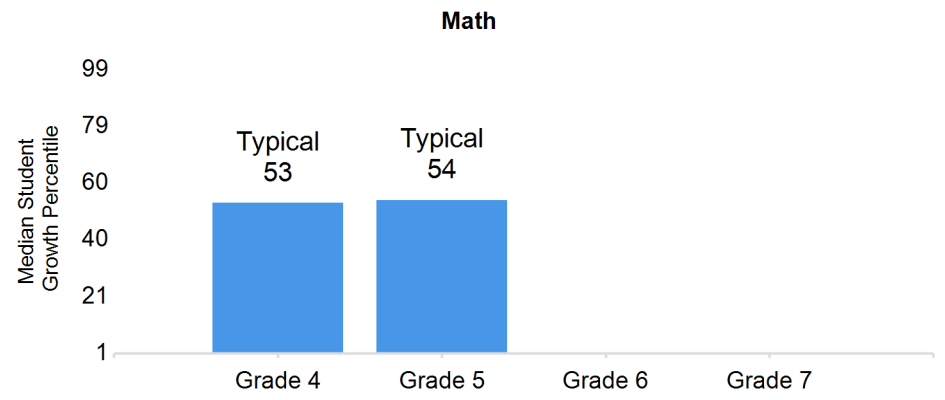




Student Growth by Grade

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





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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	292	86.7	54.1	58.6	56.7	49.5	57.3	Not Met
White	106	81.2	61.3	69.0	65.6	52.7	70.6	Not Met
Hispanic	61	86.1	42.6	34.8	42.5	39.1	33.7	Met Target
Black or African American	41	89.6	19.5	27.7	37.3	18.3	28.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	68	95.9	73.6	78.0	82.3	73.6	68	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	144	86.0	57.7	63.6	64.5	52.0		
Male	148	87.4	50.7	53.5	49.4	47.0		
Economically Disadvantaged Students	108	83.5	37.1	35.8	38.5	*	36.8	Met Target†
Non-Economically Disadvantaged Students	184	88.8	64.1	70.5	67.5	*		
Students with Disabilities	42	84.0	21.5	20.4	21.6	18.9	23.4	Met Target†
Students without Disabilities	250	87.2	59.6	65.6	63.9	54.8		
English Learners	25	96.2	40.0	*	27.3	40.0	52.4	Met Target†
Non-English Learners	267	86.0	55.4	*	59.4	50.1		
Homeless Students	*	*	*	36.4	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† 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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	103	732	732	750	22%	16%	32%	30%	0%	30%	52%
White	29	745	745	759	*	*	38%	38%	0%	38%	61%
Hispanic	22	715	715	736	*	*	*	*	*	14%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	29	756	756	777	*	*	38%	52%	0%	52%	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	51	734	734	756	*	*	35%	31%	0%	31%	57%
Male	52	730	730	744	*	*	29%	29%	0%	29%	46%
Economically Disadvantaged Students	39	708	708	733	*	*	*	*	*	15%	34%
Non-Economically Disadvantaged Students	64	746	746	762	*	*	*	*	*	39%	64%
Students with Disabilities	15	692	692	719	*	*	*	*	*	13%	24%
Students without Disabilities	88	739	739	756	*	*	*	*	*	33%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	92	766	766	756	*	*	21%	34%	28%	62%	58%
White	39	771	771	764	*	*	*	36%	31%	67%	68%
Hispanic	22	750	750	744	*	*	*	*	*	45%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	16	789	789	782	0%	0%	*	*	*	88%	83%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	47	776	776	762	*	*	*	40%	32%	72%	63%
Male	45	756	756	751	*	*	*	27%	24%	51%	53%
Economically Disadvantaged Students	35	739	739	740	*	*	*	*	*	34%	40%
Non-Economically Disadvantaged Students	57	783	783	767	*	*	*	*	*	79%	70%
Students with Disabilities	11	732	732	726	*	*	*	*	*	18%	25%
Students without Disabilities	81	771	771	762	*	*	*	*	*	68%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	761	761	755	*	*	14%	60%	12%	71%	58%
White	39	769	769	763	*	0%	26%	*	*	72%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	24	778	778	780	*	*	0%	*	*	92%	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	48	766	766	762	*	*	*	*	*	71%	66%
Male	56	757	757	749	*	*	*	*	*	71%	51%
Economically Disadvantaged Students	35	751	751	739	*	*	*	*	*	63%	39%
Non-Economically Disadvantaged Students	69	766	766	766	*	*	*	*	*	75%	71%
Students with Disabilities	14	713	713	724	*	*	*	*	*	29%	22%
Students without Disabilities	90	768	768	762	*	*	*	*	*	78%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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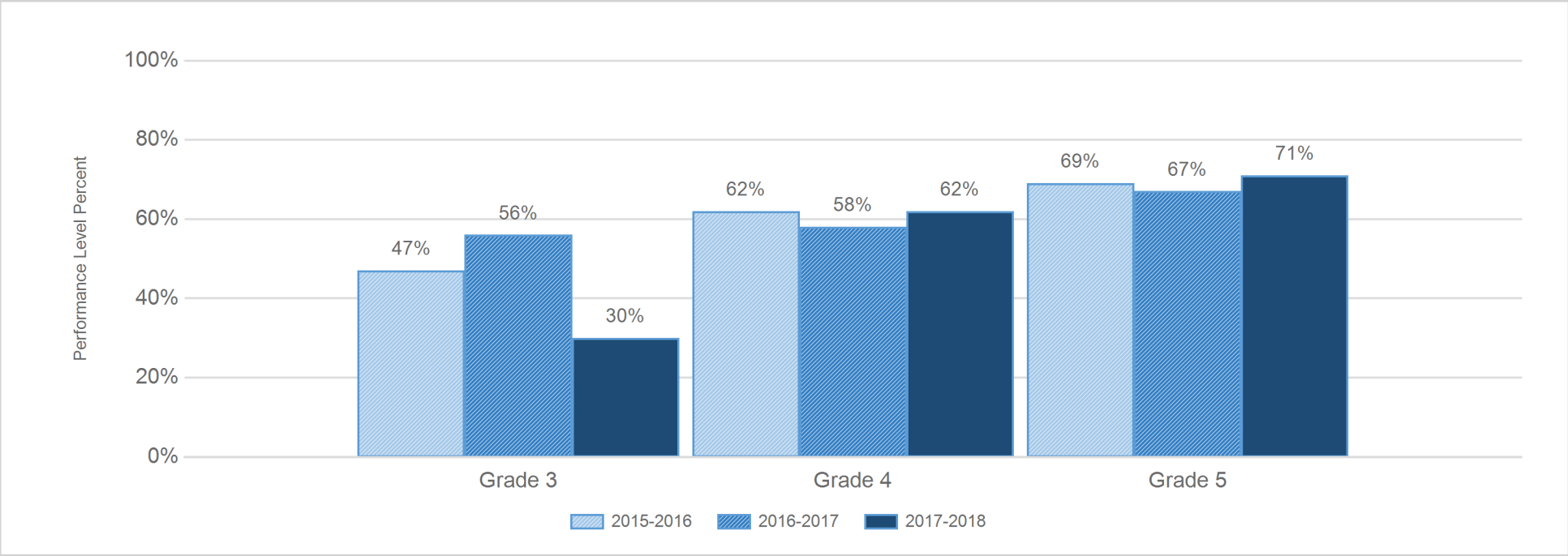
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment 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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	303	88.1	53.2	47.2	45.0	49.0	60.5	Not Met
White	107	82.0	63.5	57.8	54.1	55.1	65	Not Met
Hispanic	63	89.2	38.1	23.1	29.2	35.6	37.8	Met Target†
Black or African American	40	87.5	10.0	*	23.4	*	31	Not Met
Asian, Native Hawaiian, or Pacific Islander	76	95.7	73.7	71.5	77.0	73.7	79.5	Met Target†
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	42.5	53.0	49.4	**	**
Female	151	88.1	50.3	47.7	46.0	46.2		
Male	152	88.0	56.0	46.8	43.9	51.7		
Economically Disadvantaged Students	113	85.2	30.1	24.4	26.6	*	37.7	Not Met
Non-Economically Disadvantaged Students	190	89.9	66.9	59.8	55.9	*		
Students with Disabilities	41	82.0	29.3	*	17.1	25.3	27.8	Met Target†
Students without Disabilities	262	89.0	56.9	*	50.5	53.0		
English Learners	34	95.8	47.1	*	24.6	47.1	58	Met Target†
Non-English Learners	269	86.9	53.9	*	46.9	49.1		
Homeless Students	*	*	*	36.4	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	745	745	752	12%	12%	30%	34%	11%	45%	53%
White	29	758	758	760	*	*	*	*	*	66%	64%
Hispanic	23	731	731	739	*	*	*	*	*	26%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	32	763	763	780	*	0%	34%	*	*	59%	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	54	741	741	752	*	*	26%	*	*	46%	53%
Male	52	748	748	751	*	*	35%	*	*	44%	53%
Economically Disadvantaged Students	39	721	721	736	*	*	38%	*	*	15%	35%
Non-Economically Disadvantaged Students	67	758	758	762	*	*	25%	*	*	63%	66%
Students with Disabilities	14	698	698	730	*	0%	*	*	*	21%	29%
Students without Disabilities	92	752	752	756	*	14%	*	*	*	49%	57%
English Learners	10	744	744	726	0%	*	*	*	*	40%	23%
Non-English Learners	96	745	745	754	14%	*	*	*	*	46%	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

BARTLE ELEMENTARY SCHOOL
(23-2150-085)
Grades Offered: 02-05
2017-2018

Report Key:
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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	108	754	754	748	*	*	28%	*	*	57%	49%
White	40	759	759	755	*	*	28%	*	*	60%	60%
Hispanic	25	740	740	737	*	*	*	*	*	44%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	28	765	765	774	*	0%	*	*	*	79%	80%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	56	752	752	748	*	*	27%	*	*	59%	50%
Male	52	756	756	748	*	*	29%	*	*	56%	49%
Economically Disadvantaged Students	42	735	735	733	*	*	38%	*	*	33%	30%
Non-Economically Disadvantaged Students	66	766	766	758	*	*	21%	*	*	73%	62%
Students with Disabilities	11	743	743	725	*	*	*	*	*	45%	22%
Students without Disabilities	97	755	755	753	*	*	*	*	*	59%	55%
English Learners	14	741	741	722	*	*	*	*	*	50%	16%
Non-English Learners	94	756	756	750	*	*	*	*	*	59%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

BARTLE ELEMENTARY SCHOOL
(23-2150-085)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	753	753	748	*	17%	27%	*	*	54%	49%
White	39	755	755	756	*	*	*	*	*	64%	60%
Hispanic	*	*	*	736	*	*	*	*	*	*	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	28	768	768	777	0%	*	*	*	*	71%	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	51	750	750	749	*	*	31%	*	*	45%	50%
Male	58	755	755	747	*	*	22%	*	*	62%	48%
Economically Disadvantaged Students	38	743	743	733	*	*	34%	*	*	37%	29%
Non-Economically Disadvantaged Students	71	758	758	758	*	*	23%	*	*	63%	62%
Students with Disabilities	14	725	725	726	*	*	*	*	*	21%	20%
Students without Disabilities	95	757	757	752	*	*	*	*	*	59%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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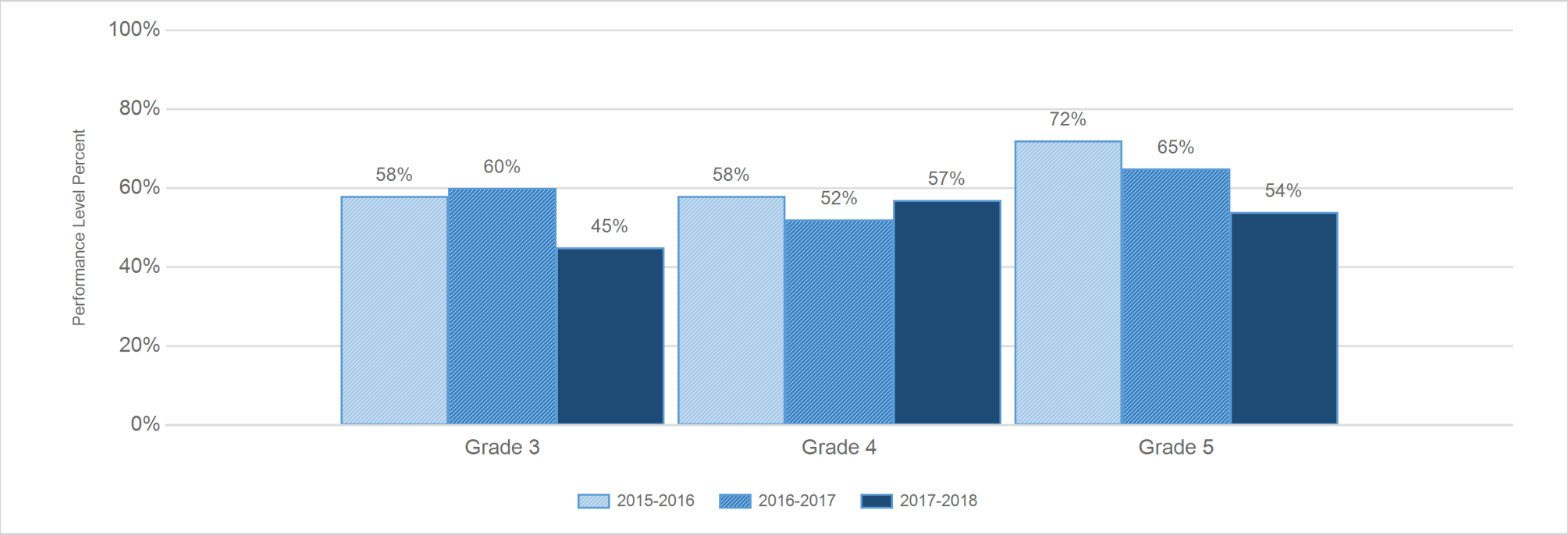
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	88.2%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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

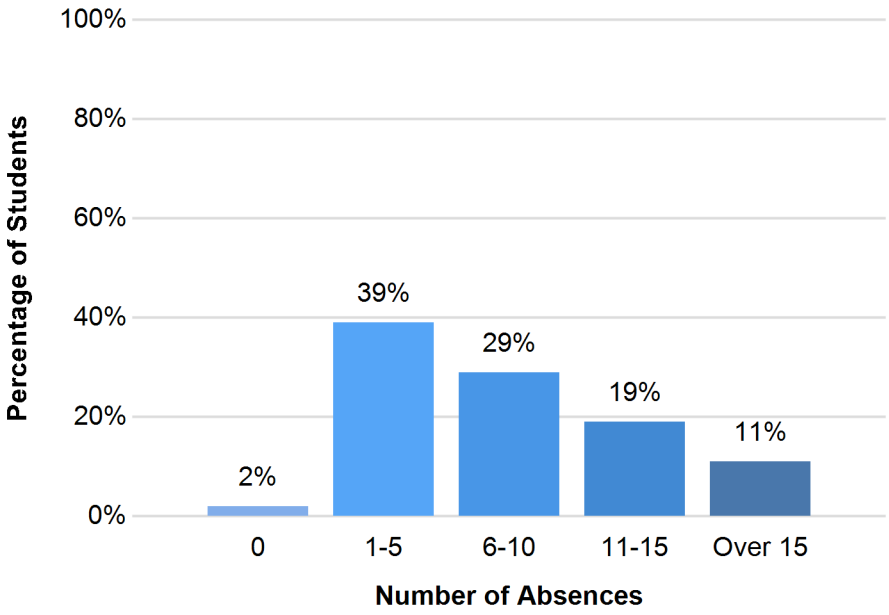
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	46	9.7	7.8	Not Met
White	16	9.3	7.8	Not Met
Hispanic	10	10.1	7.8	Not Met
Black or African American	9	15.0	7.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	8	6.8	7.8	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	7.8	Not Met
Economically Disadvantaged Students	30	16.5	7.8	Not Met
Students with Disabilities	13	18.3	7.8	Not Met
English Learners	5	14.3	7.8	Not Met

Days Absent

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



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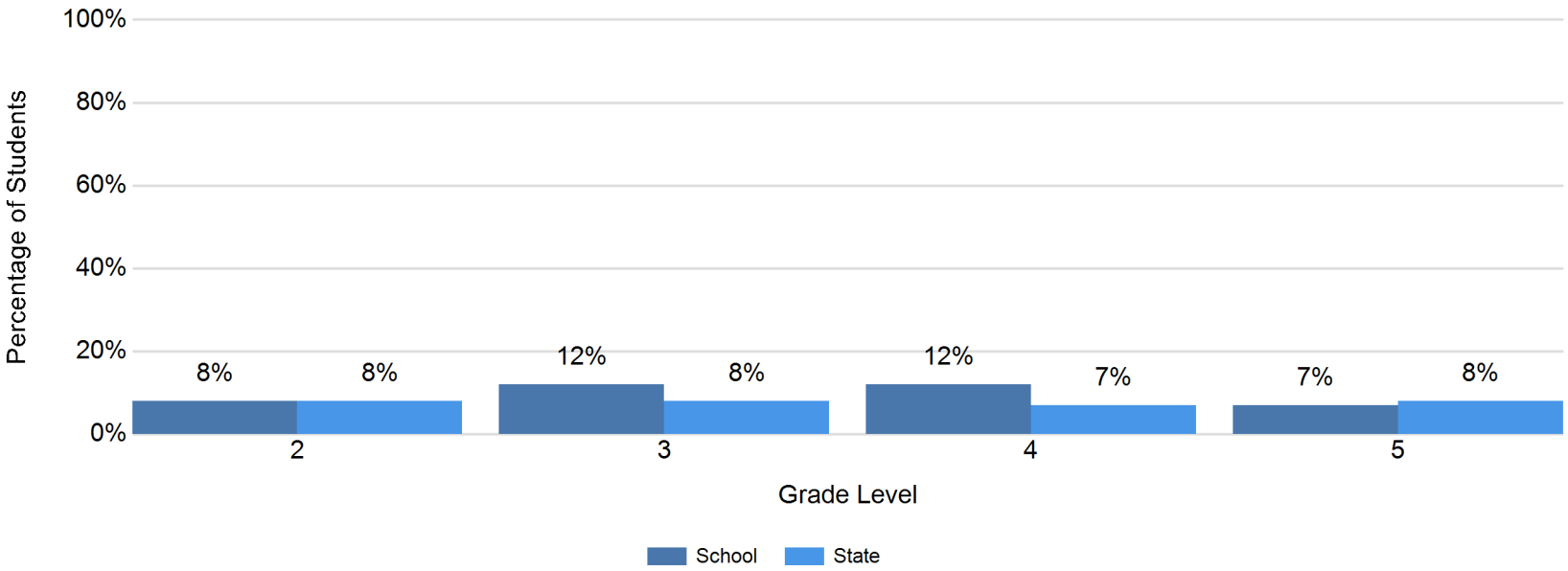
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	82
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	89
Incidents Per 100 Students Enrolled	18.82

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	2	2
Other	0	3	3
No Identified Nature	17		17

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	17	3.6%
Out-of-School Suspensions	11	2.3%
Any Suspension	22	4.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
15

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School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	13.6:1

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). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$583	$15,616	$16,199

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	45	117,464
Average years experience in public schools	10.8	12.0
Average years experience in district	9.1	10.7
Teachers in district for 4 or more years	62.2%	75.5%

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	9,374
Average years experience in public schools	17.3	16.0
Average years experience in district	6.2	12.0
Administrators in district for 4 or more years	27.3%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	N	149:1
Teachers to Administrators	N	14:1
Students to Librarians/Media Specialists		1641:1
Students to Nurses		328:1
Students to Counselors		328:1
Students to Child Study Team		274:1

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 67%

Admin N/A

Master's Degree

Teacher 33%

Admin

Doctoral Degree

Teacher 0%

Admin *

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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.7%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	93.9%

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

Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	93.3%	N
Male	6.7%	N
White	86.7%	N
Hispanic	2.2%	N
Black or African American	8.9%	N
Asian	2.2%	N
American Indian or Alaska Native	0.0%	N
Native Hawaiian or Pacific Islander	0.0%	N
Two or More Races	0.0%	N

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

NJ SCHOOL PERFORMANCE REPORT

BARTLE ELEMENTARY SCHOOL
(23-2150-085)
Grades Offered: 02-05
2017-2018

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

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 and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight 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 score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	28.14	17.5%
Mathematics Proficiency	45.38	17.5%
English Language Arts Growth	83.71	25.0%
Mathematics Growth	62.31	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	25.72	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	53.23	n/a
Summative Rating: Percentile Rank of Summative Score	54.56	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

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 and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Not Met	Exceeds Standard	Met Standard	**	Not Met	No
White	45.07	14.08	No	Not Met	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Hispanic	55.50	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	46.11	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	38.85	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	58.85	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	**	**	No	Met Target†	Met Target†	**	**	n/a	Not Met	No
English Learners	**	**	No	Met Target†	Met Target†	**	**	**	Not Met	No

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

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School Narrative

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

Highlights:	• Sustainable NJ Schools Bronze Award • NJ Safe Routes to School Gold Recognition Award • Frederick L. Hipp Foundation for Excellence Grant & Award Recipient
Mission, Vision, Theme:	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!
Awards, Recognition, Accomplishments:	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;

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Courses, Curriculum, Instruction:	Recognized for its emphasis on fostering social-emotional skills, the school incorporates the Responsive Classroom model and an internationally recognized program called the Social-Emotional Learning Laboratory. The academic program is anchored by Readers and Writers Workshop; the Advanced Learning Program (gifted and talented), Conquer Mathematics strategies, and Everyday Math.
Clubs and Activities:	Run4Fun; Student Council;Chorus, Band; Orchestra; Art Show; Fall & Spring Concert; Saturday Reading Buddies; Safety patrol; Bartle TV; Week of Respect; Beginning of the year PEP Rally; Staff & Student Fitness Challenge; Read Across America Parade and 'REad-In'; Hunger Food Drive;

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Before and After School Programs:	Before School and After School Childcare Program;
Staff and Professional Learning:	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;

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Student Supports and Services:	ESL Tutoring; Title I Tutoring Program; 504/I&RS to assist students who are experiencing learning, behavior or health difficulties; Child Study Team (CST) supports; Summer tutoring program; Lunch Bunch groups; Social & Emotional Lab (SEL); Restorative Practice Circles & Sessions;
Student Health and Wellness:	Breafast After the Bell Program; Individual and Team Sports Physical Education Program; Health screenings for All Students; Operation Snowflake for families in need;
Parent and Community Involvement:	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 CafŽ Day; Montly Parent Newsletters;

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Facilities:	Basic Skills Office; STEM Office; Air condiditoning 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;