



State of New Jersey

2014-15

23-2150-085

OVERVIEW

MIDDLESEX
HIGHLAND PARK BORO

GRADE SPAN 02-05

BARTLE ELEMENTARY SCHOOL
435 MANSFIELD STREET
HIGHLAND PARK, NJ 08904

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

In particular, the School Performance Reports seek to:

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

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

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

DEMOGRAPHIC INFORMATION

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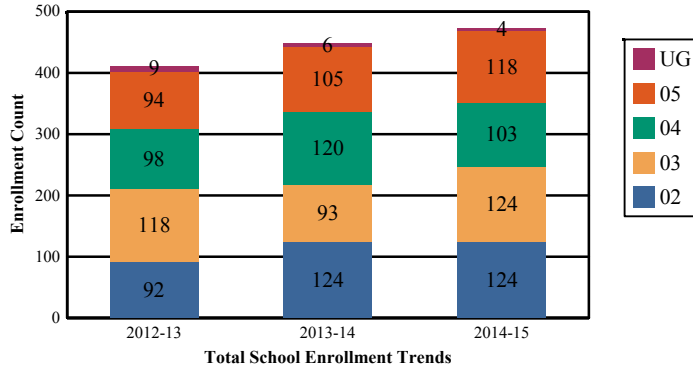
GRADE SPAN 02-05

23-2150-085

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Enrollment by Grade

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

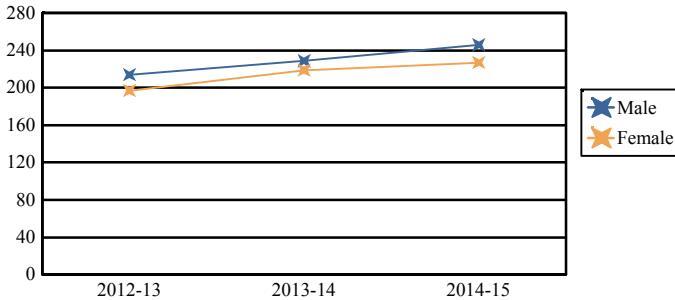


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	411
2013-14	448
2014-15	473

Enrollment by Gender

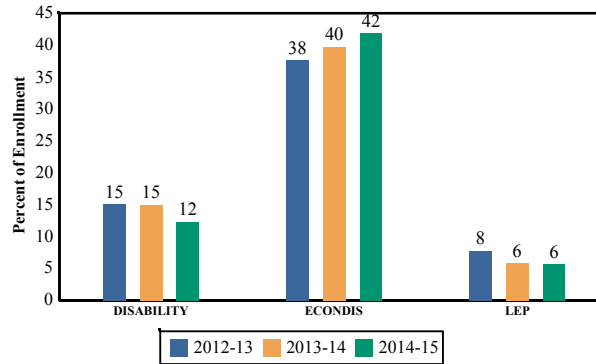
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	214	197
2013-14	229	219
2014-15	246	227

Enrollment Trends by Program Participation

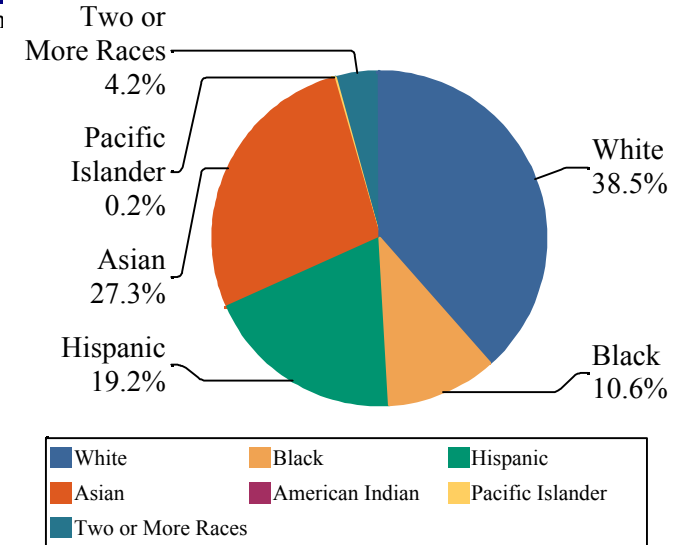
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	58	12%
Economically Disadvantaged Students	198	41.9%
English Language Learners	27	5.7%

Enrollment by Ethnic/Racial Subgroup

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



Language Diversity

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

2014-15	Percent
English	87.4%
Chinese	4.8%
Spanish	4.1%
Russian	0.4%
Arabic	0.4%
Hindi	0.4%
Other	2.4%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 02-05

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	65%	97	73
Math Met or Exceeded Expectation	53%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	163	65.1	95	84.8	NO
White	66	80.3	95	78.2	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	48	81.3	95	98.8	YES
Two or More Races	-	-	--	--	--
Students with Disability	30	23.4	95	81.2	NO
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	59	37.3	95	87	NO

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

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GRADE SPAN 02-05

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	163	52.8	95	85.3	NO
White	66	59.1	95	78.4	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	48	70.9	95	97.8	YES
Two or More Races	-	-	--	--	--
Students with Disability	30	13.4	95	81.2	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	59	25.4	95	88.2	YES*

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

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GRADE SPAN 02-05

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PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

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HIGHLAND PARK BORO

GRADE SPAN 02-05

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PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	744	-	-	-	-	-	-	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 02-05

BARTLE ELEMENTARY SCHOOL
435 MANSFIELD STREET
HIGHLAND PARK, NJ 08904

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	764	751	5	9	18	41	27	68%	52%
White	34	773	758	0	3	18	50	29	79%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	12	732	737	17	25	25	33	0	33%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	19	781	773	0	0	16	42	42	84%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	14	734	725	29	21	14	21	14	36%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	23	734	734	17	22	22	39	0	39%	31%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 02-05

BARTLE ELEMENTARY SCHOOL
435 MANSFIELD STREET
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PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	88	761	751	5	13	19	48	16	64%	53%
White	32	764	757	0	9	9	75	6	81%	62%
African American	13	729	734	15	38	23	23	0	23%	31%
Hispanic	11	733	737	18	18	45	18	0	18%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	29	783	771	0	3	17	38	41	79%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	15	720	723	27	27	33	13	0	13%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	35	742	734	9	20	34	31	6	37%	31%

ACADEMIC ACHIEVEMENT

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HIGHLAND PARK BORO

GRADE SPAN 02-05

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PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	746	-	-	-	-	-	-	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

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435 MANSFIELD STREET
HIGHLAND PARK, NJ 08904

GRADE SPAN 02-05

PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	758	744	4	18	22	42	15	57%	42%
White	34	763	749	0	15	21	47	18	65%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	12	731	732	8	42	25	25	0	25%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	19	779	769	0	0	26	47	26	74%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	14	731	724	21	36	14	14	14	29%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	23	729	730	13	39	26	22	0	22%	23%

ACADEMIC ACHIEVEMENT

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HIGHLAND PARK, NJ 08904

GRADE SPAN 02-05

PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	88	756	744	2	11	36	31	19	50%	42%
White	32	755	749	0	6	41	44	9	53%	49%
African American	13	725	728	8	31	46	15	0	15%	21%
Hispanic	11	731	733	9	36	27	27	0	27%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	29	780	768	0	0	31	21	48	69%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	35	740	731	6	20	46	20	9	29%	23%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

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HIGHLAND PARK BORO

GRADE SPAN 02-05

23-2150-085
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HIGHLAND PARK, NJ 08904

NJASK Results - Science Grade Level - 04

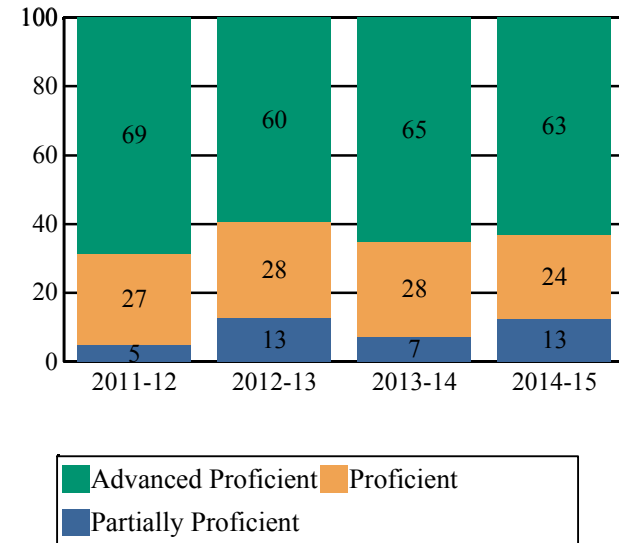
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	63%	24%	13%
White	77%	21%	3%
African American	-	-	-
Hispanic	27%	53%	20%
American Indian	-	-	-
Asian	90%	5%	5%
Two or More Races	-	-	-
Students with Disability	38%	23%	38%
English Language Learners	-	-	-
Economically Disadvantaged Students	36%	32%	32%

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



COLLEGE AND CAREER READINESS

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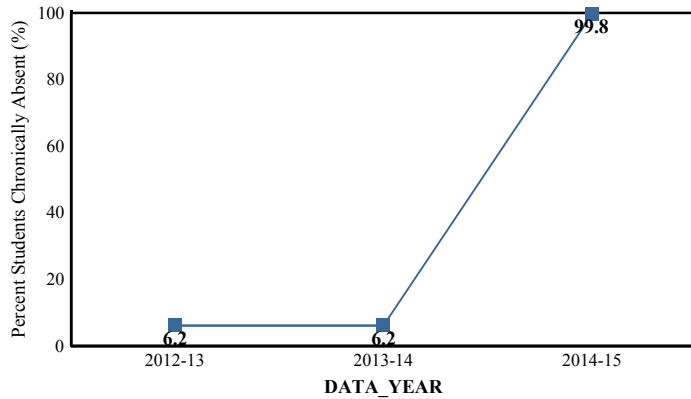
GRADE SPAN 02-05

23-2150-085
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

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

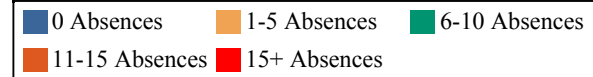
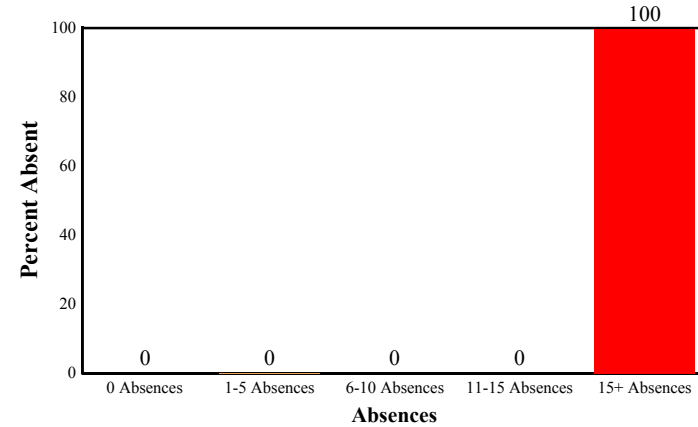


Chronic Absenteeism for 2014-15

99.78%

Absenteeism

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



STUDENT GROWTH

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GRADE SPAN 02-05

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	64	97	86	35	YES
Student Growth on Math	63	97	80	35	YES
		97	83		100%

Student Growth

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

Language Arts

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	1%	0%
Partially Met	6%	5%	1%
Approached	4%	8%	7%
Met	7%	15%	22%
Exceeded	0%	2%	20%

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	1%	0%
Partially Met	8%	7%	3%
Approached	8%	9%	11%
Met	5%	13%	17%
Exceeded	0%	1%	15%

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

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN 02-05

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

Grade Level - 04

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

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

Percentile	School Scale Score	State Scale Score
99th	822	850
75th	791	773
50th	766	750
25th	741	728
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	837	850
75th	783	764
50th	753	742
25th	724	721
0th	677	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	59	43

SCHOOL CLIMATE

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Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	821	850
75th	786	773
50th	763	751
25th	734	728
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	45

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	824	850
75th	776	763
50th	748	743
25th	732	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	40

SCHOOL CLIMATE

MIDDLESEX

HIGHLAND PARK BORO

GRADE SPAN 02-05

Length of School Day

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

	School
2014-15	6 Hrs. 30 Mins.

Student Suspension Rate

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

	School
2014-15	2.1%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	11
Administrators	0

N/R - Data Not Reported

SCHOOL PEER GROUP

**MIDDLESEX
HIGHLAND PARK BORO**

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

GRADE SPAN 02-05

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	BUENA REGIONAL	JOHN C. MILANESI ELEMENTARY SCHOOL	01-0590-055	PK-03	56.7%	7.9%	24.6%
ATLANTIC	HAMILTON TWP	GEORGE L. HESS EDUCATIONAL COMPLEX	01-1940-055	PK-05	38.2%	2.5%	13.8%
ATLANTIC	HAMMONTON TOWN	WARREN E. SOOY JR. ELEMENTARY SCHOOL	01-1960-055	PK-05	49.2%	9.5%	14.5%
BERGEN	BERGENFIELD BORO	WASHINGTON ELEMENTARY SCHOOL	03-0300-080	KG-05	38.9%	6.2%	8.8%
BERGEN	ELMWOOD PARK	GANTNER AVENUE SCHOOL	03-1345-070	KG-05	41.5%	0%	20.2%
BERGEN	RIDGEFIELD PARK TWP	LINCOLN ELEMENTARY SCHOOL	03-4380-070	PK-06	44.7%	7.9%	11%
BERGEN	RIDGEFIELD PARK TWP	ROOSEVELT ELEMENTARY SCHOOL	03-4380-080	KG-06	35.4%	4.8%	8.3%
BURLINGTON	EDGEWATER PARK TWP	MAGOWAN ELEMENTARY SCHOOL	05-1280-050	PK-04	46.9%	8%	13.3%
BURLINGTON	MAPLE SHADE TWP	MAUDE M. WILKINS ELEMENTARY SCHOOL	05-3010-080	PK-04	46.8%	1.2%	21.9%
CAMDEN	GLOUCESTER TWP	GLENDORA ELEMENTARY SCHOOL	07-1780-060	KG-05	35.8%	0%	16.1%
CHARTERS	KINGDOM CS OF LEADERSHIP	THE KINGDOM CHARTER SCHOOL OF LEADERSHIP	80-6067-949	KG-06	31.3%	3%	4%
ESSEX	BLOOMFIELD TWP	FRANKLIN ELEMENTARY	13-0410-130	PK-06	37.7%	5.6%	8.9%
ESSEX	WEST ORANGE TOWN	EDISON MIDDLE SCHOOL	13-5680-070	06	42.6%	1.8%	18.5%
GLOUCESTER	FRANKLIN TWP	CAROLINE L. REUTTER SCHOOL	15-1590-070	05-06	38.2%	0.5%	16.5%
GLOUCESTER	FRANKLIN TWP	MAIN ROAD SCHOOL	15-1590-095	03-04	37.3%	1.2%	14.4%
GLOUCESTER	MONROE TWP	HOLLY GLEN ELEMENTARY SCHOOL	15-3280-075	KG-04	50.9%	8.7%	17.7%
MIDDLESEX	HIGHLAND PARK BORO	BARTLE ELEMENTARY SCHOOL	23-2150-085	02-05	41.9%	5.7%	12%
MIDDLESEX	OLD BRIDGE TWP	LEROY GORDON COOPER ELEMENTARY SCHOOL	23-3845-113	KG-05	40.6%	3.4%	13.4%
MIDDLESEX	PISCATAWAY TWP	ARBOR ELEMENTARY SCHOOL	23-4130-060	04-05	40.7%	4.8%	12.2%
MIDDLESEX	SAYREVILLE BORO	HARRY S. TRUMAN ELEMENTARY SCHOOL	23-4660-075	KG-03	33.7%	0.9%	11.6%
MIDDLESEX	SAYREVILLE BORO	WOODROW WILSON ELEMENTARY SCHOOL	23-4660-120	KG-03	36.1%	1.3%	14.4%

SCHOOL PEER GROUP

MIDDLESEX

HIGHLAND PARK BORO

BARTLE ELEMENTARY SCHOOL
435 MANSFIELD STREET
HIGHLAND PARK, NJ 08904

GRADE SPAN 02-05

MIDDLESEX	SOUTH AMBOY CITY	SOUTH AMBOY ELEMENTARY	23-4830-060	PK-05	46.5%	1.6%	21.5%
MIDDLESEX	WOODBRIIDGE TWP	LAFAYETTE ESTATES ELEMENTARY	23-5850-200	KG-05	38.9%	8.3%	3.8%
OCEAN	BRICK TWP	VETERANS MEMORIAL	29-0530-080	KG-05	41.5%	0%	19.1%
OCEAN	LACEY TWP	ELEMENTARY SCHOOL					
OCEAN	MANCHESTER TWP	FORKED RIVER ELEMENTARY	29-2480-050	KG-04	37.4%	3.2%	12.2%
OCEAN	MANCHESTER TWP	SCHOOL					
OCEAN	TOMS RIVER REGIONAL	MANCHESTER TOWNSHIP	29-2940-043	KG-05	33%	0.2%	12.3%
PASSAIC	CLIFTON CITY	ELEMENTARY SCHOOL					
PASSAIC	HAWTHORNE BORO	EAST DOVER ELEMENTARY SCHOOL	29-5190-070	KG-05	36.6%	0.2%	14.4%
SOMERSET	FRANKLIN TWP	SCHOOL #5	31-0900-120	KG-05	42.4%	0.5%	22.1%
SOMERSET	MANVILLE BORO	WASHINGTON ELEMENTARY	31-2100-100	KG-05	44.8%	5%	14.6%
SOMERSET	FRANKLIN TWP	SCHOOL					
SOMERSET	MANVILLE BORO	SAMPSON G. SMITH SCHOOL	35-1610-150	05-06	48.8%	5.5%	18%
SOMERSET	MANVILLE BORO	ROOSEVELT SCHOOL	35-3000-080	PK-05	48.2%	1.3%	23.2%