




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.state.nj.us](mailto:reportcard@doe.state.nj.us)



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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	*	*	*	100.00	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	*	*	*	10.00	26.40	*		
Students In Foster Care	*	*	*	20.00	24.80	*		
Military-Connected Students	N	N	*	0.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	90	751	751	749	*	14%	20%	51%	*	56%	50%
White	40	762	762	759	*	*	*	65%	*	70%	61%
Hispanic	20	724	724	734	*	*	*	*	0%	25%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	17	763	763	775	0%	*	*	*	*	65%	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	750	*	*	*	*	*	*	52%
Female	48	757	757	753	*	*	*	56%	*	63%	55%
Male	42	744	744	744	*	*	*	45%	*	48%	46%
Economically Disadvantaged Students	30	723	723	730	*	*	*	*	*	30%	31%
Non-Economically Disadvantaged Students	60	764	764	761	*	*	*	*	*	68%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	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	733	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	103	756	756	753	*	*	23%	42%	17%	58%	56%
White	38	763	763	762	*	*	32%	50%	*	63%	67%
Hispanic	20	741	741	740	*	*	*	*	*	45%	40%
Black or African American	12	729	729	736	*	*	*	*	0%	25%	36%
Asian, Native Hawaiian, or Pacific Islander	29	767	767	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	762	762	758	*	*	26%	37%	*	61%	61%
Male	57	751	751	748	*	*	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	724	*	*	*	*	0%	17%	25%
Students without Disabilities	91	761	761	759	*	*	*	*	19%	64%	62%
English Learners	*	*	*	710	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	87	770	770	755	*	*	25%	45%	22%	67%	59%
White	30	774	774	763	0%	*	*	57%	*	73%	69%
Hispanic	17	752	752	743	*	*	*	*	*	53%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	31	781	781	778	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	*	*	*	756	*	*	*	*	*	*	60%
Female	46	779	779	761	*	*	22%	50%	*	76%	66%
Male	41	759	759	749	*	*	29%	39%	*	56%	53%
Economically Disadvantaged Students	25	748	748	739	*	*	40%	40%	*	44%	40%
Non-Economically Disadvantaged Students	62	779	779	765	*	*	19%	47%	*	76%	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	756	*	*	*	*	*	*	60%
Homeless Students	N	N	N	732	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	730	N	N	N	N	N	N	36%

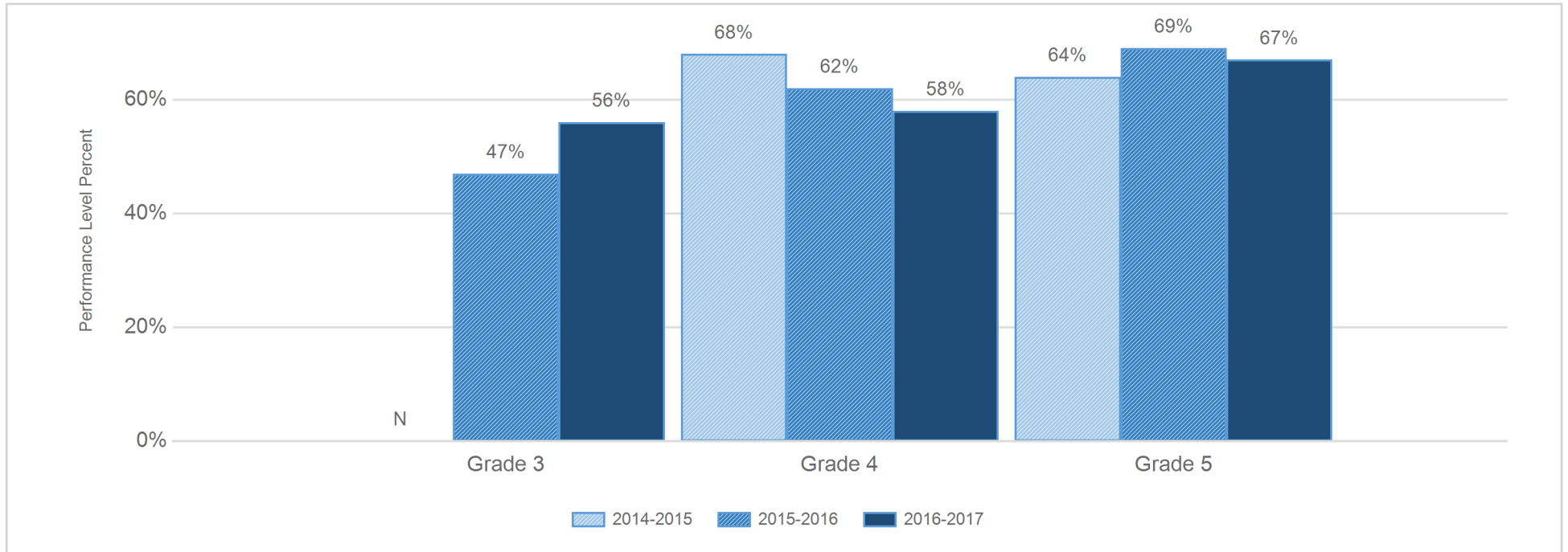


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	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	*	*	*	100.00	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	*	*	*	10.00	16.40	*		
Students In Foster Care	*	*	*	20.00	15.10	*		
Military-Connected Students	N	N	*	0.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	94	757	757	750	*	*	18%	38%	21%	60%	53%
White	41	760	760	758	*	*	*	51%	*	68%	63%
Hispanic	20	734	734	738	*	*	*	*	*	30%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	20	785	785	778	0%	0%	*	*	*	85%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	750	*	*	*	*	*	*	53%
Female	49	756	756	751	*	*	*	37%	*	55%	52%
Male	45	759	759	750	*	*	*	40%	*	64%	53%
Economically Disadvantaged Students	33	733	733	735	*	*	*	*	*	24%	34%
Non-Economically Disadvantaged Students	61	770	770	761	*	*	*	*	*	79%	65%
Students with Disabilities	*	*	*	728	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	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	725	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	749	749	746	*	13%	27%	49%	*	52%	47%
White	38	755	755	754	*	*	*	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	773	*	*	*	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	747	747	746	*	*	33%	42%	*	44%	47%
Male	60	751	751	746	*	*	22%	55%	*	58%	48%
Economically Disadvantaged Students	45	734	734	731	*	*	36%	22%	*	27%	27%
Non-Economically Disadvantaged Students	63	760	760	756	*	*	21%	68%	*	70%	61%
Students with Disabilities	12	720	720	724	*	*	*	*	*	33%	22%
Students without Disabilities	96	753	753	751	*	*	*	*	*	54%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	49%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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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 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	763	763	746	*	*	25%	40%	25%	65%	46%
White	30	763	763	754	*	*	*	47%	*	70%	57%
Hispanic	18	742	742	734	*	*	*	*	*	39%	30%
Black or African American	*	*	*	728	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	37	776	776	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	*	*	*	746	*	*	*	*	*	*	47%
Female	50	764	764	747	*	*	26%	38%	26%	64%	47%
Male	44	761	761	746	*	*	23%	43%	23%	66%	46%
Economically Disadvantaged Students	30	740	740	732	*	*	43%	37%	0%	37%	27%
Non-Economically Disadvantaged Students	64	773	773	756	*	*	16%	42%	36%	78%	59%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	715	N	N	N	N	N	N	18%



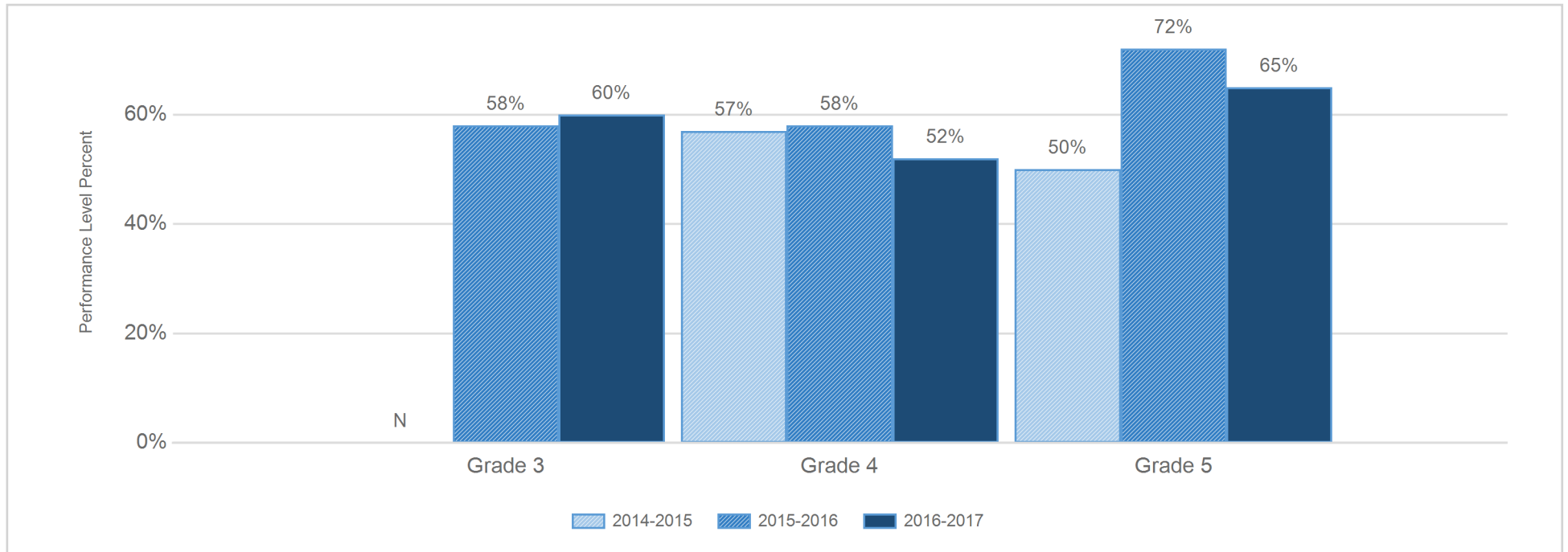
**BARTLE ELEMENTARY SCHOOL  
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**Mathematics Assessment – Performance Trends**

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

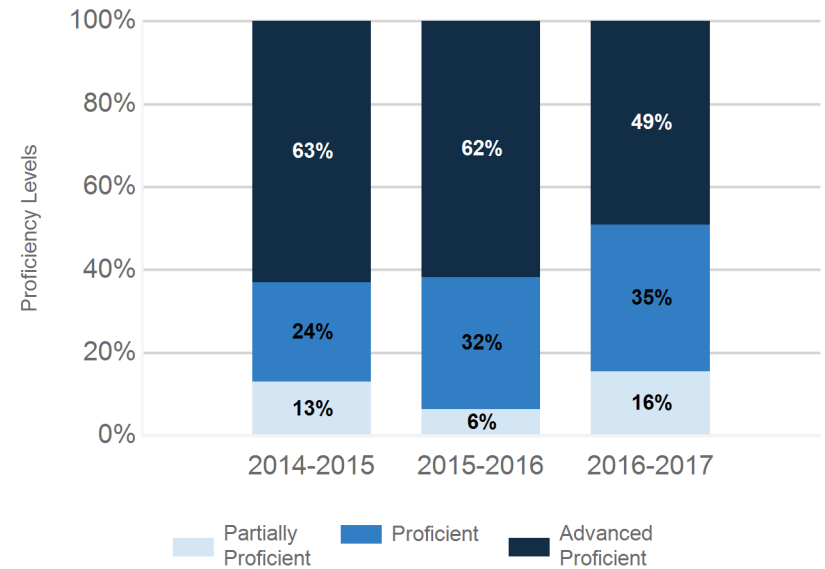
**NJASK Science Assessment Performance: Grade 4**

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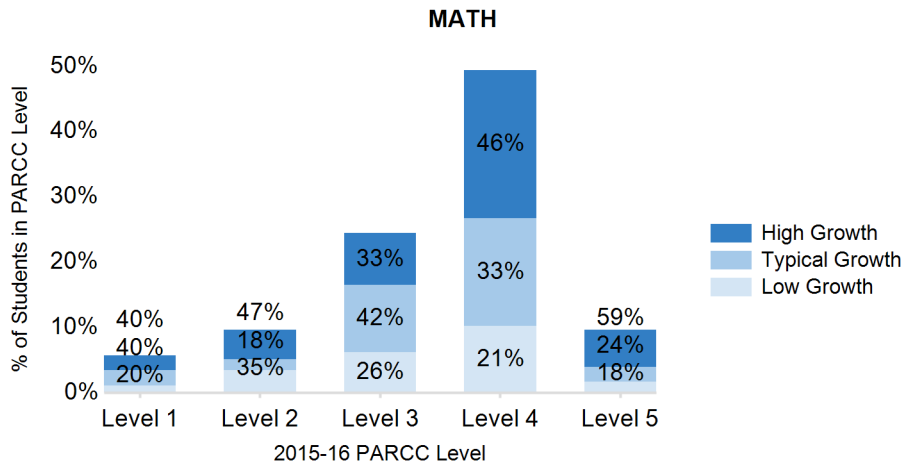
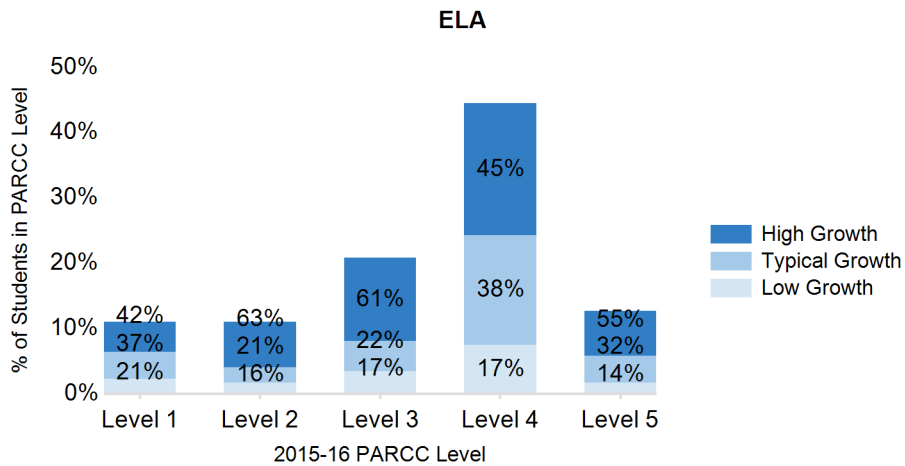
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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

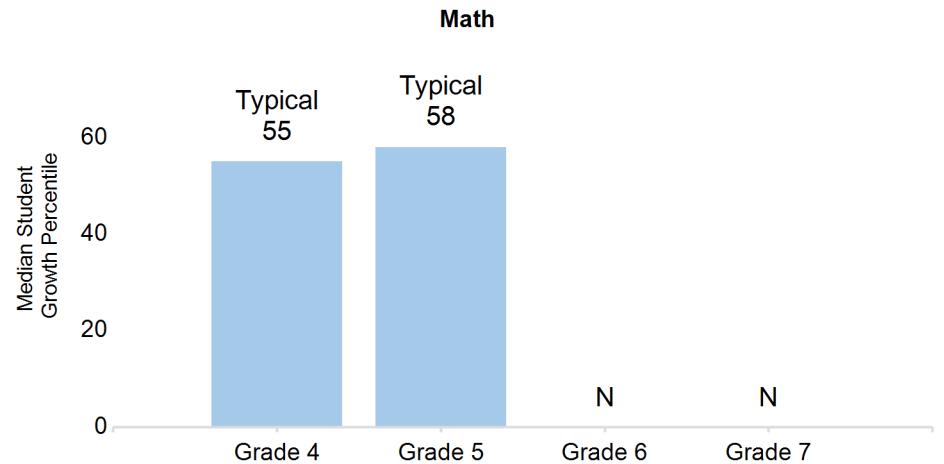
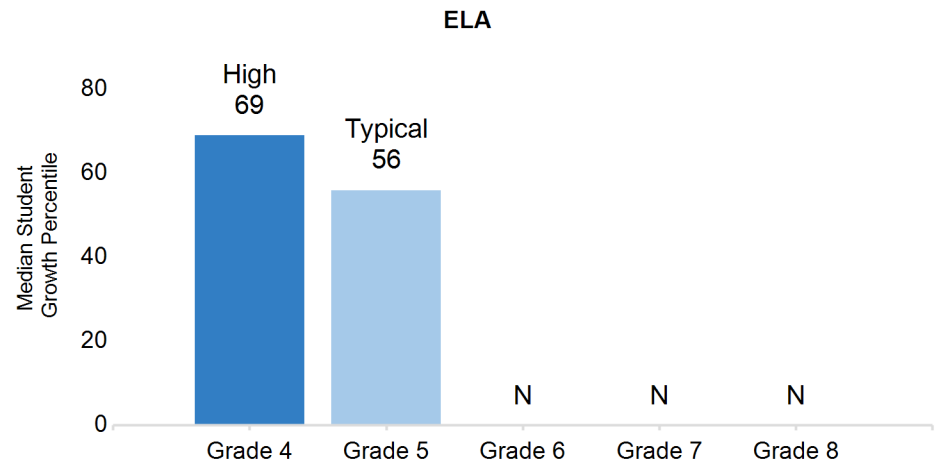
**Student Growth by Performance Level**

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**

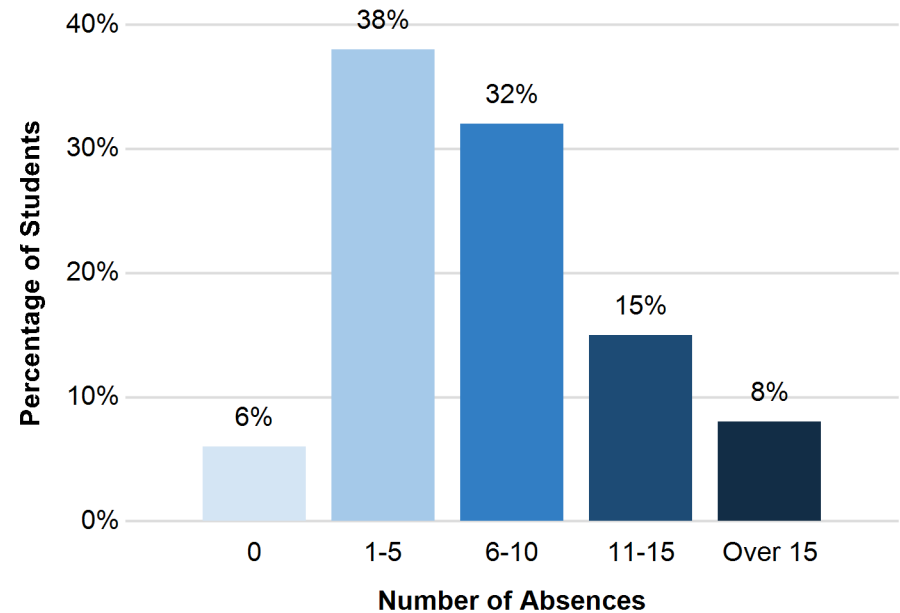
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

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	0	**	**
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.





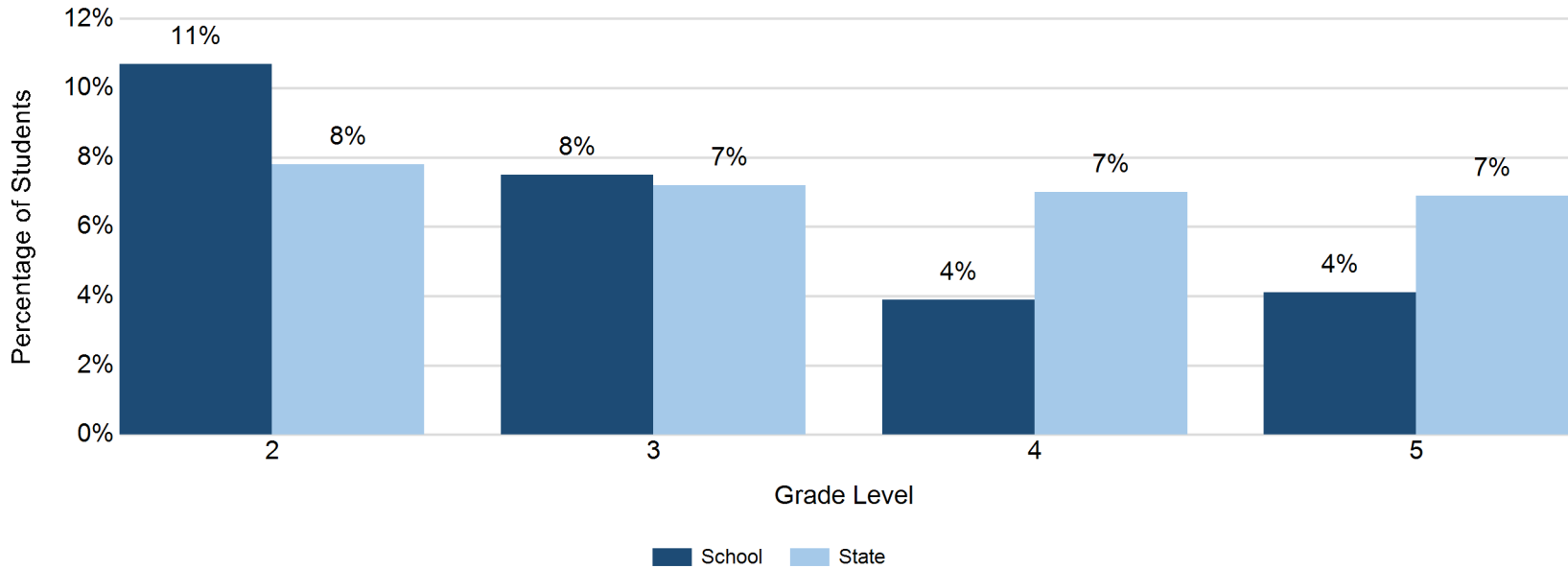
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**Chronic Absenteeism by Grade**

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	1:0.7	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	\$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 and Certifications**

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	48	115,100
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	9,476
Average years experience in public schools	16.3	15.7
Average years experience in district	5.2	11.5
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%	77%
2015-16 Administrators: Same district 2016-17	88%	85%

**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	38	17.5%
Mathematics Proficiency	53	17.5%
English Language Arts Growth	87	25%
Mathematics Growth	66	25%
Chronic Absenteeism	48	15%
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 <sup>th</sup>
<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	12	No	Met Target†	Not Met	Met Target	Exceeds Target	Met Target	No
White	59	12	No	Not Met	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	50	12	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	12	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	58	12	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	12	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>Facebook:</b>	N/A
		<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 Learnscap 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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 <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>







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**Grade Span 02-05**

**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>



**BARTLE ELEMENTARY SCHOOL  
2016-2017**

**Grade Span 02-05**

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

School Narrative

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Facilities:

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;