



HIGHLAND PARK MIDDLE SCHOOL
2016-2017


Grade Span 06-08

23-2150-060
MIDDLESEX
HIGHLAND PARK BORO
330 WAYNE 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



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Enrollment Trends by Grade

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

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

Enrollment Trends by Student Group

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

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

Enrollment by Racial and Ethnic Group

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

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

Enrollment by Home Language

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

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



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	272	83.5	58.80	60.80	54.90	51.7	46.3	Met Target
White	109	83.8	70.60	70.10	63.90	61.9	48.9	Met Target
Hispanic	53	78.1	28.30	37.30	39.80	22.8	29	Met Target†
Black or African American	29	73.8	24.10	25.30	35.20	19.4	16.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	67	97.1	80.60	78.40	80.70	80.6	73.4	Met Goal
American Indian or Alaska Native	N	N	*	100.00	53.70	*	**	**
Two or More Races	14	73.7	50.00	58.80	54.90	38.7	**	**
Female	136	82.1	63.20	66.60	62.20	54.6		
Male	136	85.0	54.40	54.90	48.10	48.6		
Economically Disadvantaged Students	91	80.3	25.30	33.80	36.20	*	24.6	Met Target†
Non-Economically Disadvantaged Students	181	85.2	75.70	74.80	65.80	*		
Students with Disabilities	55	85.9	27.30	28.00	20.50	24.6	8.7	Met Target
Students without Disabilities	217	83.0	66.80	67.00	61.90	58.3		
English Learners	14	93.3	28.50	*	25.20	28	**	**
Non-English Learners	258	83.1	60.50	*	57.40	52.9		
Homeless Students	*	*	*	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 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	766	766	751	*	*	16%	43%	29%	72%	54%
White	35	768	768	758	0%	*	*	51%	*	74%	63%
Hispanic	17	744	744	740	*	*	*	*	*	47%	38%
Black or African American	*	*	*	735	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	25	783	783	775	0%	*	*	*	52%	88%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	47	767	767	758	*	*	*	45%	30%	75%	61%
Male	36	765	765	745	*	*	*	42%	28%	69%	46%
Economically Disadvantaged Students	20	738	738	737	*	*	*	*	*	35%	34%
Non-Economically Disadvantaged Students	63	775	775	760	*	*	*	*	*	84%	65%
Students with Disabilities	11	741	741	722	*	*	*	*	*	46%	17%
Students without Disabilities	72	770	770	757	*	*	*	*	*	76%	61%
English Learners	*	*	*	709	*	*	*	*	*	*	N
Non-English Learners	*	*	*	752	*	*	*	*	*	*	N
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	55%
Migrant Students	N	N	N	721	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	752	752	756	15%	11%	19%	28%	26%	55%	59%
White	37	761	761	763	*	*	*	43%	30%	73%	69%
Hispanic	22	722	722	741	*	*	*	*	*	14%	44%
Black or African American	16	724	724	737	*	*	*	*	0%	31%	38%
Asian, Native Hawaiian, or Pacific Islander	26	783	783	783	0%	*	*	*	54%	77%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	756	*	*	*	*	*	*	59%
Female	54	757	757	764	*	*	*	28%	30%	57%	68%
Male	52	748	748	748	*	*	*	29%	23%	52%	51%
Economically Disadvantaged Students	39	717	717	738	*	*	*	*	*	15%	40%
Non-Economically Disadvantaged Students	67	773	773	765	*	*	*	*	*	78%	70%
Students with Disabilities	19	709	709	719	*	*	0%	*	0%	21%	19%
Students without Disabilities	87	762	762	763	*	*	23%	*	32%	62%	67%
English Learners	*	*	*	700	*	*	*	*	*	*	N
Non-English Learners	*	*	*	757	*	*	*	*	*	*	N
Homeless Students	*	*	*	730	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	752	752	757	*	14%	25%	43%	*	52%	59%
White	40	761	761	764	*	*	*	63%	*	68%	68%
Hispanic	17	731	731	742	*	*	*	*	0%	24%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	16	778	778	785	*	0%	*	*	*	75%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	40	760	760	765	*	*	*	50%	*	63%	68%
Male	48	745	745	748	*	*	*	38%	*	44%	50%
Economically Disadvantaged Students	28	723	723	739	*	*	36%	*	*	21%	40%
Non-Economically Disadvantaged Students	60	765	765	766	*	*	20%	*	*	67%	69%
Students with Disabilities	18	713	713	717	*	*	*	*	*	11%	18%
Students without Disabilities	70	762	762	764	*	*	*	*	*	63%	67%
English Learners	*	*	*	700	*	*	*	*	*	*	N
Non-English Learners	*	*	*	758	*	*	*	*	*	*	N
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	720	N	N	N	N	N	N	21%



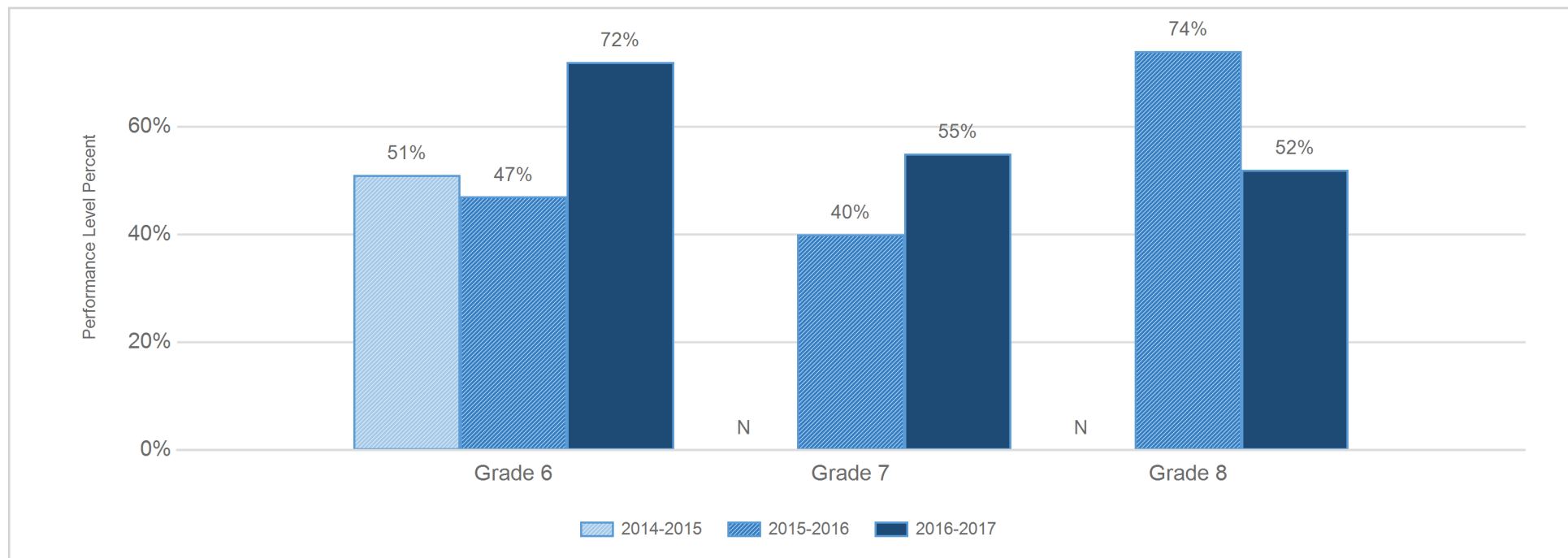
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English Language Arts/Literacy Assessment - Performance Trends

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	276	85.2	43.10	47.00	43.50	38.4	32.7	Met Target
White	112	86.2	47.30	53.70	52.40	42.5	36.4	Met Target
Hispanic	54	79.5	13.00	21.10	27.60	10.7	16	Met Target†
Black or African American	28	73.2	*	*	21.70	*	8.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	68	97.5	76.50	74.10	75.60	76.5	55.5	Met Target
American Indian or Alaska Native	N	N	*	100.00	42.50	*	**	**
Two or More Races	14	75.0	42.90	42.40	44.90	33.1	N	N
Female	140	84.4	38.60	43.40	44.10	34		
Male	136	86.0	47.80	50.80	42.90	43.1		
Economically Disadvantaged Students	91	81.5	11.00	18.50	25.10	*	15.1	Not Met
Non-Economically Disadvantaged Students	185	87.2	58.90	62.30	54.30	*		
Students with Disabilities	54	85.7	14.80	*	16.50	13.3	8.9	Met Target
Students without Disabilities	222	85.1	50.00	*	48.80	44.4		
English Learners	15	96.3	33.40	*	23.30	33.4	N	N
Non-English Learners	261	84.3	43.60	*	45.20	38.7		
Homeless Students	*	*	*	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 6**

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

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Schoolwide	87	747	747	743	*	20%	25%	38%	*	48%	44%
White	36	750	750	750	*	*	39%	36%	*	47%	54%
Hispanic	17	718	718	730	*	*	*	*	0%	18%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	27	766	766	770	0%	*	*	56%	*	74%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	744	*	*	*	*	*	*	46%
Female	50	742	742	744	*	*	24%	40%	*	44%	45%
Male	37	755	755	742	*	*	27%	35%	*	54%	43%
Economically Disadvantaged Students	22	720	720	728	*	*	*	*	*	14%	24%
Non-Economically Disadvantaged Students	65	756	756	752	*	*	*	*	*	60%	56%
Students with Disabilities	11	734	734	716	*	*	*	*	*	27%	13%
Students without Disabilities	76	749	749	748	*	*	*	*	*	51%	50%
English Learners	*	*	*	709	*	*	*	*	*	*	N
Non-English Learners	*	*	*	744	*	*	*	*	*	*	N
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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Schoolwide	75	726	726	741	13%	31%	35%	21%	0%	21%	40%
White	25	741	741	748	*	*	40%	44%	0%	44%	49%
Hispanic	22	713	713	729	*	*	*	*	*	*	23%
Black or African American	16	717	717	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	40	725	725	742	*	*	35%	*	0%	18%	41%
Male	35	728	728	739	*	*	34%	*	0%	26%	38%
Economically Disadvantaged Students	38	713	713	728	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	37	740	740	748	*	*	*	*	*	*	50%
Students with Disabilities	18	710	710	716	*	*	*	*	*	11%	11%
Students without Disabilities	57	732	732	746	*	*	*	*	*	25%	45%
English Learners	*	*	*	711	*	*	*	*	*	*	N
Non-English Learners	*	*	*	742	*	*	*	*	*	*	N
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	N

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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Schoolwide	42	704	704	727	*	*	*	*	*	*	28%
White	*	*	*	735	*	*	*	*	*	*	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	746	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	727	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	19	708	708	730	*	*	*	*	*	*	30%
Male	23	701	701	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	22	703	703	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	20	705	705	734	*	*	*	*	*	*	34%
Students with Disabilities	17	696	696	705	*	*	*	*	*	*	N
Students without Disabilities	25	710	710	734	*	*	*	*	*	*	N
English Learners	*	*	*	702	*	*	*	*	*	*	N
Non-English Learners	*	*	*	729	*	*	*	*	*	*	N
Homeless Students	N	N	N	709	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	712	N	N	N	N	N	N	N

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	766	746	742	*	*	28%	57%	*	68%	42%
White	32	756	747	750	*	0%	41%	53%	*	56%	52%
Hispanic	*	*	*	727	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	29	782	*	773	0%	*	*	62%	*	86%	76%
American Indian or Alaska Native	N	N	N	735	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	33	766	747	743	*	*	*	55%	*	61%	43%
Male	39	767	746	741	*	*	*	59%	*	74%	40%
Economically Disadvantaged Students	12	761	728	726	*	*	*	*	*	50%	23%
Non-Economically Disadvantaged Students	60	767	755	751	*	*	*	*	*	72%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	10	768	*	707	*	*	*	*	*	70%	N
Non-English Learners	62	766	*	744	*	*	*	*	*	68%	N
Homeless Students	N	N	N	717	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	N
Military-Connected Students	N	N	N	741	N	N	N	N	N	N	37%
Migrant Students	N	N	N	714	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	17	780	743	733	*	*	*	59%	*	100%	30%
White	*	*	*	739	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	718	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	757	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	*	*	*	734	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	N
Students without Disabilities	17	780	746	737	*	*	*	59%	*	100%	N
English Learners	*	*	*	709	*	*	*	*	*	*	N
Non-English Learners	*	*	*	734	*	*	*	*	*	*	N
Homeless Students	N	N	N	717	N	N	N	N	N	N	N
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	N
Military-Connected Students	N	N	N	726	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	N

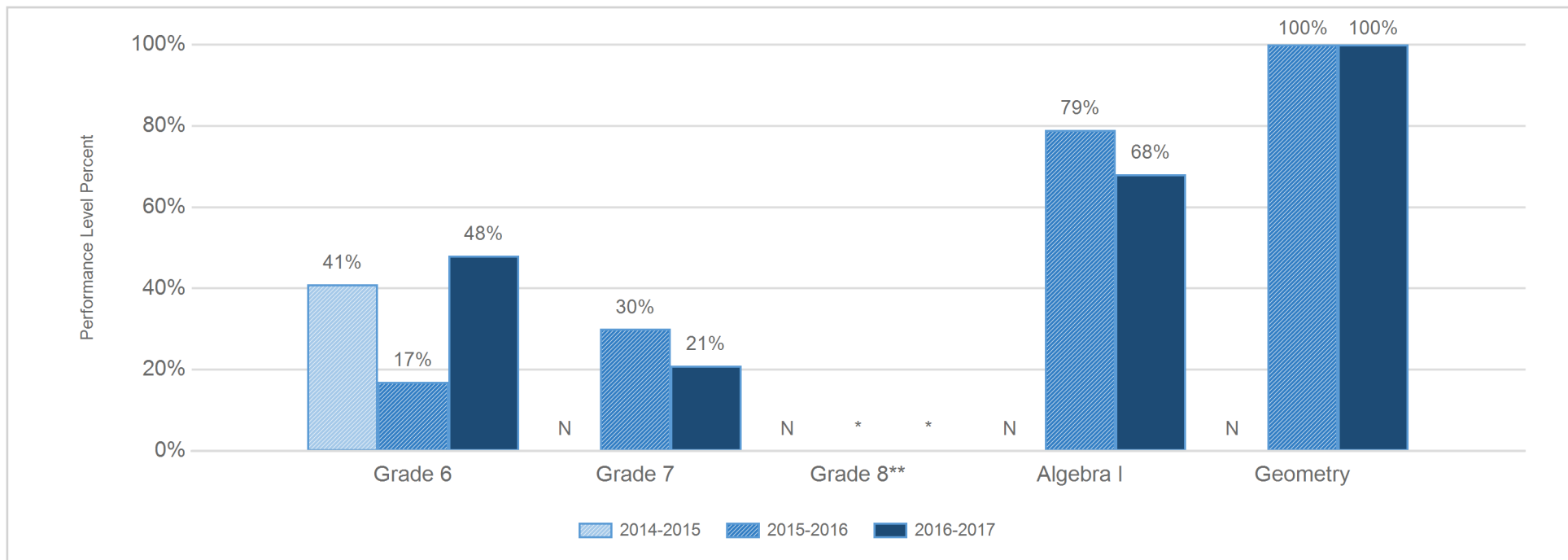


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

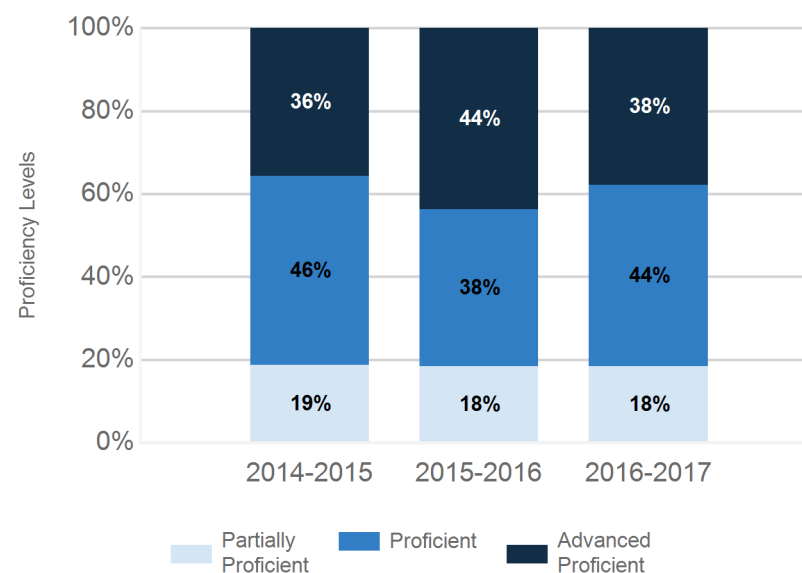
NJASK Science Assessment Performance: Grade 8

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

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

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

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

Student Growth

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

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

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



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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:

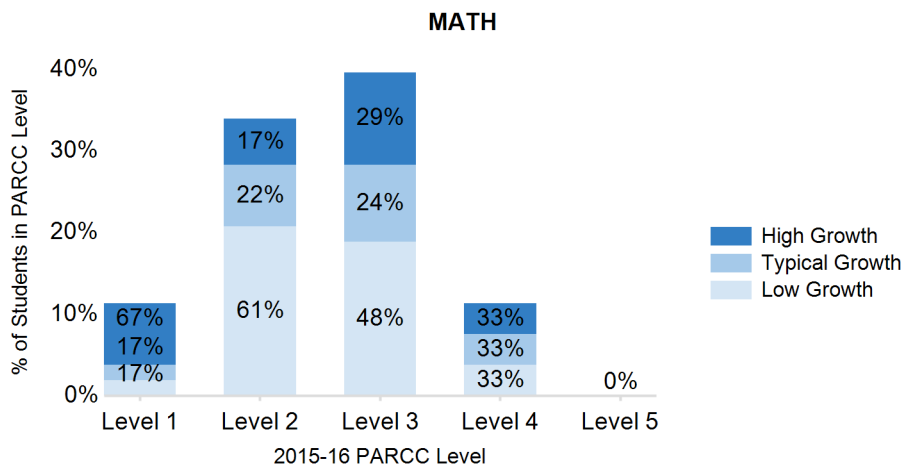
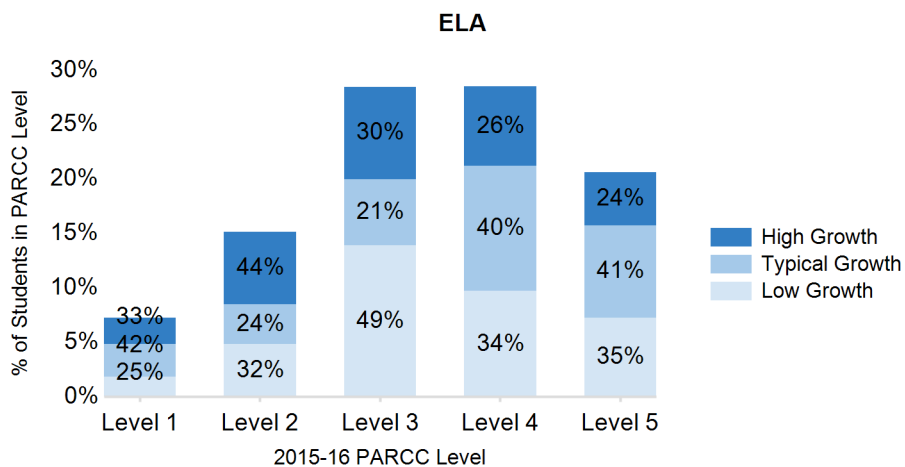
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

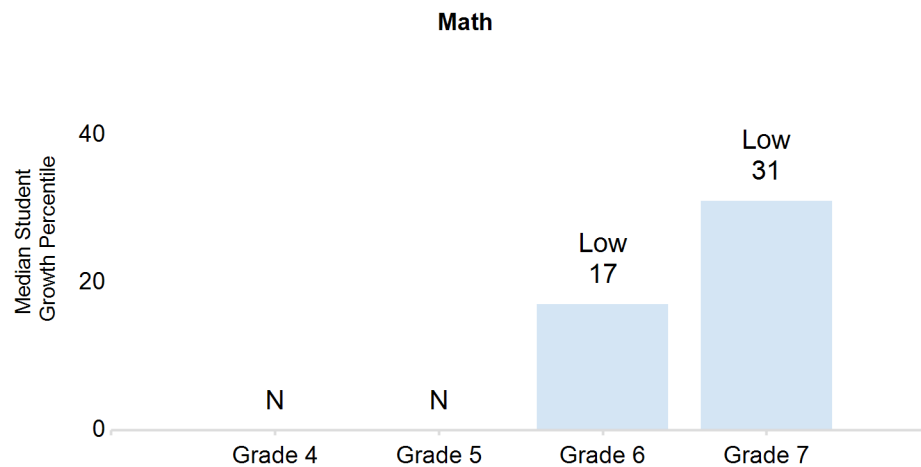
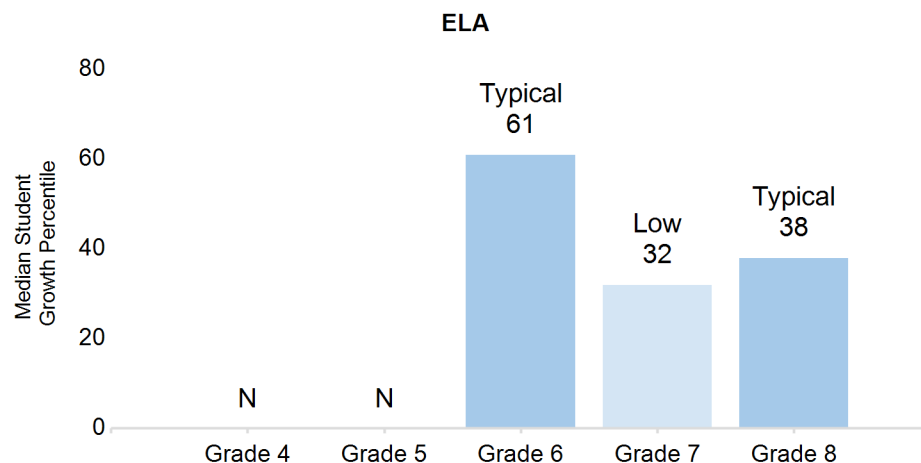
Student Growth by Performance Level

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.



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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0					108
7	35	0					91
8	41	19					70
Schoolwide	76	19	0	0	0	0	269

World Languages - Course Participation

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

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



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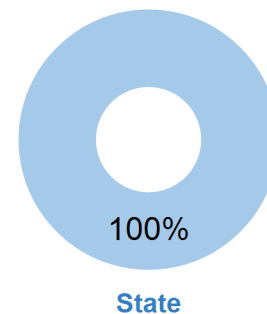
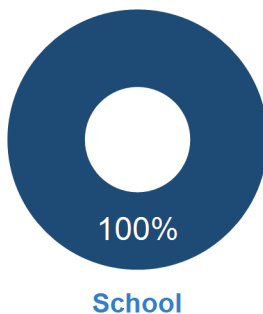
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Visual and Performing Arts – Course Participation

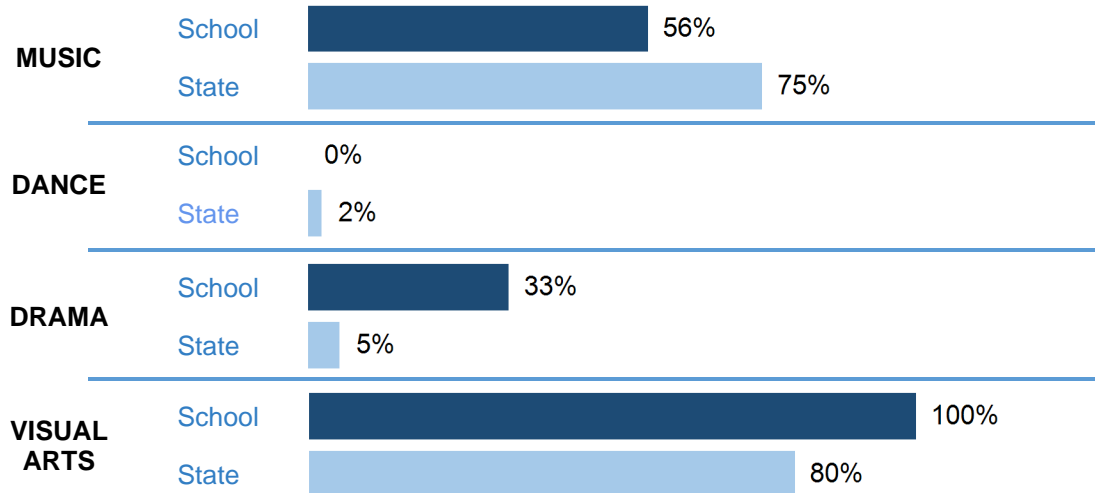
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

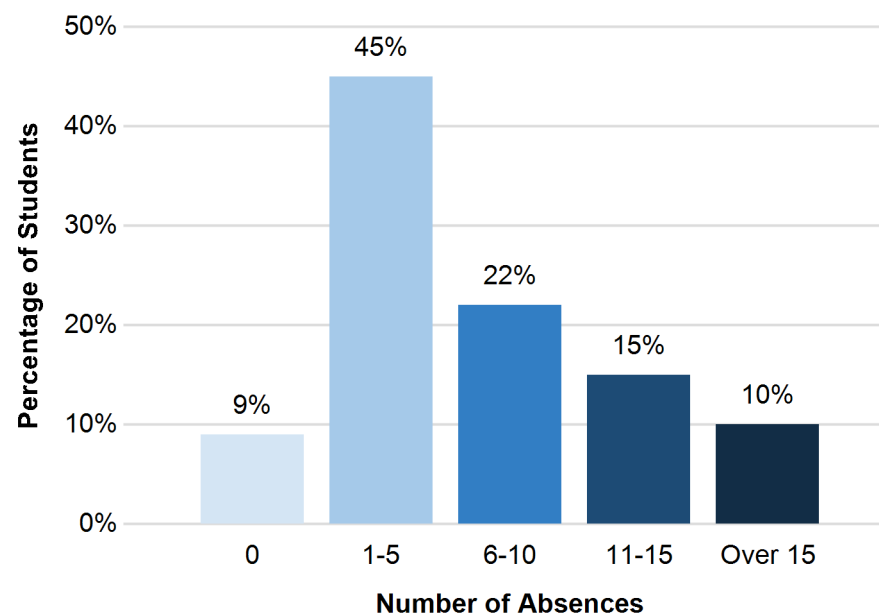
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.00	8.70	Not Met
White	8.70	8.70	Met Target
Hispanic	14.30	8.70	Not Met
Black or African American	9.30	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	1.30	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	11.80	8.70	Not Met
Students with Disabilities	19.10	8.70	Not Met
English Learners	13.60	8.70	Not Met

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

Days Absent

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





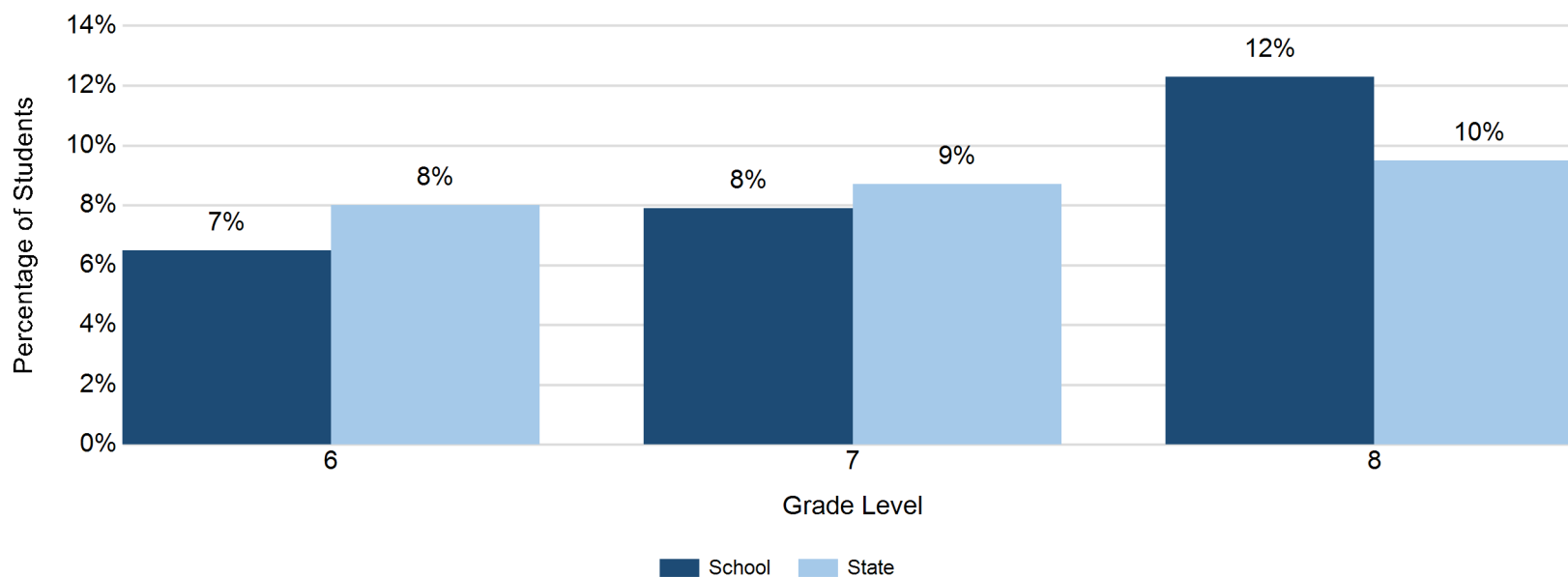
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Chronic Absenteeism by Grade

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





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:0.9	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	33	115,100
Average years experience in public schools	10.7	11.8
Average years experience in district	7.4	10.5
Teachers in district for 4 or more years	76%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,476
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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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	89%	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	31	17.5%
Mathematics Proficiency	25	17.5%
English Language Arts Growth	18	25%
Mathematics Growth	0	25%
Chronic Absenteeism	29	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		18.8
Summative Rating: Percentile rank of Summative Score		9 th
Requires Comprehensive Support: 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	19	12	Targeted	Met Target	Met Target	Not Met	Met Target	Not Met	No
White	20	12	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Hispanic	9	12	Targeted	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
Black or African American	14	12	No	Met Target	Not Met	Not Met	Not Met	**	No
Asian, Native Hawaiian, or Pacific Islander	37	12	No	Met Goal	Met Target	Met Target	Met Target	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	N	**	**	**	No
Economically Disadvantaged Students	11	12	Targeted	Met Target†	Not Met	Not Met	Not Met	Not Met	No
Students with Disabilities	39	12	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
English Learners	**	**	No	**	N	Not Met	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. MINAYA-OSEMWEGIE	Email Address:	josemwegie@hpschools.net
Address:	330 WAYNE STREET HIGHLAND PARK, NJ 08904	Website:	http://ms.hpschools.net/
Phone:	(732)572-2400	Facebook:	N/A
		Twitter:	N/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.

Highlights:	<ul style="list-style-type: none"> • Restorative Practices and Alternative Discipline Initiative. • Students in Action New Jersey State Wide Bronze and Silver Banner recipients. • STEM Initiatives: Makerspace, Girls Stem, Science Bowl, Robotics
Mission, Vision, Theme:	The students will read and analyze text and data, synthesize information from a variety of sources and clearly articulate original, creative and artistic thoughts in written and spoken forms. To use tools appropriately to collect, organize, and interpret data, identify and use patterns to create hypotheses and solve problems. To become responsible school and community citizens who display punctuality, organization, accountability, reliability and empathy.
Awards, Recognition, Accomplishments:	Students in Action Silver, Bronze. 2016 County Teacher of the Year. Sustainable Schools







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 <p>Courses, Curriculum, Instruction:</p>	<p>Our small, diverse school environment empowers us to attend to all students, providing them with a comprehensive curriculum that accommodates their social, emotional and academic needs. Our academic programs include Writers Workshop, Math 180, Read 180, Learning Ally, Project Based Learning, Makerspace, VHS Electives. We offer Mandarin and Spanish as well as Native Speaker classes.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Girls), Softball (Girls), Track and Field - Spring (Boys and Girls),</p>
 <p>Clubs and Activities:</p>	<p>Students in Action, Robotics, Student Council, Diversity Council, Yearbook, Newspaper, Stem Girls Club, Chess, Literary Magazine, Cheer Club</p>
 <p>Before and After School Programs:</p>	<p>Homework Assistance, Drop In Computer Lab,</p>







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





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



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



Other Information: